

## **School Improvement Plan - PL221 Version - 2008-2011**

**May 16, 2008 16:41:35**

### **Maple Crest Middle Sch (2963)**

**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

Maple Crest Middle Sch

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

- Indiana Student Achievement Institute
- PL221

## **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. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

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

# Reviewer Guide

## Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at [www.asainstitute.org/publicsip](http://www.asainstitute.org/publicsip). During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

PL221 REQUIREMENT		Required	Location in this Plan
1	Description and location of curriculum	✓	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
	Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
	Conclusion – Professional development	✓	Professional Development
5	Goal – Attendance rate	✓	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✓	Academic Goals
	Goals - % graduating (high schools only)	✓	Academic Goals
6	Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✓	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11	Statutes and rules to be waived	✓	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

\* The full Force Field Report may be obtained from the school's online School Improvement Plan at [www.asainstitute.org/publicsip](http://www.asainstitute.org/publicsip)

\*\* In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learners as both "gifted" and "special education" students.

# Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

## Steering Team

- Kristen Bilkey - Administrator
- Lindsey Brown - Teacher
- Elizabeth Coppock - Teacher
- Christy Edwards - Parent/Guardian
- Aarin Hutchins - Parent/Guardian
- Jonathan Schuck - Administrator
- Jeanine Smith - School

## Strategy Chairs

- Lynn Johnson
- Gerri McIver
- Ryan Ourada
- Jonathan Schuck
- Sean Swan

## Community Council

- Karen Barnes - Juvenile Probation Officer
- Chuck Bartholomew - dentist
- Jill Bartholomew - homemaker; volunteer tutor
- Gina Beechy - small business owner
- Angela Butzin - homeschooler
- Scott Butzin - industrial supervisor
- Hawk Celena
- Leslie Cole
- Rhonda Crews
- Melissa Crull
- Robert Crull
- Bryan Dennis
- Kim Doak
- Rick Emry - post carrier
- Vicki Emry
- Patty Goodrich - na
- Cheryl Guyer
- Yolanda Hockaday-Dennis
- Bowling Marsha
- Gregory Monnot
- Elaine Newton
- Richard Newton
- Rita Sale - elementary teacher
- Ted Schuck - school board president
- Christopher Smith
- Danna Stewart
- Alice Worley - homemaker

# Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. 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. The third part of the vision statement describes the 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:**

At Maple Crest Middle School, we believe that ALL students have the potential to learn and become productive, self-fulfilled citizens. We believe all students deserve to be treated with respect, dignity, and kindness. We believe that all students deserve the opportunity to reach their full potential in an emotionally and physically safe environment. We believe that all students need to know what is expected of them in and out of the classroom. We believe that all students deserve individual guidance from teachers, parents, administrators, and all adults in their lives. We believe that students, as they are working towards success, have permission to fail if they are giving their best effort. If a student fails and are giving their best, we believe that they should have another opportunity to succeed. We believe that all students deserve a fresh start each day, a second chance, an opportunity to learn from mistakes. We believe all students need to understand how their choices, behaviors, and attitudes affect their future. We believe all students deserve opportunities to develop into responsible citizens of Maple Crest Middle School. We believe that all students need boundaries with clear rules that must be followed and administrators who draw the line. We believe all students deserve parents and a community that view education as a high priority and support our vision for the future.

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

Adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions: All teachers have high expectations for student learning, achievement and behavior. All teachers love to teach and believe all students can learn. Teachers successfully utilize all forty-four minutes of each instructional period with innovative instructions based on the needs of our students. All teachers are enthusiastic, sparking creativity and excitement in our students. All teachers are committed to the students and display a "whatever it takes" attitude. All teachers embrace their role in our professional learning community to create a school-wide system of interventions that provides all students with support when not experiencing success. Teachers are open-minded, fair, and flexible. In Enrichment Class, teachers will take a personal interest in students by mentoring a small group of students and building trusting relationships. All teachers are connected to kids, their families, and the community. Administrators are highly visible and available to support students and staff. Administrators are effective communicators, willing to take the time to listen to students, parents, and staff and respond in a timely manner. Administrators always strive to make decisions in the best interest of the students, teachers, and school. Parents are involved in their child's education by communicating with the school and participating in parent/teacher conferences, field trips, and classroom activities. Parents are supportive of the school and understanding of the educational process. All parents view teachers and administrators as partners in creating a successful educational experience for their child. All adults choose cooperation over conflict.

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

In this environment where all adults are living by their core convictions, all students display a desire to learn exhibiting high expectations for themselves. All students exhibit responsible behaviors by being on time and prepared for class, completing all assignments, and seeking help when needed. All students are organized, using their planner to keep track of assignments and tests. All students are well-behaved, following classroom and school rules and accepting consequences when mistakes are made. All students choose cooperation over conflict, using self-control and demonstrating conflict management skills. All students meet with their Enrichment teacher to identify short and long-term goals for the future, as well as discussing challenges and successes that affect their education. With the counselor's, parents', and teachers' guidance, all students select Core 40 classes for high school. All students identify a post-secondary continuation for education that will best suit their interest and equip them for productive and self-fulfilling citizenship.

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

- % of students who pass ISTEP+ Math: 100%
- % of students who pass ISTEP+ English/LA: 100%
- % of students who pass all classes: 100%
- % of students who pass Algebra or higher in 8th Grade: 100%
- % of students who earn HS credit in MS: 100%
- % of students who graduate from HS: 100%

# Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

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

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	71.3%	75%	73.8%	80%		85%		90%		95%		100%

## 7th Grade - Pass ISTEP+ Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	83%	85%	79%	85%	84%	90%		93%		95%		100%

## 8th Grade - Pass Algebra 1 in Middle School

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			10%	25%		30%		35%		40%		100%

## 8th Grade - Pass ISTEP+ Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	70%	75%	75%	80%	67%	80%		85%		90%		100%

## 8th Grade - Students exhibit mastery of Standard 7: Problem Solving by attaining 3 points on ISTEP+

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					19%	25%		28%		31%		100%

**All Students - Pass both sections of ISTEP+**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	74%	80%	77%	80%	77%	85%		90%		95%		100%

**Special Education - Pass ISTEP+ Math**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	47%	50%	42%	50%	43%	50%		55%		60%		100%



# Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

## Local Areas of Concern

### **Concern: Excessive discipline referrals**

Approximately 2,000 discipline referrals by January was considered excessive by students, staff, and the community. The administrators spend the majority of their day dealing with student behavior.

### **Concern: Student Behavior Interferes with Learning**

Disrespectful and insubordinate behaviors in and outside of the classroom cause distractions and an unhealthy learning environment for all students.

### **Concern: Lack of Homework Completion**

Many students are not completing or turning in homework. Only 38% of students strongly agree that they turn in homework almost every day. Sixty percent of parents, 11% of the community, and only 7% of teachers believe students turn in homework almost every day.

### **Concern: Lack of Motivation**

The low percentage of students, 38%, that say they turn in homework almost every day reveals a high percentage of apathy. In addition, only 22% of students strongly agree that they pay attention in class. Furthermore, only 20% of all students strongly agree that they participate in classroom discussions.

### **Concern: Lack of Extra Time**

Only 28% of all students agree or strongly agree that teachers let students take tests more than one time. Also, only 52% of students agree or strongly agree that teachers let students have extra time for assignments if needed. Finally, only 32% of all students strongly agree that teachers provide extra help when needed, while 70% of faculty strongly agree that teachers provide extra help.

### **Concern: Students' personal issues interfere with learning**

Only 32% of all students strongly agree or agree that they have a personal problem that is interfering with school work; however, 100% of teachers strongly agree or agree that students have personal problems that interfere with their school work.

## Required Areas of Concern

### **A. Parent Involvement**

**B. Technology Coordination**

**C. Safe and Disciplined Learning Environment**

**D. Attendance**

**G1. Exceptional Learners - Gifted**

**G2. Exceptional Learners - Special Education**

**H. Cultural Competency**

# Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

## Local Strategies

### Discipline and Reward Level System

The behavioral level system promotes consistent expectations for all students and is monitored and enforced by all staff. Classroom teachers will collect the data and submit it to the office staff. The office staff will then tabulate the data in order to categorize students into behavioral levels (described below). Students with good behavior who have not received any minor infractions, after-school detentions, or office referrals during a fourteen day period are placed on level 1. Level 1 activities include: free time, treats, drawings for prizes, special assemblies and privileges. Level 1: 0-2 Tardies/0-1 NTLs/0 minor infractions/lunch or teacher detentions/office referrals Level 1 student may participate in all school activities and Level 1 rewards Level 2: 3-4 Tardies/2-3 NTLs/1-4 minor infractions/1-2 lunch or teacher detentions/ 1 office referral Level 2 students may participate in all school activities except Level 1 rewards Level 3: 5-8 Tardies/4-5 NTLs/5-9 minor infractions/3-4 lunch or teacher detentions/ 2 office referrals Level 3 students may participate in limited school activities, athletic practices, not games, and may not attend dances and will attend one Friday Night School session Level 4: 9 or more Tardies/6 or more NTLs/10 or more minor infractions/5 or more lunch or teacher detentions/ 3 or more office referrals Level 4 students may not participate in any school activities including practices, games, clubs, or dances and will attend two Friday Night School sessions

### Enrichment/ Safe and disciplined learning environment

Teachers will mentor a group of students daily during Enrichment period. During this time teachers will monitor grades, help students organize materials, set goals, receive assistance with homework, and prepare for ISTEP+ testing. The teachers will hold individual conferences with students to discuss this information a minimum of one time monthly.

## Required Strategies

### A. Parent Involvement

Jonathan Schuck, the principal of Maple Crest Middle School, will send a letter out to each parent via school mail with the orientation packets prior to the beginning of the school year. This letter will invite parents to share any special skill or talent that they have with our school. Parents may volunteer to teach a certain skill or talent or present on a topic that would relate to an academic subject area. They might also choose to volunteer their time for service in the classroom. Once returned to Maple Crest School, the surveys will be used to generate a list of parent resources that teachers may utilize throughout the school year.

### B. Technology Coordination

Teachers will continue to use technology in the classroom a minimum of one time per month.

### C. Safe and Disciplined Learning Environment: Hallway Procedures

Throughout the school year, Maple Crest Middle School hallways will be quiet and orderly because students observe universal hallway procedures at all times in all areas of the building. Students will walk on the right side of the hallway, only stop at their lockers at designated times, and keep moving at all times.

### D. Attendance: Teachers encourage perfect attendance

Maintain 96% attendance rate or higher throughout the 2008-2009 school year by teachers actively encourage perfect attendance and teachers rewarding students who receive perfect attendance through the awards program and on the local radio station.

### G1. Exceptional Learners - Gifted

1) Students will be identified as exceptionally gifted learners through their performance on standardized tests (ISTEP - 520 or higher on math and/or English/LA) AND teacher recommendation (based on exceptional classroom performance). These students will be enrolled in some or all of the academic classes identified as honors or accelerated for the 2008-2009 school year. The classes offered are as follows: accelerated math (8th gr. Algebra), honors science, honors English, and Spanish. 2) Teachers from the respective content areas will identify these students and inform the guidance counselor of their recommendations. The counselor will then enroll the students in these classes 3) This will occur at the end of the 2007-2008 academic school year.

## **G2. Exceptional Learners - Special Education**

The school counselor, who is in charge of scheduling, will set up a range of specific courses for special education students based on academic functioning in order to comply with placing individual students within their least restrictive environment. These courses will be ready for student enrollment for the 2008-2009 school year. The range of English/Language Arts classes includes: \* special education English/Language Arts (functional levels pre-primer through grade 3 \*special education English/Language arts (functional levels of grade 4 through grade 6 \*special education Supplemental Reading (for students who passed/failed ISTEP by +/- 25 points) \* general education English/Language Arts \* Accelerated English/Language Arts (for students performing above grade level) The range of Mathematics classes includes: \* special education Mathematics (functional levels pre-primer through grade 3 \*special education Mathematics (functional levels of grade 4 through grade 6 \*special education Supplemental Mathematics (for students who passed/failed ISTEP by +/- 25 points) \* general education Mathematics \* Accelerated Mathematics (for students performing above grade level) The purpose of these courses is so that teachers can increase instructional effectiveness through homogeneous grouping of students with special needs.

## **H. Cultural Competency**

Teachers will receive professional development on promoting cultural diversity in the classroom and implement specific strategies on cultural appreciation in the classroom. The professional coordinator (TBD) will hold a faculty meeting workshop on this topic in September 2008.

## Professional Development

These professional development activities will be implemented to help participants develop the knowledge and skills they need to successfully implement the strategy.

### Discipline and Reward Level System

Professional Development Activity	Funding	Activity Purpose
<i>Level System Explained and Implemented</i>	Source: N/A Amount: \$0	Information Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
The behavioral level system will be explained in detail so that teachers understand how to implement it. We will also meet to get feedback from teachers so that we can troubleshoot any problems and share effective strategies.	Teachers Administrators	Presentation/Workshop Peer Coaching Collaborative Problem Solving

### Enrichment/ Safe and disciplined learning environment

Professional Development Activity	Funding	Activity Purpose
<i>Team meetings</i>	Source: NA Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will discuss successes and areas of concern in regard to the structure of enrichment and student needs being met.	Teachers Administrators Students	Talk to Presentation/Workshop Study Group Peer Coaching Collaborative Problem Solving

#### A. Parent Involvement

No professional development is needed for this strategy.

#### B. Technology Coordination

No professional development is needed for this strategy.

#### C. Safe and Disciplined Learning Environment: Hallway Procedures

Professional Development Activity	Funding	Activity Purpose
<i>Early Release Day Staff Presentation</i>	Source: N/A Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
Lynne Johnson will present a powerpoint detailing the implementation of new hallway procedures.	Teachers Counselors Administrators	Presentation/Workshop

## D. Attendance: Teachers encourage perfect attendance

Professional Development Activity	Funding	Activity Purpose
<i>Faculty Meeting Focus - strategies on how to encourage attendance</i>	Source: NA Amount: \$0	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
The teachers will make it a deliberate point to actively encourage perfect attendance in their enrichment classes by promoting student recognition through the award ceremonies and the radio broadcast of their name	Teachers Counselors Administrators Parents Community Members Students	Talk to

## G1. Exceptional Learners - Gifted

Professional Development Activity	Funding	Activity Purpose
<i>Workshop - Using Instructional Strategies for Gifted Learners</i>	Source: NA Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will count the type and number of times strategies are implemented within instruction that are focused on gifted learners; teachers will analyze how this is informing their instruction of gifted learners and how honors courses are different than general courses	Teachers Administrators Students	Talk to Presentation/Workshop Peer Coaching Professional Reading

## G2. Exceptional Learners - Special Education

Professional Development Activity	Funding	Activity Purpose
<i>Watch 2 Million Minutes video and hold discussion</i>	Source: N/A Amount: \$	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will watch and discuss the 2 Million Minutes video in order to compare on-task time in the classroom across cultures and reflect upon on-task time in their own classrooms.	Teachers	Presentation/Workshop Study Group

# Relationship Report -- Areas of Concern / Strategies / Data Targets

## Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

## Local Areas of Concern

### Concern: Excessive discipline referrals

#### Data Targets Influenced by This Concern:

- All Students -- Pass both sections of ISTEP+

#### Strategies to Impact This Concern:

- Discipline and Reward Level System
- Enrichment/ Safe and disciplined learning environment
- C. Safe and Disciplined Learning Environment: Hallway Procedures

### Concern: Student Behavior Interferes with Learning

#### Data Targets Influenced by This Concern:

- All Students -- Pass both sections of ISTEP+

#### Strategies to Impact This Concern:

- Discipline and Reward Level System
- C. Safe and Disciplined Learning Environment: Hallway Procedures

### Concern: Lack of Homework Completion

#### Data Targets Influenced by This Concern:

- 7th Grade -- Pass ISTEP+ Math
- 8th Grade -- Pass ISTEP+ Math
- 8th Grade -- Students exhibit mastery of Standard 7: Problem Solving by attaining 3 points on ISTEP+
- All Students -- Pass both sections of ISTEP+
- Special Education -- Pass ISTEP+ Math

#### Strategies to Impact This Concern:

- Discipline and Reward Level System
- Enrichment/ Safe and disciplined learning environment

### Concern: Lack of Motivation

#### Data Targets Influenced by This Concern:

- 7th Grade -- Pass ISTEP+ Math
- 8th Grade -- Pass Algebra 1 in Middle School
- 8th Grade -- Pass ISTEP+ Math
- All Students -- Pass both sections of ISTEP+
- Special Education -- Pass ISTEP+ Math



**Strategies to Impact This Concern:**

- Discipline and Reward Level System
- Enrichment/ Safe and disciplined learning environment
- D. Attendance: Teachers encourage perfect attendance
- H. Cultural Competency
- G1. Exceptional Learners - Gifted
- B. Technology Coordination

**Concern: Lack of Extra Time**

**Data Targets Influenced by This Concern:**

- 7th Grade -- Pass ISTEP+ Math
- 8th Grade -- Pass ISTEP+ Math
- All Students -- Pass both sections of ISTEP+
- Special Education -- Pass ISTEP+ Math

**Strategies to Impact This Concern:**

- Discipline and Reward Level System
- Enrichment/ Safe and disciplined learning environment
- G2. Exceptional Learners - Special Education

**Concern: Students' personal issues interfere with learning**

**Data Targets Influenced by This Concern:**

- 7th Grade -- Pass ISTEP+ Math
- 8th Grade -- Pass Algebra 1 in Middle School
- 8th Grade -- Pass ISTEP+ Math
- All Students -- Pass both sections of ISTEP+
- Special Education -- Pass ISTEP+ Math

**Strategies to Impact This Concern:**

- Enrichment/ Safe and disciplined learning environment
- H. Cultural Competency

**Required Areas of Concern**

**A. Parent Involvement (PL221)**

**Data Targets Influenced by This Concern:**

- All Students -- Pass both sections of ISTEP+

**Strategies to Impact This Concern:**

- D. Attendance: Teachers encourage perfect attendance
- A. Parent Involvement

**B. Technology Coordination (PL221)**

**Data Targets Influenced by This Concern:**

- All Students -- Pass both sections of ISTEP+

**Strategies to Impact This Concern:**

- G1. Exceptional Learners - Gifted
- B. Technology Coordination

## **C. Safe and Disciplined Learning Environment (PL221)**

**Data Targets Influenced by This Concern:**

- 7th Grade -- Pass ISTEP+ Math
- 8th Grade -- Pass ISTEP+ Math
- All Students -- Pass both sections of ISTEP+
- Special Education -- Pass ISTEP+ Math

**Strategies to Impact This Concern:**

- Discipline and Reward Level System
- Enrichment/ Safe and disciplined learning environment
- H. Cultural Competency
- C. Safe and Disciplined Learning Environment: Hallway Procedures

## **D. Attendance (PL221)**

**Data Targets Influenced by This Concern:**

- 7th Grade -- Pass ISTEP+ Math
- 8th Grade -- Pass Algebra 1 in Middle School
- 8th Grade -- Pass ISTEP+ Math
- All Students -- Pass both sections of ISTEP+
- Special Education -- Pass ISTEP+ Math

**Strategies to Impact This Concern:**

- Enrichment/ Safe and disciplined learning environment
- D. Attendance: Teachers encourage perfect attendance

## **G1. Exceptional Learners - Gifted (PL221)**

**Data Targets Influenced by This Concern:**

- 8th Grade -- Pass Algebra 1 in Middle School

**Strategies to Impact This Concern:**

- G1. Exceptional Learners - Gifted

## **G2. Exceptional Learners - Special Education (PL221)**

**Data Targets Influenced by This Concern:**

- Special Education -- Pass ISTEP+ Math

**Strategies to Impact This Concern:**

- G2. Exceptional Learners - Special Education

# H. Cultural Competency (PL221)

**Data Targets Influenced by This Concern:**

- All Students -- Pass both sections of ISTEP+

**Strategies to Impact This Concern:**

- H. Cultural Competency

## Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	Administrative Service Center (district office)	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	The ISTEP test is given at all three grade levels. We also assess students using RenLearn Star Reading, Math and Accelerated Reader programs.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	We have a waiver for Early Release Days, and we will review and revise our PL221 plan. We also have a professional development plan and a professional development grant in place.	Force Field Report G: Environment Additional Data #2

# To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

Report by strategy. Showing completed and yet-to-be-completed action steps.

## Attendance

**May 28, 2008:** survey teachers and tally percent of teachers who encourage perfect attendance (through email)

**Person:** Jonathan Schuck

**Activity:** Collect baseline data

**Sep 2, 2008:** notify teachers of faculty meeting

**Person:** Jonathan Schuck

**Activity:** encourage teachers to promote perfect attendance through enrichment classes

**Sep 3, 2008:** gather research data on how to encourage student attendance

**Person:** Jonathan Schuck

**Activity:** Faculty Meeting Focus - strategies on how to encourage attendance

**Sep 9, 2008:** In a faculty meeting, discuss the need to encourage students to have perfect attendance by promoting student award program and the radio award

**Person:** Jonathan Schuck

**Activity:** encourage teachers to promote perfect attendance through enrichment classes

**Sep 10, 2008:** Follow-up professional development evaluation survey

**Person:** professional development coordinator (TBD)

**Activity:** Faculty Meeting Focus - strategies on how to encourage attendance

**Sep 10, 2008:** present research and how we can promote attendance in school

**Person:** Jonathan Schuck

**Activity:** Faculty Meeting Focus - strategies on how to encourage attendance

**Oct 1, 2008:** create certificates for students who achieved perfect attendance

**Person:** Jonathan Schuck

**Activity:** plan awards ceremony

**Oct 1, 2008:** determine students with perfect attendance 2nd grading period

**Person:** Jonathan Schuck

**Activity:** plan awards ceremony

**Oct 10, 2008:** tabulate attendance records from first grading period

**Person:** Jeanine Smith

**Activity:** tabulate student attendance rate

**Nov 10, 2008:** notify teachers of meeting

**Person:** Jonathan Schuck

**Activity:** encourage teachers to promote perfect attendance through enrichment classes

**Nov 17, 2008:** In a faculty meeting, discuss the need to encourage students to have perfect attendance by promoting student award program and the radio award

**Person:** Jonathan Schuck

**Activity:** encourage teachers to promote perfect attendance through enrichment classes

**Dec 10, 2008:** create certificates for students who achieved perfect attendance

**Person:** Jonathan Schuck

**Activity:** plan awards ceremony

**Dec 10, 2008:** determine students with perfect attendance 1st grading period  
**Person:** Jonathan Schuck  
**Activity:** plan awards ceremony

**Dec 20, 2008:** call radio station with names of students who have perfect attendance for 1st semester  
**Person:** Jonathan Schuck  
**Activity:** notify radio station for semester and year-long perfect attendance (coperative w/radio station alrea)

**Dec 21, 2008:** survey teachers and tally percent of teachers who encourage perfect attendance (through email)  
**Person:** Jonathan Schuck  
**Activity:** Collect first semester/trimester follow up data

**Dec 21, 2008:** tabulate attendance records from second grading period  
**Person:** Jeanine Smith  
**Activity:** tabulate student attendance rate

**Feb 11, 2009:** notify teachers of faculty meeting  
**Person:** Jonathan Schuck  
**Activity:** encourage teachers to promote perfect attendance through enrichment classes

**Feb 18, 2009:** In a faculty meeting, discuss the need to encourage students to have perfect attendance by promoting student award program and the radio award  
**Person:** Jonathan Schuck  
**Activity:** encourage teachers to promote perfect attendance through enrichment classes

**Mar 13, 2009:** tabulate attendance records from third grading period  
**Person:** Jeanine Smith  
**Activity:** tabulate student attendance rate

**Mar 17, 2009:** create certificates for students who achieved perfect attendance  
**Person:** Jonathan Schuck  
**Activity:** plan awards ceremony

**Mar 17, 2009:** determine students with perfect attendance 3rd grading period  
**Person:** Jonathan Schuck  
**Activity:** plan awards ceremony

**Apr 15, 2009:** notify teachers of faculty meeting  
**Person:** Jonathan Schuck  
**Activity:** encourage teachers to promote perfect attendance through enrichment classes

**Apr 22, 2009:** In a faculty meeting, discuss the need to encourage students to have perfect attendance by promoting student award program and the radio award  
**Person:** Jonathan Schuck  
**Activity:** encourage teachers to promote perfect attendance through enrichment classes

**May 28, 2009:** call radio station with names of students who have perfect attendance for 2nd semester  
**Person:** Jonathan Schuck  
**Activity:** notify radio station for semester and year-long perfect attendance (coperative w/radio station alrea)

**May 28, 2009:** call radio station with names of students who have perfect attendance for the 2008-2009 school year  
**Person:** Jonathan Schuck  
**Activity:** notify radio station for semester and year-long perfect attendance (coperative w/radio station alrea)

**May 29, 2009:** survey teachers and tally percent of teachers who encourage perfect attendance (through email)  
**Person:** Jonathan Schuck  
**Activity:** Collect final semester/trimester follow up data

**May 29, 2009:** tabulate attendance records from 4th grading period  
**Person:** Jeanine Smith  
**Activity:** tabulate student attendance rate

## Discipline and Reward Level System

- Mar 1, 2008:** Decide the different types of rewards and punishment for each of the levels.  
**Person:** Kristen Bilkey, Sean Swan, and Kim Freeman  
**Activity:** Design the Level System
- Mar 1, 2008:** Decide the number of levels.  
**Person:** Kristen Bilkey, Sean Swan, and Kim Freeman  
**Activity:** Design the Level System
- Mar 1, 2008:** Design the manner in which data will be collected and used in placing students in different levels  
**Person:** Kristen Bilkey, Sean Swan, and Kim Freeman  
**Activity:** Design the Level System
- Mar 26, 2008:** Ask for input at Staff in-service  
**Person:** Sean Swan  
**Activity:** Gather input from staff on how to collect level data and
- Mar 26, 2008:** Introduce the Level System to staff  
**Person:** Sean Swan  
**Activity:** Streamline the Gathering of Information for Level System
- ✓ **Apr 1, 2008:** Collect % of teachers currently implementing a club during enrichment time.  
**Person:** Sean Swan  
**Activity:** Collect baseline data
- Apr 1, 2008:** The staff will meet to troubleshoot any areas of concern regarding the level system for next school year.  
**Person:** Sean Swan  
**Activity:** Level System Explained and Implemented
- Apr 18, 2008:** Collect information at team meetings  
**Person:** Team Leaders  
**Activity:** Gather input from staff on how to collect level data and
- Apr 18, 2008:** Ask grade level teams to brainstorm ideas on how to gather and collect information for the level system  
**Person:** Grade Level Teams  
**Activity:** Streamline the Gathering of Information for Level System
- Apr 25, 2008:** Analyze information collected from grade level teams  
**Person:** Kristen Bilkey, Sean Swan, and Kim Freeman  
**Activity:** Gather input from staff on how to collect level data and
- May 5, 2008:** Collect % of teachers who perceive they are writing less discipline referrals than the previous semester  
**Person:** Kristen Bilkey  
**Activity:** Collect baseline data
- May 7, 2008:** The level system is explained in detail.  
**Person:** Kristen Bilkey  
**Activity:** Level System Explained and Implemented
- May 7, 2008:** Decide what current requirements can be altered or dropped from the staffs responsibilities  
**Person:** Jonathan Schuck  
**Activity:** Removal of present responsibilities and or tasks to free up more time
- May 9, 2008:** Decide the manner in which data will be collected  
**Person:** Kristen Bilkey, Sean Swan, and Kim Freeman  
**Activity:** Create data collection instrument for identifying students level.
- May 16, 2008:** Use the plan created to see if it is accomplishing it's task  
**Person:** Kristen Bilkey, Sean Swan, and Kim Freeman  
**Activity:** Create data collection instrument for identifying students level.

**Aug 13, 2008:** Level System is mapped out and put into place for the new school year

**Person:** Administration

**Activity:** Level System Explained and Implemented

**Oct 1, 2008:** The faculty will meet to discuss positive and negative experiences with the program, focusing on troubleshooting areas of concern.

**Person:** Sean Swan

**Activity:** Level System Explained and Implemented

**Dec 1, 2008:** The staff will meet to discuss effective positive behavioral supports that have been implemented in the classroom to decrease discipline referrals.

**Person:** Sean Swan

**Activity:** Level System Explained and Implemented

**Dec 18, 2008:** Collect % of teachers who perceive they are writing less discipline referrals than the previous semester

**Person:** Kristen Bilkey

**Activity:** Collect first semester data

**Dec 18, 2008:** Collect the % of teachers participating in Enrichment clubs

**Person:** Sean Swan

**Activity:** Collect first semester data

**May 28, 2009:** Collect % of teachers participating in Enrichment clubs

**Person:** Sean Swan

**Activity:** Collect final semester data

**May 28, 2009:** Collect % of teachers who perceive they are writing less discipline referrals than the previous semester

**Person:** Kristen Bilkey

**Activity:** Collect final semester data

## **Enrichment/ Safe and disciplined learning environment**

✓ **Apr 3, 2008:** Create an audit for teacher use

**Person:** Jonathan Schuck

**Activity:** Determine Student Needs

**Apr 23, 2008:** eachers take a survey about their expectations and desires for Enrichment class.

**Person:** Jonathan Schuck

**Activity:** Teacher survey

**Apr 28, 2008:** Review results of teacher survey.

**Person:** Jonathan Schuck

**Activity:** Teacher survey

**May 5, 2008:** Grade Level teams determine needs of students.

**Person:** Gerri McIver, Aina Little, Lynn Johnson, Jessica English, Kim Freeman, Rebecca Stoltzfus

**Activity:** Determine Student Needs

**May 10, 2008:** Enrichment teachers review class rosters.

**Person:** Jonathan Schuck, Gerri McIver, Jeanine Smith

**Activity:** Develop Enrichment Curriculum

**May 10, 2008:** Staff walkthrough of curriculum to discuss strategies for instruction and address questions and concerns

**Person:** Jonathan Schuck

**Activity:** Develop Enrichment Curriculum

**May 16, 2008:** Team leaders request input from grade level teams regarding student needs.

**Person:** Aina Little, Jessica English, Lynn Johnson, Kim Freeman, Rebecca Stoltzfus, Beth Coppock, Gerri McIv

**Activity:** Develop Enrichment Curriculum



- May 29, 2008:** Collect student meeting statistics from current MAP teachers.  
**Person:** Gerri Mclver  
**Activity:** Collect baseline data
- May 29, 2008:** Staff reviews proposed Enrichment curriculum.  
**Person:** Jonathan Schuck, Gerri Mclver  
**Activity:** Develop Enrichment Curriculum
- May 30, 2008:** Use results of teacher survey to guide Enrichment curriculum development.  
**Person:** Jonathan Schuck, Gerri Mclver, Aina Little, Jessica English, Lynn Johnson, Kim Freeman, Rebecca Stol  
**Activity:** Teacher survey
- Aug 12, 2008:** Provide universal data tracking templates to teams to track student academic progress, goal-setting, and mentoring  
**Person:** Gerri Mclver  
**Activity:** Provide templates for data tracking
- Aug 12, 2008:** Meet with grade level teams to provide training on data tracking sheets and new Enrichment curriculum.  
**Person:** Gerri Mclver  
**Activity:** Team meetings
- Aug 15, 2008:** Review individual concerns with team  
**Person:** Aina Little, Lynn Johnson, Jessica English, Rebecca Stoltzfus, Kim Freeman  
**Activity:** Bi-Weekly Team meetings
- Aug 15, 2008:** Students assigned to Enrichment  
**Person:** Jeanine Smith  
**Activity:** Determine Student Needs
- Aug 20, 2008:** Share concerns with staff in order to brainstorm solutions for individual student needs.  
**Person:** Jonathan Schuck  
**Activity:** Full faculty meeting
- Aug 22, 2008:** All teams meet during one class period to dialog about the process and progress of Enrichment.  
**Person:** Jonathan Schuck  
**Activity:** Team feedback
- Aug 25, 2008:** Teams report individual student concerns to leadership team.  
**Person:** Aina Little, Lynn Johnson, Jessica English, Rebecca Stoltzfus, Kim Freeman  
**Activity:** Report to leadership team
- Sep 15, 2008:** Students placed in setting based on mixed ability groupings  
**Person:** Jeanine Smith  
**Activity:** Student mobility
- Sep 17, 2008:** Share concerns with staff in order to brainstorm solutions for individual student needs.  
**Person:** Jonathan Schuck  
**Activity:** Full faculty meeting
- Sep 26, 2008:** All teams meet during one class period to dialog about the process and progress of Enrichment.  
**Person:** Jonathan Schuck  
**Activity:** Team feedback
- Oct 15, 2008:** Share concerns with staff in order to brainstorm solutions for individual student needs.  
**Person:** Jonathan Schuck  
**Activity:** Full faculty meeting
- Oct 20, 2008:** Request staff feedback on effectiveness of data tracking sheets.  
**Person:** Gerri Mclver  
**Activity:** Evaluate tracking sheets

- Oct 24, 2008:** All teams meet during one class period to dialog about the process and progress of Enrichment.  
**Person:** Jonathan Schuck  
**Activity:** Team feedback
- Nov 18, 2008:** Share concerns with staff in order to brainstorm solutions for individual student needs.  
**Person:** Jonathan Schuck  
**Activity:** Full faculty meeting
- Nov 27, 2008:** All teams meet during one class period to dialog about the process and progress of Enrichment.  
**Person:** Jonathan Schuck  
**Activity:** Team feedback
- Dec 17, 2008:** Share concerns with staff in order to brainstorm solutions for individual student needs.  
**Person:** Jonathan Schuck  
**Activity:** Full faculty meeting
- Dec 19, 2008:** Collect team data from team leaders.  
**Person:** Gerri McIver  
**Activity:** Collect first semester/trimester follow up data
- Dec 26, 2008:** All teams meet during one class period to dialog about the process and progress of Enrichment.  
**Person:** Jonathan Schuck  
**Activity:** Team feedback
- Jan 12, 2009:** Request staff feedback on effectiveness of data tracking sheets  
**Person:** Gerri McIver  
**Activity:** Evaluate tracking sheets
- Jan 14, 2009:** Share concerns with staff in order to brainstorm solutions for individual student needs.  
**Person:** Jonathan Schuck  
**Activity:** Full faculty meeting
- Jan 23, 2009:** All teams meet during one class period to dialog about the process and progress of Enrichment.  
**Person:** Jonathan Schuck  
**Activity:** Team feedback
- Feb 18, 2009:** Share concerns with staff in order to brainstorm solutions for individual student needs.  
**Person:** Jonathan Schuck  
**Activity:** Full faculty meeting
- Feb 20, 2009:** All teams meet during one class period to dialog about the process and progress of Enrichment.  
**Person:** Jonathan Schuck  
**Activity:** Team feedback
- Mar 18, 2009:** Share concerns with staff in order to brainstorm solutions for individual student needs.  
**Person:** Jonathan Schuck  
**Activity:** Full faculty meeting
- Mar 27, 2009:** All teams meet during one class period to dialog about the process and progress of Enrichment.  
**Person:** Jonathan Schuck  
**Activity:** Team feedback
- Apr 22, 2009:** Share concerns with staff in order to brainstorm solutions for individual student needs.  
**Person:** Jonathan Schuck  
**Activity:** Full faculty meeting
- Apr 24, 2009:** All teams meet during one class period to dialog about the process and progress of Enrichment.  
**Person:** Jonathan Schuck  
**Activity:** Team feedback

**May 28, 2009:** Collect team data from team leaders.

**Person:** Gerri McIver

**Activity:** Collect final semester/trimester follow up data

**May 29, 2009:** Review staff suggestions/changes in data tracking sheets to prepare of next school year.

**Person:** Gerri McIver

**Activity:** Evaluate tracking sheets

**May 29, 2009:** All teams meet during one class period to dialog about the process and progress of Enrichment.

**Person:** Jonathan Schuck

**Activity:** Team feedback

## Exceptional Learners - Gifted

**Apr 27, 2008:** Discuss plan with guidance counselor

**Person:** Lindsey Brown

**Activity:** Discuss strategy with department chair teachers

**Apr 27, 2008:** Informal conversation about increasing the frequency of strategies directed at exceptional learners

**Person:** Lindsey Brown

**Activity:** Discuss strategy with department chair teachers

**Apr 30, 2008:** notify teachers of workshop

**Person:** Lindsey Brown

**Activity:** Workshop - Using Instructional Strategies for Gifted Learners

**May 1, 2008:** Draft an article detailing the qualification for recommendation to honors classes to be included in monthly newsletter

**Person:** Jonathan Schuck

**Activity:** Inform parents and students of enrollment options for academic honors classes

**May 7, 2008:** hold workshop

**Person:** Lindsey Brown

**Activity:** Workshop - Using Instructional Strategies for Gifted Learners

**May 9, 2008:** Notify department chairs of meeting

**Person:** Lindsey Brown

**Activity:** Department Chair discussion about increasing percent of students enrolled in honors classes

**May 14, 2008:** follow-up evaluation and reflection

**Person:** Lindsey Brown

**Activity:** Workshop - Using Instructional Strategies for Gifted Learners

**May 15, 2008:** Hold department chair meeting

**Person:** Lindsey Brown

**Activity:** Department Chair discussion about increasing percent of students enrolled in honors classes

**May 15, 2008:** draft a letter to families of students recommended for honors classes detailing which classes they qualified for and the increased pace and content they can expect

**Person:** Jonathan Schuck

**Activity:** Notify parents and students who were recommended for honors classes

**May 16, 2008:** Send newsletter to families

**Person:** Jonathan Schuck

**Activity:** Inform parents and students of enrollment options for academic honors classes

**May 27, 2008:** Informal conversation about increasing the frequency of strategies directed at exceptional learners

**Person:** Lindsey Brown

**Activity:** Discuss strategy with department chair teachers

- May 28, 2008:** Follow-up conversation with each department chair teacher  
**Person:** Lindsey Brown  
**Activity:** Department Chair discussion about increasing percent of students enrolled in honors classes
- May 28, 2008:** Teachers recommend all students they feel will succeed in an accelerated or honors course  
**Person:** Department Chair teachers  
**Activity:** Discuss strategy with department chair teachers
- May 29, 2008:** send letter to appropriate students  
**Person:** Jonathan Schuck  
**Activity:** Notify parents and students who were recommended for honors classes
- Sep 27, 2008:** Survey teachers to determine if and what type of instructional strategies they are using for gifted learners  
**Person:** Jonathan Schuck  
**Activity:** Collect baseline data
- Oct 7, 2008:** notify teachers of meeting  
**Person:** Jonathan Schuck  
**Activity:** Ongoing department chair discussions of honors classes
- Oct 14, 2008:** hold meeting to gauge status and concerns of honors courses - "Where are we going?"; what works/what does not work  
**Person:** Jonathan Schuck  
**Activity:** Ongoing department chair discussions of honors classes
- Dec 21, 2008:** Survey teachers to determine if and what type of instructional strategies they are using for gifted learners  
**Person:** Jonathan Schuck  
**Activity:** Collect first semester/trimester follow up data
- Mar 10, 2009:** notify teachers of meeting  
**Person:** Jonathan Schuck  
**Activity:** Ongoing department chair discussions of honors classes
- Mar 17, 2009:** Hold meeting of department chair teachers regarding status and concerns of honors classes  
**Person:** Jonathan Schuck  
**Activity:** Ongoing department chair discussions of honors classes
- May 12, 2009:** Notify teachers of meeting  
**Person:** Jonathan Schuck  
**Activity:** Ongoing department chair discussions of honors classes
- May 19, 2009:** Hold meeting of department chair teachers to discuss changes we would like to make to honors courses - increases in enrollment; strategies that work/don't work  
**Person:** Jonathan Schuck  
**Activity:** Ongoing department chair discussions of honors classes
- May 28, 2009:** teacher reflection piece - what are you doing that works in your honors classes, how are they different from regular courses, what will you change for next year  
**Person:** department chair teachers  
**Activity:** Ongoing department chair discussions of honors classes
- May 29, 2009:** Survey teachers to determine if and what type of instructional strategies they are using for gifted learners  
**Person:** Jonathan Schuck  
**Activity:** Collect final semester/trimester follow up data

## Exceptional Learners - Special Education

- ✓ **Mar 20, 2008:** Attain ISTEP scores for incoming 6th grade special education students  
**Person:** Jeanine Smith  
**Activity:** Split enrolled special education students into academic groupings based on ISTEP scores

- ✓ **Apr 1, 2008:** Hold special education team meeting to sort all special education students into instructional groupings based on ISTEP scores
  - Person:** Elizabeth Coppock
  - Activity:** Split enrolled special education students into academic groupings based on ISTEP scores
- Apr 3, 2008:** Attain the % of special students who increase their instructional level
  - Person:** Elizabeth Coppock
  - Activity:** Student Progress
- Apr 30, 2008:** Enroll students in appropriate course
  - Person:** Jeanine Smith
  - Activity:** Split enrolled special education students into academic groupings based on ISTEP scores
- Jun 30, 2008:** Research most effective strategies
  - Person:** Elizabeth Coppock
  - Activity:** Brochure of effective instructional strategies to use with special needs student
- Aug 1, 2008:** Create brochure
  - Person:** Elizabeth Coppock
  - Activity:** Brochure of effective instructional strategies to use with special needs student
- Aug 1, 2008:** survey teachers
  - Person:** Elizabeth Coppock
  - Activity:** Collect baseline data
- Aug 12, 2008:** Distribute brochure
  - Person:** Elizabeth Coppock
  - Activity:** Brochure of effective instructional strategies to use with special needs student
- Aug 20, 2008:** Email reminders for the meeting
  - Person:** Elizabeth Coppock
  - Activity:** Hold a monthly special education team meeting to discuss updates on student progress
- Aug 25, 2008:** Monthly Meetings
  - Person:** Elizabeth Coppock
  - Activity:** Special education team meeting to discuss +/- of instructional grouping by ISTEP score
- Aug 30, 2008:** Monthly Meetings
  - Person:** Elizabeth Coppock
  - Activity:** Team 6, 7, 8 meetings held to discuss +/- of instructional grouping by ISTEP scores
- Sep 20, 2008:** Email reminders for the meeting
  - Person:** Elizabeth Coppock
  - Activity:** Hold a monthly special education team meeting to discuss updates on student progress
- Sep 25, 2008:** Monthly Meetings
  - Person:** Elizabeth Coppock
  - Activity:** Special education team meeting to discuss +/- of instructional grouping by ISTEP score
- Sep 30, 2008:** Monthly Meetings
  - Person:** Elizabeth Coppock
  - Activity:** Team 6, 7, 8 meetings held to discuss +/- of instructional grouping by ISTEP scores
- Oct 20, 2008:** Email reminders for the meeting
  - Person:** Elizabeth Coppock
  - Activity:** Hold a monthly special education team meeting to discuss updates on student progress
- Oct 25, 2008:** Monthly Meetings
  - Person:** Elizabeth Coppock
  - Activity:** Special education team meeting to discuss +/- of instructional grouping by ISTEP score

**Oct 30, 2008:** Monthly Meetings  
**Person:** Elizabeth Coppock  
**Activity:** Team 6, 7, 8 meetings held to discuss +/- of instructional grouping by ISTEP scores

**Nov 1, 2008:** Attain 2 Million Minutes video from Kay Kinder  
**Person:** Jonathan Schuck  
**Activity:** Watch 2 Million Minutes video and hold discussion

**Nov 15, 2008:** Watch video during grade level team meetings  
**Person:** Team leaders  
**Activity:** Watch 2 Million Minutes video and hold discussion

**Nov 20, 2008:** Email reminders for the meeting  
**Person:** Elizabeth Coppock  
**Activity:** Hold a monthly special education team meeting to discuss updates on student progress

**Nov 25, 2008:** Monthly Meetings  
**Person:** Elizabeth Coppock  
**Activity:** Special education team meeting to discuss +/- of instructional grouping by ISTEP score

**Nov 30, 2008:** Monthly Meetings  
**Person:** Elizabeth Coppock  
**Activity:** Team 6, 7, 8 meetings held to discuss +/- of instructional grouping by ISTEP scores

**Dec 1, 2008:** Hold socratic seminar to discuss the movie  
**Person:** Jonathan Schuck  
**Activity:** Watch 2 Million Minutes video and hold discussion

**Dec 18, 2008:** survey teachers  
**Person:** Elizabeth Coppock  
**Activity:** Collect first semester/trimester follow up data

**Dec 18, 2008:** Attain the % of special students who increase their instructional level  
**Person:** Elizabeth Coppock  
**Activity:** Student Progress

**Dec 20, 2008:** Email reminders for the meeting  
**Person:** Elizabeth Coppock  
**Activity:** Hold a monthly special education team meeting to discuss updates on student progress

**Dec 25, 2008:** Monthly Meetings  
**Person:** Elizabeth Coppock  
**Activity:** Special education team meeting to discuss +/- of instructional grouping by ISTEP score

**Dec 30, 2008:** Monthly Meetings  
**Person:** Elizabeth Coppock  
**Activity:** Team 6, 7, 8 meetings held to discuss +/- of instructional grouping by ISTEP scores

**Jan 20, 2009:** Email reminders for the meeting  
**Person:** Elizabeth Coppock  
**Activity:** Hold a monthly special education team meeting to discuss updates on student progress

**Jan 25, 2009:** Monthly Meetings  
**Person:** Elizabeth Coppock  
**Activity:** Special education team meeting to discuss +/- of instructional grouping by ISTEP score

**Jan 30, 2009:** Monthly Meetings  
**Person:** Elizabeth Coppock  
**Activity:** Team 6, 7, 8 meetings held to discuss +/- of instructional grouping by ISTEP scores

- Feb 20, 2009:** Email reminders for the meeting  
**Person:** Elizabeth Coppock  
**Activity:** Hold a monthly special education team meeting to discuss updates on student progress
- Feb 25, 2009:** Monthly Meetings  
**Person:** Elizabeth Coppock  
**Activity:** Special education team meeting to discuss +/- of instructional grouping by ISTEP scor
- Mar 2, 2009:** Monthly Meetings  
**Person:** Elizabeth Coppock  
**Activity:** Team 6, 7, 8 meetings held to discuss +/- of instructional grouping by ISTEP scores
- Mar 20, 2009:** Email reminders for the meeting  
**Person:** Elizabeth Coppock  
**Activity:** Hold a monthly special education team meeting to discuss updates on student progress
- Mar 25, 2009:** Monthly Meetings  
**Person:** Elizabeth Coppock  
**Activity:** Special education team meeting to discuss +/- of instructional grouping by ISTEP scor
- Apr 2, 2009:** Monthly Meetings  
**Person:** Elizabeth Coppock  
**Activity:** Team 6, 7, 8 meetings held to discuss +/- of instructional grouping by ISTEP scores
- Apr 20, 2009:** Email reminders for the meeting  
**Person:** Elizabeth Coppock  
**Activity:** Hold a monthly special education team meeting to discuss updates on student progress
- Apr 25, 2009:** Monthly Meetings  
**Person:** Elizabeth Coppock  
**Activity:** Special education team meeting to discuss +/- of instructional grouping by ISTEP scor
- May 2, 2009:** Monthly Meetings  
**Person:** Elizabeth Coppock  
**Activity:** Team 6, 7, 8 meetings held to discuss +/- of instructional grouping by ISTEP scores
- May 20, 2009:** Email reminders for the meeting  
**Person:** Elizabeth Coppock  
**Activity:** Hold a monthly special education team meeting to discuss updates on student progress
- May 25, 2009:** Monthly Meetings  
**Person:** Elizabeth Coppock  
**Activity:** Special education team meeting to discuss +/- of instructional grouping by ISTEP scor
- May 28, 2009:** survey teachers  
**Person:** Elizabeth Coppock  
**Activity:** Collect final semester/trimester follow up data
- May 28, 2009:** Attain the % of special students who increase their instructional level  
**Person:** Elizabeth Coppock  
**Activity:** Student Progress

## Parent Involvement

- Apr 1, 2008:** Determine % of parents participating in classroom activities  
**Person:** Christy Edwards  
**Activity:** Collect baseline data
- May 15, 2008:** Set aside time during the staff meeting for teachers to share about how they have utilized a parent resource during the school year  
**Person:** Jonathan Schuck

**Activity:** Discussion to follow-up on successful experiences with parent involvement

**Aug 1, 2008:** Write letter to parents

**Person:** Jonathan Schuck

**Activity:** Mail letter to parents inviting their participation in curriculum

**Aug 5, 2008:** Send mailing to parents

**Person:** Jonathan Schuck

**Activity:** Mail letter to parents inviting their participation in curriculum

**Aug 15, 2008:** Encourage teachers to contact parents and invite them into the school

**Person:** Jonathan Schuck

**Activity:** Parent Volunteers

**Sep 5, 2008:** Encourage teachers to contact parents and invite them into the school

**Person:** Jonathan Schuck

**Activity:** Parent Volunteers

**Sep 15, 2008:** Generate a list of resources that parents offered, organized by category

**Person:** Maureen Arnold

**Activity:** Organize a list of parent resources that have been volunteered, including contact numbers

**Sep 15, 2008:** Publish list and make it available to all staff within the building

**Person:** Maureen Arnold

**Activity:** Organize a list of parent resources that have been volunteered, including contact numbers

**Sep 30, 2008:** Set aside time to share the published list with staff during a faculty meeting

**Person:** Jonathan Schuck

**Activity:** Overview to staff of ways to involve parents in their classroom

**Oct 5, 2008:** Encourage teachers to contact parents and invite them into the school

**Person:** Jonathan Schuck

**Activity:** Parent Volunteers

**Nov 5, 2008:** Encourage teachers to contact parents and invite them into the school

**Person:** Jonathan Schuck

**Activity:** Parent Volunteers

**Dec 5, 2008:** Encourage teachers to contact parents and invite them into the school

**Person:** Jonathan Schuck

**Activity:** Parent Volunteers

**Dec 18, 2008:** Determine % of parents participating in classroom activities

**Person:** Christy Edwards

**Activity:** Collect first semester/trimester follow up data

**Jan 5, 2009:** Encourage teachers to contact parents and invite them into the school

**Person:** Jonathan Schuck

**Activity:** Parent Volunteers

**Jan 15, 2009:** Set aside time during the staff meeting for teachers to share about how they have utilized a parent resource during the school year

**Person:** Jonathan Schuck

**Activity:** Discussion to follow-up on successful experiences with parent involvement

**Feb 5, 2009:** Encourage teachers to contact parents and invite them into the school

**Person:** Jonathan Schuck

**Activity:** Parent Volunteers

**Mar 5, 2009:** Encourage teachers to contact parents and invite them into the school

**Person:** Jonathan Schuck

**Activity:** Parent Volunteers



- Apr 5, 2009:** Encourage teachers to contact parents and invite them into the school  
**Person:** Jonathan Schuck  
**Activity:** Parent Volunteers
- May 5, 2009:** Encourage teachers to contact parents and invite them into the school  
**Person:** Jonathan Schuck  
**Activity:** Parent Volunteers
- May 28, 2009:** Determine % of parents participating in classroom activities  
**Person:** Christy Edwards  
**Activity:** Collect final semester/trimester follow up data

## Safe and Disciplined Learning Environment

- Mar 26, 2008:** Brochure of procedures/vision  
**Person:** Ann Abel  
**Activity:** Brochure
- Mar 26, 2008:** Power Point to explain strategy  
**Person:** Lynn Johnson  
**Activity:** Early Release Day Staff Presentation
- Apr 3, 2008:** Meetings during Enrichment  
**Person:** Jonathan Schuck  
**Activity:** Inform students of new hallway procedures
- Apr 3, 2008:** Posters in hallway  
**Person:** Ann Abel  
**Activity:** Inform students of new hallway procedures
- Apr 5, 2008:** Count number of teachers in hallway  
**Person:** Kristen Bilkey  
**Activity:** Monitor Teachers in Hallway
- Apr 12, 2008:** Count number of teachers in hallway  
**Person:** Kristen Bilkey  
**Activity:** Monitor Teachers in Hallway
- Apr 19, 2008:** Count number of teachers in hallway  
**Person:** Kristen Bilkey  
**Activity:** Monitor Teachers in Hallway
- Apr 25, 2008:** Communications 8 Mustang News  
**Person:** Gerri McIver  
**Activity:** Inform students of new hallway procedures
- Apr 26, 2008:** Count number of teachers in hallway  
**Person:** Kristen Bilkey  
**Activity:** Monitor Teachers in Hallway
- May 1, 2008:** Observe teachers on hall cameras  
**Person:** Kristen Bilkey  
**Activity:** Collect baseline data
- May 3, 2008:** Count number of teachers in hallway  
**Person:** Kristen Bilkey  
**Activity:** Monitor Teachers in Hallway

**May 10, 2008:** Count number of teachers in hallway  
**Person:** Kristen Bilkey  
**Activity:** Monitor Teachers in Hallway

**May 17, 2008:** Count number of teachers in hallway  
**Person:** Kristen Bilkey  
**Activity:** Monitor Teachers in Hallway

**May 24, 2008:** Count number of teachers in hallway  
**Person:** Kristen Bilkey  
**Activity:** Monitor Teachers in Hallway

**Aug 11, 2008:** Review hallway procedures  
**Person:** Jonathan Schuck  
**Activity:** Staff Meeting Discussion

**Aug 29, 2008:** Communications 8 Mustang News  
**Person:** Gerri McIver  
**Activity:** Inform students of new hallway procedures

**Sep 10, 2008:** Monthly Staff Meeting Discussion  
**Person:** Jonathan Schuck  
**Activity:** Staff Meeting Discussion

**Oct 10, 2008:** Monthly Staff Meeting Discussion  
**Person:** Jonathan Schuck  
**Activity:** Staff Meeting Discussion

**Oct 31, 2008:** Communications 8 Mustang News  
**Person:** Gerri McIver  
**Activity:** Inform students of new hallway procedures

**Nov 10, 2008:** Monthly Staff Meeting Discussion  
**Person:** Jonathan Schuck  
**Activity:** Staff Meeting Discussion

**Nov 24, 2008:** Communications 8 Mustang News  
**Person:** Gerri McIver  
**Activity:** Inform students of new hallway procedures

**Dec 10, 2008:** Monthly Staff Meeting Discussion  
**Person:** Jonathan Schuck  
**Activity:** Staff Meeting Discussion

**Jan 10, 2009:** Observe teachers on hall monitors  
**Person:** Kristen Bilkey  
**Activity:** Collect first semester/trimester follow up data

**Jan 10, 2009:** Monthly Staff Meeting Discussion  
**Person:** Jonathan Schuck  
**Activity:** Staff Meeting Discussion

**Feb 10, 2009:** Monthly Staff Meeting Discussion  
**Person:** Jonathan Schuck  
**Activity:** Staff Meeting Discussion

**Mar 10, 2009:** Monthly Staff Meeting Discussion  
**Person:** Jonathan Schuck  
**Activity:** Staff Meeting Discussion

- Apr 10, 2009:** Monthly Staff Meeting Discussion  
**Person:** Jonathan Schuck  
**Activity:** Staff Meeting Discussion
- May 10, 2009:** Monthly Staff Meeting Discussion  
**Person:** Jonathan Schuck  
**Activity:** Staff Meeting Discussion
- May 29, 2009:** Observe teachers on hall monitors  
**Person:** Kristen Bilkey  
**Activity:** Collect final semester/trimester follow up data

## Technology Coordination

- May 29, 2008:** Tabulate % of teachers utilizing technology at least 1X monthly at the end of first semester using Outlook Calendar teacher sign-up  
**Person:** Ann Abel  
**Activity:** Collect baseline data
- May 29, 2008:** Tabulate % of teachers utilizing technology at least 1X monthly at the end of first semester using Outlook Calendar teacher sign-up  
**Person:** Ann Abel  
**Activity:** Collect final semester/trimester follow up data
- Aug , 2008:** Inform teachers of how this strategy will be monitored  
**Person:** Jonathan Schuck  
**Activity:** Technology use in the classroom
- Aug , 2008:** Inform teachers of the desire for them to use technology at least 1 time per month in their classrooms  
**Person:** Jonathan Schuck  
**Activity:** Technology use in the classroom
- Aug 1, 2008:** Fix any broken laptops  
**Person:** Mark Lyons  
**Activity:** Prepare laptop carts for teacher usage
- Dec 18, 2008:** Tabulate % of teachers utilizing technology at least 1X monthly at the end of first semester using Outlook Calendar teacher sign-up  
**Person:** Ann Abel  
**Activity:** Collect first semester/trimester follow up data
- Dec 18, 2008:** Write technology survey  
**Person:** Ann Abel  
**Activity:** Determine reasons why teachers do not incorporate technology into their classrooms more frequently
- Jan 10, 2009:** Email survey  
**Person:** Ann Abel  
**Activity:** Determine reasons why teachers do not incorporate technology into their classrooms more frequently
- Jan 15, 2009:** Tabulate results of survey in order to troubleshoot alleged problems  
**Person:** Ann Abel  
**Activity:** Determine reasons why teachers do not incorporate technology into their classrooms more frequently
- Feb 15, 2009:** Generate brochure to inform staff of simple ways to incorporate technology into their classrooms more frequently (addressing problems that arise from teacher survey)  
**Person:** Ann Abel  
**Activity:** Brochure

## Continuous Improvement Timeline

The table below shows the timeline we will follow in reviewing and revising our School Improvement Plan each year.

	<b>First Year Schools</b>	<b>Second Year Schools</b>	<b>Third Year and Beyond Schools</b>
Oct	Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i>	<u>New Steering Team Member</u> (optional) Session 1: <u>Improvement Plan Implementation</u>	<u>New Steering Team Member</u> (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u>
Nov	<u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles &amp; Responsibilities</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles &amp; Responsibilities</i>
Dec	Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i>		Session 2: <u>SIP Evaluation &amp; Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>
Jan	Session 4: <u>Areas of Concern &amp; Research Assignments</u> <i>Local Mtgs: Areas of Concern</i>	Session 2: <u>SIP Review &amp; Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>	
Jan 31	Session 5: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i>	<u>InSAI Conference on Learning</u> (optional)	<u>InSAI Conference on Learning</u> (optional)
Feb / Mar	Session 6: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i>	Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i>	Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i>
Apr	<i>1st Fri. in April: All submissions due online</i> Session 7: <u>Strategy Plan Review:</u> One hour individual appointment	<i>1st Fri. in April: All submissions due online</i> Session 4: <u>Strategy Plan Review:</u> One hour individual appointment	<i>1st Fri. in April: All submissions due online</i> Session 4: <u>Strategy Plan Review:</u> One hour individual appointment
May	<i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i>	<i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i>	<i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i>