

School Improvement Plan - PL221 Version - 2009-2012

June 5, 2009 14:47:18

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:



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

Table of Contents

- School Improvement Plan Introduction 3
- Reviewer Guide 4
- Who Wrote this School Improvement Plan? 5
- Vision Statement 6
- Academic Goals 7
- Areas of Concern 9
- Strategies 11
- Professional Development 13
- Relationship Report -- Areas of Concern / Strategies / Data Targets 16
- Force Field Excerpt 19
- To-Do List 20
- Continuous Improvement Timeline 34

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. 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 www.asainstitute.org/publicsip
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 www.asainstitute.org/publicsip
	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

** 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

- Elizabeth Barnhart - Teacher
- Kristen Bilkey - Administrator
- Lindsey Brown - Teacher
- Christy Edwards - Parent/Guardian
- Aarin Hutchins - Community Representative (Business)
- Jonathan Schuck - Administrator
- Jeanine Smith - School Counselor

Strategy Chairs

- Lynn Johnson
- Gerri McIver
- Jonathan Schuck
- Becky Stoltzfus
- Sean Swan
- Rebecca Tillema

Community Council

- Karen Barnes - Juvenile Probation Officer
- Chuck Bartholomew - dentist
- Jill Bartholomew - homemaker; volunteer tutor
- Gina Beechy - small business owner
- Hawk Celena
- Leslie Cole
- Melissa Crull
- Robert Crull
- Kim Doak
- Patty Goodrich - na
- Diane Grider - cashier
- Cheryl Guyer
- Chad and Jennifer Hartzog
- Bowling Marsha
- Gregory Monnot
- Elaine Newton
- Richard Newton
- Shelly Rust - Vocational Teacher - culinary arts
- Rita Sale - elementary teacher
- Paul and Sharon Sandoval
- Christopher Smith
- 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.

7th Grade - Passing ISTEP Math (AYP)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	79%	85%	87%	90%	87%	95%		98%		100%		100%

8th Grade - Passing Algebra 1 in Middle School (local data)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	10%	15%	11%	20%		25%		30%		35%		100%

8th Grade - Passing ISTEP Math (AYP)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	78%	80%	70%	80%	82%	85%		90%		93%		100%

African American - Passing ISTEP Language Arts (AYP)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	51%	55%	52%	58%	75%	61%		64%		67%		100%

All students - % passing reading comprehension standard on E/LA ISTEP

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					73%	80%		85%		90%		100%

All Students - Passing ISTEP English (AYP)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	72%	80%	76%	83%	76%	86%		89%		92%		100%

All Students - Passing ISTEP Math (AYP)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	71%	80%	75%	83%	84%	86%		89%		92%		100%

Special Education Students - Passing ISTEP English (AYP)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	28%	40%	35%	43%	26%	46%		49%		52%		100%

Special Education Students - Passing ISTEP Math (AYP)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	41%	47%	43%	50%	55%	53%		56%		59%		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: 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: Parent Involvement

Teachers report that there is minimal parent participation in CLASSROOM activities. Zero parents responded to the first attempt to request volunteers for classroom assistance/presentations.

Concern: Safe and Disciplined Learning Environment

The majority of teachers reported writing less discipline referrals and having a more disciplined learning environment during the 2008-2009 school year; however, the concern still exists that negative student behaviors impact student learning.

Concern: Progress Monitoring and Data Driven Instruction

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

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

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

6-8 Assessment Alignment —

PK-12 formative and summative assessments for reading, writing and mathematics will be reviewed and selected by KCS appointed committees consisting of district level administration, school level administration, and school strategy chairs. Staff will use assessment data to drive instruction and to monitor student progress. The district will coordinate the assessment alignment process which will begin in 2009-10 with reading and writing and continue in 2010-11 with mathematics.

Discipline and Reward Level System —

Maple Crest Middle School will continue to implement the 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 4. Level 4 activities include: free time, treats, drawings for prizes, special assemblies and privileges. Level 4: 0-2 Tardies/0-1 NTLs/0 minor infractions/lunch or teacher detentions/office referrals Level 4 student may participate in all school activities and Level 4 rewards Level 3: 3-4 Tardies/2-3 NTLs/1-4 minor infractions/1-2 lunch or teacher detentions/ 1 office referral Level 3 students may participate in all school activities except Level 4 rewards Level 2: 5-8 Tardies/4-5 NTLs/5-9 minor infractions/3-4 lunch or teacher detentions/ 2 office referrals Level 2 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 1: 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 1 students may not participate in any school activities including practices, games, clubs, or dances and will attend two Friday Night School sessions

Enrichment Period Student Mentoring —

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.

Parent Involvement —

Maple Crest Middle School will send a letter/survey to each parent with the orientation packets prior to the beginning of the school year. This letter/survey will invite parents to share any special skill or talent that they have with our school. Parents may volunteer to teach a certain skill/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 letter/survey will be used to generate a list of parent resources that teachers may utilize throughout the school year.

Required Strategies

F. Encourage Rigorous Curriculum: 6-8 Curriculum Articulation —

PK-12 curriculum will be aligned vertically and horizontally for the content areas of mathematics, science, social studies, and English/language arts. KCS appointed committees consisting of district level administration, school level administration, and school strategy chairs will prepare curriculum frameworks and pacing guides for each content area. The district will coordinate the curriculum articulation process which will begin in 2009-10 as part of the textbook adoption process for mathematics and science. Curriculum articulation for English/language arts and social studies will continue during 2010-2011.

I. Focused Academic Area: Reading Across the Curriculum —

School-wide reading strategies will be developed and strategically focused on throughout the school year. A list of strategies will be generated by the Literacy Team and distributed to all staff at the beginning of the year. The staff will focus on one strategy each month. The Literacy Team will distribute a handout to all staff at the beginning of each month with ideas for

implementing the focused strategy during academic instruction.

U. Focused Student Group: Remediation of "Bubble Group" students —

ISTEP+ scores will be examined. Students in general education who score either 15 points above or 15 points below the cut-off score will be identified and will attend math or English/LA remediation instead of rotation classes. Special education students who score either 25 points above or 25 points below the cut-off score will be identified and will enroll in an extra English or extra Math class taught by the special education teachers.

Professional Development

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.

Discipline and Reward Level System

Professional Development Activity	Funding	Activity Purpose
<i>provide additional training on level system data entry</i>	Source: Teaching staff Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Lindsey Brown will provide volunteer sessions to help teachers become skilled at efficiently using technology to enter data	Teachers Administrators	Talk to Presentation/Workshop Study Group Peer Coaching

Enrichment Period Student Mentoring

Professional Development Activity	Funding	Activity Purpose
<i>Team Meetings to discuss Data Tracking and Curriculum</i>	Source: NA Amount: \$0.00	Information Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teams will meet to listen and gather feedback from each other on the progress of and ways to improve the enrichment curriculum. Teachers will compile and analyze the data each individual teacher has gathered from meeting with students on an individual basis.	Teachers	Talk to Peer Coaching Collaborative Problem Solving

Parent Involvement

Professional Development Activity	Funding	Activity Purpose
<i>Parent Involvement Teacher Presentations</i>	Source: NA Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Initial meeting will be used to share parent involvement strategies with teachers and to give them time to select a parent from the parent resource list they would like to incorporate into their classroom. Follow-up meeting in January will allow teachers to share success stories about implementation of this strategy in their classroom. Teachers will also have time to pick one more parent to involve in their classrooms for 2nd semester.	Teachers	Presentation/Workshop Peer Coaching

I. Focused Academic Area: Reading Across the Curriculum

Professional Development Activity	Funding	Activity Purpose
<i>Targeted Reading Strategy Instruction with Content-Area Teachers</i>	Source: N/A Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
In order to get teachers excited about reading instruction, the Literacy Team will design an integrated unit and implement this during the school-wide Reading Week. Targeted strategies will be described during a staff presentation. These strategies will continue through the 2009/2010 school year.	Teachers	Talk to Presentation/Workshop Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>Targeted Reading Strategy handouts</i>	Source: N/A Amount: \$0	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
The Literacy Team will distribute a handout to all staff at the beginning of each month with ideas for implementing the focused strategy during academic instruction.	Teachers	Professional Reading

U. Focused Student Group: Remediation of "Bubble Group" students

Professional Development Activity	Funding	Activity Purpose
<i>Faculty Meeting focusing on data analysis to determine areas of need for remediation</i>	Source: N/A Amount: \$0	Information Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers and administrators will review data to determine which students exhibit need for remediation program. Student lists will be created.	Teachers Administrators	Action Research

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: Lack of Homework Completion

Data Targets Influenced by This Concern:

- 7th Grade -- Passing ISTEP Math (AYP)
- 8th Grade -- Passing ISTEP Math (AYP)
- All Students -- Passing ISTEP English (AYP)
- All Students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- Enrichment Period Student Mentoring
- U. Focused Student Group: Remediation of "Bubble Group" students

Concern: Lack of Motivation

Data Targets Influenced by This Concern:

- 7th Grade -- Passing ISTEP Math (AYP)
- 8th Grade -- Passing Algebra 1 in Middle School (local data)
- 8th Grade -- Passing ISTEP Math (AYP)
- African American -- Passing ISTEP Language Arts (AYP)
- All Students -- Passing ISTEP English (AYP)

Strategies to Impact This Concern:

- Discipline and Reward Level System
- U. Focused Student Group: Remediation of "Bubble Group" students

Concern: Lack of Extra Time

Data Targets Influenced by This Concern:

- 7th Grade -- Passing ISTEP Math (AYP)
- 8th Grade -- Passing ISTEP Math (AYP)
- All Students -- Passing ISTEP English (AYP)
- Special Education Students -- Passing ISTEP English (AYP)
- Special Education Students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- Enrichment Period Student Mentoring
- U. Focused Student Group: Remediation of "Bubble Group" students

Concern: Parent Involvement

Data Targets Influenced by This Concern:

- All Students -- Passing ISTEP English (AYP)
- All Students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- Parent Involvement

Concern: Safe and Disciplined Learning Environment

Data Targets Influenced by This Concern:

- All Students -- Passing ISTEP English (AYP)
- All Students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- Discipline and Reward Level System

Concern: Progress Monitoring and Data Driven Instruction

Data Targets Influenced by This Concern:

- African American -- Passing ISTEP Language Arts (AYP)
- All Students -- Passing ISTEP English (AYP)
- Special Education Students -- Passing ISTEP English (AYP)

Strategies to Impact This Concern:

- 6-8 Assessment Alignment
- F. Encourage Rigorous Curriculum: 6-8 Curriculum Articulation
- I. Focused Academic Area: Reading Across the Curriculum

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All Students -- Passing ISTEP English (AYP)
- All Students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: 6-8 Curriculum Articulation

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- All students -- % passing reading comprehension standard on E/LA ISTEP
- All Students -- Passing ISTEP English (AYP)

Strategies to Impact This Concern:

- I. Focused Academic Area: Reading Across the Curriculum

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- African American -- Passing ISTEP Language Arts (AYP)
- Special Education Students -- Passing ISTEP English (AYP)
- Special Education Students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- Parent Involvement
- U. Focused Student Group: Remediation of "Bubble Group" students

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	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Acuity: Skills based Standardized assessment to inform individualized and classroom instruction STAR Reading/Star Math: Standardized computer-adaptive assessment to provide information to teachers about student growth and achievement Accelerated Reader: Computerized assessment of reading comprehension	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	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.

Discipline and Reward Level System

Dec 20, 2008: Determine % of teachers who perceive they are writing less discipline referrals than the previous grading period

Person: Lindsey Brown

Activity: Collect first semester/trimester follow up data

Apr 20, 2009: Determine % of teachers who perceive they are writing less discipline referrals than the previous grading period

Person: Lindsey Brown

Activity: Collect final semester/trimester follow up data

May 20, 2009: generate and administer survey asking teachers to indicate their perception of writing more, less, or the same amount of discipline referrals

Person: Lindsey Brown

Activity: survey teachers on perception of writing discipline referrals

May 30, 2009: Evaluate survey results on discipline referrals

Person: Lindsey Brown

Activity: survey teachers on perception of writing discipline referrals

May 30, 2009: Clean out old student data from 08-09 school year

Person: Lindsey Brown

Activity: Update and Maintain Level System Database

Aug 10, 2009: update student roster and enrichment teachers

Person: Lindsey Brown

Activity: survey teachers on perception of writing discipline referrals

Aug 10, 2009: Update new student rosters and enrichment teachers in database

Person: Lindsey Brown

Activity: Update and Maintain Level System Database

Aug 20, 2009: offer volunteer after school sessions to help teachers learn to easily and quickly enter data

Person: Lindsey Brown

Activity: provide additional training on level system data entry

Aug 27, 2009: offer volunteer after school sessions to help teachers learn to easily and quickly enter data

Person: Lindsey Brown

Activity: provide additional training on level system data entry

Aug 28, 2009: Generate student level report based on data entered by teachers on student behavior

Person: Lindsey Brown

Activity: Update and Maintain Level System Database

Aug 28, 2009: Provide appropriate consequences and rewards for students at particular levels as specified in formal, written language of the strategy

Person: Kristen Bilkey

Activity: Update and Maintain Level System Database

Sep 3, 2009: offer volunteer after school sessions to help teachers learn to easily and quickly enter data

Person: Lindsey Brown

Activity: provide additional training on level system data entry

- Sep 4, 2009:** Provide appropriate consequences and rewards for students at particular levels as specified in formal, written language of the strategy
Person: Kristen Bilkey
Activity: Update and Maintain Level System Database
- Sep 10, 2009:** offer volunteer after school sessions to help teachers learn to easily and quickly enter data
Person: Lindsey Brown
Activity: provide additional training on level system data entry
- Sep 11, 2009:** Create and administer survey that allows teachers to provide feedback on the level system
Person: Lindsey Brown
Activity: provide opportunity for teachers to give feedback on level system
- Sep 11, 2009:** Generate student level report based on data entered by teachers on student behavior
Person: Lindsey Brown
Activity: Update and Maintain Level System Database
- Sep 18, 2009:** Provide appropriate consequences and rewards for students at particular levels as specified in formal, written language of the strategy
Person: Kristen Bilkey
Activity: Update and Maintain Level System Database
- Sep 25, 2009:** Generate student level report based on data entered by teachers on student behavior
Person: Lindsey Brown
Activity: Update and Maintain Level System Database
- Sep 28, 2009:** teacher discussion on areas of concern regarding level system database
Person: Lindsey Brown
Activity: provide opportunity for teachers to give feedback on level system
- Oct 2, 2009:** Provide appropriate consequences and rewards for students at particular levels as specified in formal, written language of the strategy
Person: Kristen Bilkey
Activity: Update and Maintain Level System Database
- Oct 9, 2009:** Generate student level report based on data entered by teachers on student behavior
Person: Lindsey Brown
Activity: Update and Maintain Level System Database
- Oct 9, 2009:** Provide appropriate consequences and rewards for students at particular levels as specified in formal, written language of the strategy
Person: Kristen Bilkey
Activity: Update and Maintain Level System Database
- Oct 23, 2009:** Create and administer survey that allows teachers to provide feedback on the level system
Person: Lindsey Brown
Activity: provide opportunity for teachers to give feedback on level system
- Oct 23, 2009:** Generate student level report based on data entered by teachers on student behavior
Person: Lindsey Brown
Activity: Update and Maintain Level System Database
- Oct 23, 2009:** Provide appropriate consequences and rewards for students at particular levels as specified in formal, written language of the strategy
Person: Kristen Bilkey
Activity: Update and Maintain Level System Database
- Nov 6, 2009:** Generate student level report based on data entered by teachers on student behavior
Person: Lindsey Brown
Activity: Update and Maintain Level System Database

- Nov 6, 2009:** Provide appropriate consequences and rewards for students at particular levels as specified in formal, written language of the strategy
Person: Kristen Bilkey
Activity: Update and Maintain Level System Database
- Nov 20, 2009:** Generate student level report based on data entered by teachers on student behavior
Person: Lindsey Brown
Activity: Update and Maintain Level System Database
- Nov 20, 2009:** Provide appropriate consequences and rewards for students at particular levels as specified in formal, written language of the strategy
Person: Kristen Bilkey
Activity: Update and Maintain Level System Database
- Nov 30, 2009:** teacher discussion on areas of concern regarding level system database
Person: Lindsey Brown
Activity: provide opportunity for teachers to give feedback on level system
- Dec 4, 2009:** Create and administer survey that allows teachers to provide feedback on the level system
Person: Lindsey Brown
Activity: provide opportunity for teachers to give feedback on level system
- Dec 4, 2009:** Generate student level report based on data entered by teachers on student behavior
Person: Lindsey Brown
Activity: Update and Maintain Level System Database
- Dec 4, 2009:** Provide appropriate consequences and rewards for students at particular levels as specified in formal, written language of the strategy
Person: Kristen Bilkey
Activity: Update and Maintain Level System Database
- Dec 18, 2009:** Generate student level report based on data entered by teachers on student behavior
Person: Lindsey Brown
Activity: Update and Maintain Level System Database
- Dec 18, 2009:** Provide appropriate consequences and rewards for students at particular levels as specified in formal, written language of the strategy
Person: Kristen Bilkey
Activity: Update and Maintain Level System Database
- Dec 20, 2009:** generate and administer survey asking teachers to indicate their perception of writing more, less, or the same amount of discipline referrals
Person: Lindsey Brown
Activity: survey teachers on perception of writing discipline referrals
- Dec 21, 2009:** Evaluate survey results on discipline referrals
Person: Lindsey Brown
Activity: survey teachers on perception of writing discipline referrals
- Jan 8, 2010:** Generate student level report based on data entered by teachers on student behavior
Person: Lindsey Brown
Activity: Update and Maintain Level System Database
- Jan 8, 2010:** Provide appropriate consequences and rewards for students at particular levels as specified in formal, written language of the strategy
Person: Kristen Bilkey
Activity: Update and Maintain Level System Database
- Jan 15, 2010:** Create and administer survey that allows teachers to provide feedback on the level system
Person: Lindsey Brown
Activity: provide opportunity for teachers to give feedback on level system

- Jan 22, 2010:** Generate student level report based on data entered by teachers on student behavior
Person: Lindsey Brown
Activity: Update and Maintain Level System Database
- Jan 22, 2010:** Provide appropriate consequences and rewards for students at particular levels as specified in formal, written language of the strategy
Person: Kristen Bilkey
Activity: Update and Maintain Level System Database
- Feb 1, 2010:** teacher discussion on areas of concern regarding level system database
Person: Lindsey Brown
Activity: provide opportunity for teachers to give feedback on level system
- Feb 5, 2010:** Generate student level report based on data entered by teachers on student behavior
Person: Lindsey Brown
Activity: Update and Maintain Level System Database
- Feb 5, 2010:** Provide appropriate consequences and rewards for students at particular levels as specified in formal, written language of the strategy
Person: Kristen Bilkey
Activity: Update and Maintain Level System Database
- Feb 19, 2010:** Generate student level report based on data entered by teachers on student behavior
Person: Lindsey Brown
Activity: Update and Maintain Level System Database
- Feb 19, 2010:** Provide appropriate consequences and rewards for students at particular levels as specified in formal, written language of the strategy
Person: Kristen Bilkey
Activity: Update and Maintain Level System Database
- Feb 26, 2010:** Create and administer survey that allows teachers to provide feedback on the level system
Person: Lindsey Brown
Activity: provide opportunity for teachers to give feedback on level system
- Mar 5, 2010:** Generate student level report based on data entered by teachers on student behavior
Person: Lindsey Brown
Activity: Update and Maintain Level System Database
- Mar 5, 2010:** Provide appropriate consequences and rewards for students at particular levels as specified in formal, written language of the strategy
Person: Kristen Bilkey
Activity: Update and Maintain Level System Database
- Mar 19, 2010:** Generate student level report based on data entered by teachers on student behavior
Person: Lindsey Brown
Activity: Update and Maintain Level System Database
- Mar 19, 2010:** Provide appropriate consequences and rewards for students at particular levels as specified in formal, written language of the strategy
Person: Kristen Bilkey
Activity: Update and Maintain Level System Database
- Apr 2, 2010:** Generate student level report based on data entered by teachers on student behavior
Person: Lindsey Brown
Activity: Update and Maintain Level System Database
- Apr 2, 2010:** Provide appropriate consequences and rewards for students at particular levels as specified in formal, written language of the strategy
Person: Kristen Bilkey
Activity: Update and Maintain Level System Database

- Apr 5, 2010:** teacher discussion on areas of concern regarding level system database
Person: Lindsey Brown
Activity: provide opportunity for teachers to give feedback on level system
- Apr 9, 2010:** Create and administer survey that allows teachers to provide feedback on the level system
Person: Lindsey Brown
Activity: provide opportunity for teachers to give feedback on level system
- Apr 16, 2010:** Generate student level report based on data entered by teachers on student behavior
Person: Lindsey Brown
Activity: Update and Maintain Level System Database
- Apr 16, 2010:** Provide appropriate consequences and rewards for students at particular levels as specified in formal, written language of the strategy
Person: Kristen Bilkey
Activity: Update and Maintain Level System Database
- Apr 30, 2010:** Generate student level report based on data entered by teachers on student behavior
Person: Lindsey Brown
Activity: Update and Maintain Level System Database
- Apr 30, 2010:** Provide appropriate consequences and rewards for students at particular levels as specified in formal, written language of the strategy
Person: Kristen Bilkey
Activity: Update and Maintain Level System Database
- May 14, 2010:** Generate student level report based on data entered by teachers on student behavior
Person: Lindsey Brown
Activity: Update and Maintain Level System Database
- May 14, 2010:** Provide appropriate consequences and rewards for students at particular levels as specified in formal, written language of the strategy
Person: Kristen Bilkey
Activity: Update and Maintain Level System Database
- May 21, 2010:** Create and administer survey that allows teachers to provide feedback on the level system
Person: Lindsey Brown
Activity: provide opportunity for teachers to give feedback on level system
- May 28, 2010:** Generate student level report based on data entered by teachers on student behavior
Person: Lindsey Brown
Activity: Update and Maintain Level System Database
- May 28, 2010:** Provide appropriate consequences and rewards for students at particular levels as specified in formal, written language of the strategy
Person: Kristen Bilkey
Activity: Update and Maintain Level System Database

Enrichment Period Student Mentoring

- May 10, 2009:** Determine percent of teachers who conference with students at least one time each month
Person: Gerri McIver
Activity: Collect baseline data
- May 29, 2009:** enrichment teachers review class rosters
Person: Becky Stoltzfus, Kim Freeman, Lynn Johnson, Sean Swan
Activity: Develop Enrichment Curriculum
- May 29, 2009:** staff walkthrough of curriculum to discuss strategies for instruction and address questions and concerns
Person: Jonathan Schuck
Activity: Develop Enrichment Curriculum

- May 29, 2009:** team leaders request input from grade level teams regarding student needs
Person: Sean Swan, Lynn Johnson, Kim Freeman, Becky Stoltzfus
Activity: Develop Enrichment Curriculum
- Aug 12, 2009:** staff reviews proposed enrichment curriculum
Person: Jonathan Schuck
Activity: Develop Enrichment Curriculum
- Aug 13, 2009:** review base line data from previous school year
Person: Gerri McIver
Activity: collect semester and year end follow up data
- Aug 20, 2009:** meet with grade level teams to review the process for filling out student data tracking sheets and the enrichment curriculum
Person: Gerri McIver
Activity: Team Meetings to discuss Data Tracking and Curriculum
- Aug 20, 2009:** meet with grade level teams to review the process for filling out student data tracking sheets and the enrichment curriculum
Person: Gerri McIver
Activity: Team Meetings to discuss Data Tracking and Curriculum
- Aug 21, 2009:** review individual concerns with team
Person: team leaders
Activity: Weekly team meetings
- Aug 28, 2009:** Teachers will monitor students grades, help students organize materials, help students set goals, and provide students with homework assistance
Person: Teachers
Activity: Monthly Mentoring Meetings with Students
- Sep 17, 2009:** share concerns with staff in order to brainstorm solutions for individual student needs
Person: Jonathan Schuck
Activity: full faculty meetings
- Sep 20, 2009:** meet with grade level teams to review the process for filling out student data tracking sheets and the enrichment curriculum
Person: Gerri McIver
Activity: Team Meetings to discuss Data Tracking and Curriculum
- Sep 21, 2009:** all teams meet during one class period to dialog about the process and progres of enrichment
Person: Jonathan Schuck
Activity: team feedback
- Sep 21, 2009:** review individual concerns with team
Person: team leaders
Activity: Weekly team meetings
- Sep 28, 2009:** Teachers will monitor students grades, help students organize materials, help students set goals, and provide students with homework assistance
Person: Teachers
Activity: Monthly Mentoring Meetings with Students
- Oct 15, 2009:** share concerns with staff in order to brainstorm solutions for individual student needs
Person: Jonathan Schuck
Activity: full faculty meetings
- Oct 19, 2009:** all teams meet during one class period to dialog about the process and progres of enrichment
Person: Jonathan Schuck
Activity: team feedback

- Oct 20, 2009:** meet with grade level teams to review the process for filling out student data tracking sheets and the enrichment curriculum
Person: Gerri McIver
Activity: Team Meetings to discuss Data Tracking and Curriculum
- Oct 21, 2009:** review individual concerns with team
Person: team leaders
Activity: Weekly team meetings
- Oct 28, 2009:** Teachers will monitor students grades, help students organize materials, help students set goals, and provide students with homework assistance
Person: Teachers
Activity: Monthly Mentoring Meetings with Students
- Nov 16, 2009:** all teams meet during one class period to dialog about the process and progres of enrichment
Person: Jonathan Schuck
Activity: team feedback
- Nov 19, 2009:** share concerns with staff in order to brainstorm solutions for individual student needs
Person: Jonathan Schuck
Activity: full faculty meetings
- Nov 20, 2009:** meet with grade level teams to review the process for filling out student data tracking sheets and the enrichment curriculum
Person: Gerri McIver
Activity: Team Meetings to discuss Data Tracking and Curriculum
- Nov 21, 2009:** review individual concerns with team
Person: team leaders
Activity: Weekly team meetings
- Nov 28, 2009:** Teachers will monitor students grades, help students organize materials, help students set goals, and provide students with homework assistance
Person: Teachers
Activity: Monthly Mentoring Meetings with Students
- Dec 10, 2009:** Determine percent of teachers who conference with students at least one time each month
Person: Gerri McIver
Activity: Collect first semester/trimester follow up data
- Dec 17, 2009:** share concerns with staff in order to brainstorm solutions for individual student needs
Person: Jonathan Schuck
Activity: full faculty meetings
- Dec 20, 2009:** meet with grade level teams to review the process for filling out student data tracking sheets and the enrichment curriculum
Person: Gerri McIver
Activity: Team Meetings to discuss Data Tracking and Curriculum
- Dec 21, 2009:** all teams meet during one class period to dialog about the process and progres of enrichment
Person: Jonathan Schuck
Activity: team feedback
- Dec 21, 2009:** review individual concerns with team
Person: team leaders
Activity: Weekly team meetings
- Dec 22, 2009:** collect team data from team leaders
Person: Gerri McIver
Activity: collect semester and year end folow up data

Dec 28, 2009: Teachers will monitor students grades, help students organize materials, help students set goals, and provide students with homework assistance
Person: Teachers
Activity: Monthly Mentoring Meetings with Students

Jan 18, 2010: all teams meet during one class period to dialog about the process and progres of enrichment
Person: Jonathan Schuck
Activity: team feedback

Jan 20, 2010: meet with grade level teams to review the process for filling out student data tracking sheets and the enrichment curriculum
Person: Gerri McIver
Activity: Team Meetings to discuss Data Tracking and Curriculum

Jan 21, 2010: share concerns with staff in order to brainstorm solutions for individual student needs
Person: Jonathan Schuck
Activity: full faculty meetings

Jan 21, 2010: review individual concerns with team
Person: team leaders
Activity: Weekly team meetings

Jan 28, 2010: Teachers will monitor students grades, help students organize materials, help students set goals, and provide students with homework assistance
Person: Teachers
Activity: Monthly Mentoring Meetings with Students

Feb 15, 2010: all teams meet during one class period to dialog about the process and progres of enrichment
Person: Jonathan Schuck
Activity: team feedback

Feb 18, 2010: share concerns with staff in order to brainstorm solutions for individual student needs
Person: Jonathan Schuck
Activity: full faculty meetings

Feb 20, 2010: meet with grade level teams to review the process for filling out student data tracking sheets and the enrichment curriculum
Person: Gerri McIver
Activity: Team Meetings to discuss Data Tracking and Curriculum

Feb 21, 2010: review individual concerns with team
Person: team leaders
Activity: Weekly team meetings

Feb 28, 2010: Teachers will monitor students grades, help students organize materials, help students set goals, and provide students with homework assistance
Person: Teachers
Activity: Monthly Mentoring Meetings with Students

Mar 15, 2010: all teams meet during one class period to dialog about the process and progres of enrichment
Person: Jonathan Schuck
Activity: team feedback

Mar 18, 2010: share concerns with staff in order to brainstorm solutions for individual student needs
Person: Jonathan Schuck
Activity: full faculty meetings

Mar 20, 2010: meet with grade level teams to review the process for filling out student data tracking sheets and the enrichment curriculum
Person: Gerri McIver
Activity: Team Meetings to discuss Data Tracking and Curriculum

Mar 21, 2010: review individual concerns with team

Person: team leaders

Activity: Weekly team meetings

Mar 28, 2010: Teachers will monitor students grades, help students organize materials, help students set goals, and provide students with homework assistance

Person: Teachers

Activity: Monthly Mentoring Meetings with Students

Apr 10, 2010: Determine percent of teachers who conference with students at least one time each month

Person: Gerri McIver

Activity: Collect final semester/trimester follow up data

Apr 15, 2010: share concerns with staff in order to brainstorm solutions for individual student needs

Person: Jonathan Schuck

Activity: full faculty meetings

Apr 19, 2010: all teams meet during one class period to dialog about the process and progres of enrichment

Person: Jonathan Schuck

Activity: team feedback

Apr 20, 2010: meet with grade level teams to review the process for filling out student data tracking sheets and the enrichment curriculum

Person: Gerri McIver

Activity: Team Meetings to discuss Data Tracking and Curriculum

Apr 21, 2010: review individual concerns with team

Person: team leaders

Activity: Weekly team meetings

Apr 28, 2010: Teachers will monitor students grades, help students organize materials, help students set goals, and provide students with homework assistance

Person: Teachers

Activity: Monthly Mentoring Meetings with Students

May 17, 2010: all teams meet during one class period to dialog about the process and progres of enrichment

Person: Jonathan Schuck

Activity: team feedback

May 20, 2010: share concerns with staff in order to brainstorm solutions for individual student needs

Person: Jonathan Schuck

Activity: full faculty meetings

May 20, 2010: meet with grade level teams to review the process for filling out student data tracking sheets and the enrichment curriculum

Person: Gerri McIver

Activity: Team Meetings to discuss Data Tracking and Curriculum

May 21, 2010: collect team data from team leaders

Person: Gerri McIver

Activity: collect semester and year end folow up data

May 21, 2010: review individual concerns with team

Person: team leaders

Activity: Weekly team meetings

May 28, 2010: Teachers will monitor students grades, help students organize materials, help students set goals, and provide students with homework assistance

Person: Teachers

Activity: Monthly Mentoring Meetings with Students

Focused Academic Area

Feb 15, 2009: Get teachers excited about reading instruction! Plan an integrated unit for "Reading Week".

Person: Melanie Peoples

Activity: Reading Week

Mar 1, 2009: Generate teacher survey asking what percent feel they are actively targeting specific reading strategies during classroom instruction

Person: Lynn Johnson

Activity: Teacher survey

Mar 15, 2009: Send survey to teachers and collect for data tabulation

Person: Lynn Johnson

Activity: Collect baseline data

Mar 15, 2009: Give baseline survey to teachers

Person: Lynn Johnson

Activity: Teacher survey

Apr 17, 2009: Share "Reading Week" lessons with the staff during meeting

Person: Lynne Johnson

Activity: Reading Week

Apr 20, 2009: Reading Week begins

Person: Lynn Johnson

Activity: Reading Week

May 15, 2009: Hold Reading Strategy workshops with content-area teachers, to be completed by May 15th, 2009

Person: Melanie Peoples

Activity: Targeted Reading Strategy Instruction with Content-Area Teachers

May 15, 2009: Give second semester survey to teachers

Person: Lynn Johnson

Activity: Teacher survey

May 30, 2009: Generate list of 9 reading strategies to target during classroom instruction

Person: Melanie Peoples (with literacy team)

Activity: Targeted Reading Strategies

Aug 1, 2009: Create professional development brochure/handout/magnet (etc.) to give to teachers per reading strategy. These will be handed out at the beginning of each month as a teacher resource.

Person: Melanie Peoples (with literacy team)

Activity: Targeted Reading Strategies

Aug 15, 2009: Give the prepared brochure/handout/magnet for the assigned reading strategy (for August/September) to classroom teachers.

Person: Melanie Peoples

Activity: Targeted Reading Strategy handouts

Oct 1, 2009: Give the prepared brochure/handout/magnet for the assigned reading strategy (for October) to classroom teachers.

Person: Melanie Peoples

Activity: Targeted Reading Strategy handouts

Oct 15, 2009: Hold reading strategy workshops with any new teachers to MCMS for the 2009-2010 school year

Person: Melanie Peoples

Activity: Targeted Reading Strategy Instruction with Content-Area Teachers

Nov 1, 2009: Give the prepared brochure/handout/magnet for the assigned reading strategy (for November) to classroom teachers.

Person: Melanie Peoples

Activity: Targeted Reading Strategy handouts

Dec 1, 2009: Give the prepared brochure/handout/magnet for the assigned reading strategy (for December) to classroom teachers.

Person: Melanie Peoples

Activity: Targeted Reading Strategy handouts

Dec 15, 2009: Send survey to teachers and collect for data tabulation

Person: Lynn Johnson

Activity: Collect first semester/trimester follow up data

Dec 15, 2009: Give first semester survey to teachers

Person: Lynn Johnson

Activity: Teacher survey

Jan 1, 2010: Give the prepared brochure/handout/magnet for the assigned reading strategy (for January) to classroom teachers.

Person: Melanie Peoples

Activity: Targeted Reading Strategy handouts

Feb 1, 2010: Give the prepared brochure/handout/magnet for the assigned reading strategy (for February) to classroom teachers.

Person: Melanie Peoples

Activity: Targeted Reading Strategy handouts

Mar 1, 2010: Give the prepared brochure/handout/magnet for the assigned reading strategy (for March) to classroom teachers.

Person: Melanie Peoples

Activity: Targeted Reading Strategy handouts

Apr 1, 2010: Give the prepared brochure/handout/magnet for the assigned reading strategy (for April) to classroom teachers.

Person: Melanie Peoples

Activity: Targeted Reading Strategy handouts

May 1, 2010: Give the prepared brochure/handout/magnet for the assigned reading strategy (for May) to classroom teachers.

Person: Melanie Peoples

Activity: Targeted Reading Strategy handouts

May 15, 2010: Send survey to teachers and collect for data tabulation

Person: Lynn Johnson

Activity: Collect final semester/trimester follow up data

Focused Student Group

May 10, 2009: Teachers participating in remediation classes submit number of students attending and number of students actively participating

Person: Lindsey Brown

Activity: Collect baseline data

May 15, 2009: Create first nine weeks class lists for remediation based on teacher recommendation/test scores/grades

Person: Jonathan Schuck

Activity: Create remediation classes for 2009-2010 School Year

Aug 15, 2009: Meet with remediation teachers to discuss class lists/remediation strategies

Person: Jonathan Schuck

Activity: Create remediation classes for 2009-2010 School Year

Aug 15, 2009: Send notification to parents of students participating in remediation classes

Person: School secretary

Activity: Create remediation classes for 2009-2010 School Year

- Aug 15, 2009:** Coordinate student lists 1 week prior to each rotation to provide to teachers
Person: Jeanine Smith
Activity: Keep teachers up-to-date on students in tutoring and progress of students
- Aug 15, 2009:** Provide opportunity for discussion of remediation program at team meetings
Person: Grade Level Team Leaders
Activity: Keep teachers up-to-date on students in tutoring and progress of students
- Sep 1, 2009:** Compose data analysis charts of ISTEP standard indicator scores
Person: Lindsey Brown
Activity: Faculty Meeting focusing on data analysis to determine areas of need for remediation
- Sep 15, 2009:** Conduct a data analysis workshop with faculty to identify areas in need of remediation
Person: Lindsey Brown
Activity: Faculty Meeting focusing on data analysis to determine areas of need for remediation
- Sep 15, 2009:** Provide mid-term and end of rotation progress reports to all teachers
Person: Jeanine Smith
Activity: Keep teachers up-to-date on students in tutoring and progress of students
- Oct 16, 2009:** Students submit survey assessing active participation in remediation classes
Person: Lindsey Brown
Activity: Collect baseline data
- Oct 17, 2009:** Meet with remediation teachers to discuss class lists/remediation strategies
Person: Jonathan Schcuk
Activity: Create remediation classes for 2009-2010 School Year
- Oct 17, 2009:** Send notification to parents of students participating in remediation classes
Person: School secretary
Activity: Create remediation classes for 2009-2010 School Year
- Dec 19, 2009:** Meet with remediation teachers to discuss class lists/remediation strategies
Person: Jonathan Schcuk
Activity: Create remediation classes for 2009-2010 School Year
- Dec 19, 2009:** Send notification to parents of students participating in remediation classes
Person: School secretary
Activity: Create remediation classes for 2009-2010 School Year
- Dec 20, 2009:** Students submit survey assessing active participation in remediation classes
Person: Lindsey Brown
Activity: Collect first semester/trimester follow up data
- Dec 20, 2009:** Teachers participating in remediation classes submit number of students attending and number of students actively participating
Person: Lindsey Brown
Activity: Collect first semester/trimester follow up data
- Feb 20, 2010:** Meet with remediation teachers to discuss class lists/remediation strategies
Person: Jonathan Schcuk
Activity: Create remediation classes for 2009-2010 School Year
- Feb 20, 2010:** Send notification to parents of students participating in remediation classes
Person: School secretary
Activity: Create remediation classes for 2009-2010 School Year
- Apr 24, 2010:** Meet with remediation teachers to discuss class lists/remediation strategies
Person: Jonathan Schcuk
Activity: Create remediation classes for 2009-2010 School Year

Apr 24, 2010: Send notification to parents of students participating in remediation classes

Person: School secretary

Activity: Create remediation classes for 2009-2010 School Year

May 20, 2010: Students submit survey assessing active participation in remediation classes

Person: Lindsey Brown

Activity: Collect final semester/trimester follow up data

May 20, 2010: Teachers participating in remediation classes submit number of students attending and number of students actively participating

Person: Lindsey Brown

Activity: Collect final semester/trimester follow up data

Parent Involvement

Apr 15, 2009: Calculate % of parents currently involved in classroom activities/instruction

Person: Jonathan Schuck

Activity: Collect baseline data

Jun 30, 2009: Generate parent survey inviting parents to share any special skill or talent they have with our school.

Person: Jonathan Schuck

Activity: Parent Survey

Jul 30, 2009: Mail parent survey with orientation packets. (Parents will return survey to school when they come in for registration.)

Person: Jonathan Schuck

Activity: Parent Survey

Jul 30, 2009: Create a "FREE PASS" ticket for parents to attend one school event (sporting event, play, etc.) for free.

Person: Jonathan Schuck

Activity: Parent Survey Completion Reward (anti-resistance targeting PARENTS)

Aug 1, 2009: Make survey available in office as parents come in to register their child for the school year.

Person: Jonathan Schuck

Activity: Parent Survey

Aug 1, 2009: Give FREE PASS to each parent that turns in a completed survey

Person: Beth Eramo, Jeanine Smith, other registration staff

Activity: Parent Survey Completion Reward (anti-resistance targeting PARENTS)

Aug 10, 2009: Distribute parent survey results to teachers.

Person: Jonathan Schuck

Activity: Parent Survey

Aug 15, 2009: Tabulate results from parent surveys to generate list of parent resources for teachers.

Person: Jonathan Schuck

Activity: Parent Survey

Aug 30, 2009: Share list of parent survey results with staff. Teachers will select 1 parent they would like to invite into their classroom 1st semester.

Person: Jonathan Schuck

Activity: Parent Involvement Teacher Presentations

Aug 30, 2009: Share strategies for parent involvement in the classroom with staff

Person: Jonathan Schuck

Activity: Parent Involvement Teacher Presentations

Dec 15, 2009: Calculate % of parents currently involved in classroom activities/instruction

Person: Jonathan Schuck

Activity: Collect first semester/trimester follow up data

Jan 15, 2010: Follow-up presentation with teachers, including "success stories" from 1st semester. (during Parent Involvement Teacher Presentation)

Person: Jonathan Schuck

Activity: Parent Involvement Follow-Up (anti-resistance targeting TEACHERS)

Jan 15, 2010: Teachers will select 1 parent they would like to invite into their classroom 2nd semester.

Person: Jonathan Schuck

Activity: Parent Involvement Teacher Presentations

May 15, 2010: Calculate % of parents currently involved in classroom activities/instruction

Person: Jonathan Schuck

Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

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