

School Improvement Plan - 2010-2011

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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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Table of Contents

- School Improvement Plan Introduction 3
- Who Wrote this School Improvement Plan? 4
- Vision Statement 6
- Academic Goals 7
- Needs Assessment / Areas of Concern 10
- Strategies 12
- Strategy Data 16
- To-Do List 17
- Professional Development Summary 25
- Relationship Report: Areas of Concern / Strategies / Achievement Goals 29
- Force Field Excerpt 34
- Continuous Improvement Timeline 35

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
- Title I - Targeted Assistance School

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
 - Academic expectations
 - Curriculum content
 - Instructional practices
 - Classroom assessment
 - Extra help
 - Student guidance
 - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

Using Data for Decision-Making

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Christy Edwards - Parent/Guardian
- Kim Freeman - Teacher
- Tencia Helmsberger - Administrator
- Aarin Hutchins - Community Representative (Business)
- Jonathan Schuck - Administrator
- Jeanine Smith - School Counselor
- Rebecca Tillema - Teacher

Strategy Chairs

- Tencia Helmsberger
- Lynn Johnson
- Gerri McIver
- Meredith Milam
- Jonathan Schuck
- Becky Stoltzfus
- Sean Swan
- Rebecca Tillema

Community Council

- Karen Barnes - community - law enforcement
- Leslie Cole - business/parent of 8th grade female
- Diane Grider - business

- Cheryl Guyer - community/parent of male 8th grade General Education Student
- Chad Hartzog - business/parent of male grade 8 and male 6
- Jennifer Hartzog - Parent of male and male
- Celena Hawk - community/paraprofessional in the building hearing impaired students
- Bowling Marsha - community
- Gregory Monnot - community/ substitute teacher in the building
- Elaine Newton - community
- Richard Newton - business
- Shelly Rust - community/parent of female 7th grade
- Paul Sandoval - business/ parent of male grade 7, African American
- Sharon Sandoval - Parent of male grade 7
- Ted Schuck - educational administration
- Christopher Smith - service organization
- Tammy Tickfer - Elementary Teacher/Parent of female grade 6
- Alice Worley - parent of male- Special Education Student, male 8th grade, female grade 6, free and reduced lun

Vision Statement

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

We believe all students deserve:

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

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The vision data represents our ideal data. It is the mission of our school to work toward this ideal.

7th Grade - Passing ISTEP Math (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85%	87%	90%	87%	95%		98%		100%		100%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
15%	13%	20%	11%	25%		30%		35%		40%		100%

8th Grade - Passing ISTEP Math (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	70%	80%	82%	85%		90%		93%		97%		100%

African American - Passing ISTEP Language Arts (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55%	52%	58%	75%	61%		64%		67%		70%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	75%		73%	80%		85%		90%		95%		100%

All Students - Passing ISTEP English (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	76%	83%	76%	86%		89%		92%		95%		100%

All Students - Passing ISTEP Math (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	75%	83%	84%	86%		89%		92%		95%		100%

Free/Reduced Lunch - Pass ISTEP English/Language Arts (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				60%	58%	63%		68%		72%		100%

Hispanic - Pass ISTEP English/Language Arts (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			27%	35%		40%		45%		50%		100%

Multi-Racial - Pass ISTEP English/Language Arts (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				50%	47%	54%		58%		62%		100%

Special Education Students - Passing ISTEP English (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
40%	35%	43%	26%	46%	24%	49%		52%		58%		100%

Special Education Students - Passing ISTEP Math (AYP)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
47%	43%	50%	55%	53%		56%		59%		62%		100%

Targeted Assisted Title I students - passing ISTEP+ English/LA

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				62%		64%		70%		74%		100%

Targeted Assisted Title I students - Passing ISTEP+ Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				65%		68%		70%		74%		100%

Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these "Areas of Concern" through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

Local Areas of Concern

We are concerned that... 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.

We are concerned that... 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.

We are concerned that... 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.

We are concerned that... 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.

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

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

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

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

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

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

Required Areas of Concern

A. Parent Involvement

B. Educator Training

E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

R1. Parent Right-to-Know Letter - Qualifications

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

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

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

Impact Level: High Impact - Inside

Focus: General

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.

Impact Level: High Impact - Inside

Focus: General

Pk-12 Universal Assessment Data Linked to Instruction

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

Impact Level: High Impact - Inside

Focus: General

PK-12 Universal Assessment Implementation

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

Impact Level: High Impact - Inside

Focus: General

Required Strategies

A. Parent Involvement: Parent Meeting

Maple Crest Middle School will hold a parent meeting to explain the Indiana Academic Standards and ISTEP testing. During this meeting, we will inform parents of how to use/access powerschool to monitor their students progress in each class. We will share information with parents about how they can contact their child's teacher if they have questions and/or concerns.

Impact Level: High Impact - Outside

Focus: General

A. Parent Involvement: Parent Newsletter

Maple Crest Middle School will send a monthly newsletter which will provide resources to help parents talk to their children about achievement as well as information for parents in the areas of literacy and technology.

Impact Level: High Impact - Outside

Focus: General

B. Educator Training for Parent Involvement

Maple Crest Middle School will provide an in-service to teachers on ways to communicate better with parents. During the inservice we will educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with the parents and consider them equal partners. We will implement and coordinate parent programs, and build ties between parents and the school.

Impact Level: High Impact - Outside

Focus: General

E. Parent Information Resource Center Website

Our school will notify parents about the Indiana PIRC website on our website and in a school newsletter.

<http://www.fscp.org/index.asp>

Impact Level: Low Impact

Focus: General

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

PK-12 curriculum will be aligned vertically and horizontally for the content areas of mathematics, science, social studies and English/Language arts. The district chairs will 1) plan and provide professional development related to curriculum design based on "Understanding by Design," and 2) provide opportunities for building-level strategy chairs and curriculum designers to work. Curriculum designers (teachers appointed by the teachers' association) will 1) attend training provided by the district, 2) develop curriculum, and 3) share information with the staff, and 4) generate consensus on the curriculum. The school's strategy chair will 1) attend training provided by the district, 2) work with the curriculum designers to a) share information with the staff, and b) generate consensus on the curriculum.

Impact Level: High Impact - Inside

Focus: General

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.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Supplemental Math Support

Students will utilize Study Island, a state standard based computer software program, to strengthen skills related to math. The program will measure their skills. This will take place in remediation, enrichment, after school tutoring, and math class. Remediation, Enrichment, and Math teachers will include the program in their lesson plans.

Impact Level: High Impact - Inside

Focus: Specific

J. Instruction by Highly Qualified Teachers

Staff is required by the Kokomo Center Schools Human Resource Department to meet the requirements of NCLB by checking records in the HR department and by discussing qualifications with the staff. The principal will create or maintain a list of all teachers in the building which will indicate whether or not each teacher holds a valid Indiana teaching license. The principal will also create or maintain a list of all teachers in the building and records how each teacher has demonstrated subject matter knowledge (PRAXIS, NTS, HOUSSE, CAS) If a non-highly qualified teachers exist in the school, a highly qualified teacher mentor will be assigned to that teacher and meet with the teacher to provide ideas to best meet students needs as well as provide ideas for professional development opportunities. This will assist the non-highly qualified teacher(s) in meeting the highly qualified teacher requirements

Impact Level: Low Impact

Focus: General

R1. Parent Right-to-Know Letter - Qualifications

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

Impact Level: Low Impact

Focus: General

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

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

Impact Level: Low Impact

Focus: General

S. School-Parent Compact

Maple Crest Middle School will develop a school-parent compact that outlines how parents, the entire staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the States high standards. The school-parent compact is revised each school year by the staff and parents. The compact is shared with parents and students during parent conferences. It will also be provided to parents during enrollment and parent teacher conferences.

Impact Level: Low Impact

Focus: General

T. Annual Parent Meeting

Parents are invited to attend the annual Title 1 meeting to learn about the school plan, curriculum, academic standards, and assessments. Meeting are held at the school. Parents are given copies of the Parent Involvement Policy, School Parent Compact and the School Improvement Plan. Parent input is encouraged and discussed as revisions are made to these documents. We will convene a flexible number of annual parent meetings both during morning hours and evening hours so that as many parents as possible are able to attend), at a time convenient for all. We will inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs. Documentation including an agenda and a parent sign-in sheet will be made available and kept in preparation for a DOE monitoring visit.

Impact Level: High Impact - Outside

Focus: General

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.

Impact Level: High Impact - Inside

Focus: Specific

Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

Local Strategies

Discipline and Reward Level System

% of teachers who perceive they are writing less discipline referrals than the previous grading period

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
90	95		95	

Required Strategies

I. Focused Academic Area: Reading Across the Curriculum

% of teachers who report that they are targeting specific reading strategies during classroom instruction

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
30%	70%		100%	

To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

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

Annual Parent Meeting

Nov 28, 2010: Provide parents valuable resources to use for increasing literacy skills and math skills at home **Person:** Tenicia Helmberger

Discipline and Reward Level System

Aug 11, 2010: Train new teachers on entering data into the level system. **Person:** Sean Swan

Aug 26, 2010: Entering Level Data for current period **Person:** Entire Staff

Aug 27, 2010: Collection of data and assigning of level **Person:** Teni Helmberger

Sep 9, 2010: Entering Level Data for current period **Person:** Entire Staff

Sep 10, 2010: Collection of data and assigning of level **Person:** Teni Helmberger

Sep 23, 2010: Entering Level Data for current period **Person:** Entire Staff

Sep 24, 2010: Collection of data and assigning of level **Person:** Teni Helmberger

Oct 7, 2010: Entering Level Data for current period **Person:** Entire Staff

Oct 8, 2010: Collection of data and assigning of level **Person:** Teni Helmberger

Oct 21, 2010: Entering Level Data for current period **Person:** Entire Staff

Oct 22, 2010: Collection of data and assigning of level **Person:** Teni Helmberger

Nov 4, 2010: Entering Level Data for current period **Person:** Entire Staff

Nov 5, 2010: Collection of data and assigning of level **Person:** Teni Helmberger

Nov 18, 2010: Entering Level Data for current period **Person:** Entire Staff

Nov 19, 2010: Collection of data and assigning of level **Person:** Teni Helmberger

Nov 30, 2010: Collect fall data: % of teachers who perceive they are writing less discipline referrals than the previous grading period
Person: Sean Swan

Dec 2, 2010: Entering Level Data for current period **Person:** Entire Staff

Dec 3, 2010: Collection of data and assigning of level **Person:** Teni Helmberger

Dec 16, 2010: Entering Level Data for current period **Person:** Entire Staff

Dec 17, 2010: Collection of data and assigning of level **Person:** Teni Helmberger

Jan 13, 2011: Entering Level Data for current period **Person:** Entire Staff

Jan 14, 2011: Collection of data and assigning of level **Person:** Teni Helmberger

Jan 27, 2011: Entering Level Data for current period **Person:** Entire Staff

Jan 28, 2011: Collection of data and assigning of level **Person:** Teni Helmberger

Feb 10, 2011: Entering Level Data for current period **Person:** Entire Staff

Feb 11, 2011: Collection of data and assigning of level **Person:** Teni Helmberger

Feb 24, 2011: Entering Level Data for current period **Person:** Entire Staff

Feb 25, 2011: Collection of data and assigning of level **Person:** Teni Helmberger

Mar 10, 2011: Entering Level Data for current period **Person:** Entire Staff

Mar 11, 2011: Collection of data and assigning of level **Person:** Teni Helmberger

Mar 24, 2011: Entering Level Data for current period **Person:** Entire Staff

Mar 25, 2011: Collection of data and assigning of level **Person:** Teni Helmberger

Apr 14, 2011: Entering Level Data for current period **Person:** Entire Staff

Apr 15, 2011: Collection of data and assigning of level **Person:** Teni Helmberger

Apr 28, 2011: Entering Level Data for current period **Person:** Entire Staff

Apr 29, 2011: Collection of data and assigning of level **Person:** Teni Helmberger

May 12, 2011: Entering Level Data for current period **Person:** Entire Staff

May 13, 2011: Collection of data and assigning of level **Person:** Teni Helmberger

May 26, 2011: Entering Level Data for current period **Person:** Entire Staff
May 27, 2011: Collection of data and assigning of level **Person:** Teni Helmberger
Jun 30, 2011: Collect spring data: % of teachers who perceive they are writing less discipline referrals than the previous grading period **Person:** Sean Swan

Encourage Rigorous Curriculum

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

Enrichment Period Student Mentoring

Aug 23, 2010: Monthly Mentoring Meetings with Students **Person:** teachers
Aug 23, 2010: Weekly team meetings **Person:** team leaders
Sep 10, 2010: grade level meetings to discuss data tracking and curriculum **Person:** Gerri McIver
Sep 23, 2010: Monthly Mentoring Meetings with Students **Person:** teachers
Sep 23, 2010: Weekly team meetings **Person:** team leaders
Oct 23, 2010: Monthly Mentoring Meetings with Students **Person:** teachers
Oct 23, 2010: Weekly team meetings **Person:** team leaders
Nov 23, 2010: Monthly Mentoring Meetings with Students **Person:** teachers
Nov 23, 2010: Weekly team meetings **Person:** team leaders
Dec 23, 2010: Monthly Mentoring Meetings with Students **Person:** teachers
Dec 23, 2010: Weekly team meetings **Person:** team leaders
Jan 23, 2011: Monthly Mentoring Meetings with Students **Person:** teachers
Jan 23, 2011: Weekly team meetings **Person:** team leaders
Feb 23, 2011: Monthly Mentoring Meetings with Students **Person:** teachers
Feb 23, 2011: Weekly team meetings **Person:** team leaders
Mar 23, 2011: Monthly Mentoring Meetings with Students **Person:** teachers
Mar 23, 2011: Weekly team meetings **Person:** team leaders
Apr 23, 2011: Monthly Mentoring Meetings with Students **Person:** teachers
Apr 23, 2011: Weekly team meetings **Person:** team leaders
May 23, 2011: Monthly Mentoring Meetings with Students **Person:** teachers
May 23, 2011: Weekly team meetings **Person:** team leaders

Focused Academic Area

Aug 12, 2010: Discuss Study Island with staff and do quick review over program **Person:** Jonathan Schuck
Aug 20, 2010: introduce students to log in on Study Island and how to enter different activities **Person:** Content area teacher
Aug 22, 2010: Train new teachers to access and utilize Study Island **Person:** Jonathan Schuck
Aug 25, 2010: Literacy Coaching **Person:** Melanie Peoples
Aug 25, 2010: Literacy team will meet to generate list of literacy tips for teachers **Person:** Lynn Johnson
Aug 25, 2010: Provide reading strategies to teachers **Person:** Lynn Johnson
Aug 25, 2010: Teachers are reminded of strategy during monthly staff meeting and provided chance to highlight how they are using it in their class **Person:** Lynn Johnson
Aug 30, 2010: Reading Strategy Checklist **Person:** Lynn Johnson
Aug 30, 2010: Reading Strategy Survey for teachers **Person:** Lynn Johnson
Sep 2, 2010: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills **Person:** classroom teachers
Sep 9, 2010: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills **Person:** classroom teachers
Sep 15, 2010: Administrator walk through to determine use of Study Island in lesson plans **Person:** Jonathan Schuck
Sep 16, 2010: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills **Person:** classroom teachers

Sep 22, 2010: Literacy team will meet to generate list of literacy tips for teachers **Person:** Lynn Johnson

Sep 22, 2010: Provide reading strategies to teachers **Person:** Lynn Johnson

Sep 23, 2010: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Sep 25, 2010: Literacy Coaching **Person:** Melanie Peoples

Sep 30, 2010: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Oct 7, 2010: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Oct 14, 2010: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Oct 15, 2010: Administrator walk through to determine use of Study Island in lesson plans **Person:** Jonathan Schuck

Oct 21, 2010: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Oct 25, 2010: Literacy Coaching **Person:** Melanie Peoples

Oct 27, 2010: Literacy team will meet to generate list of literacy tips for teachers **Person:** Lynn Johnson

Oct 27, 2010: Provide reading strategies to teachers **Person:** Lynn Johnson

Oct 28, 2010: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Nov 4, 2010: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Nov 11, 2010: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Nov 15, 2010: Administrator walk through to determine use of Study Island in lesson plans **Person:** Jonathan Schuck

Nov 18, 2010: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Nov 24, 2010: Literacy team will meet to generate list of literacy tips for teachers **Person:** Lynn Johnson

Nov 24, 2010: Provide reading strategies to teachers **Person:** Lynn Johnson

Nov 25, 2010: Literacy Coaching **Person:** Melanie Peoples

Nov 25, 2010: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Nov 30, 2010: Collect fall data: % of teachers who report that they are targeting specific reading strategies during classroom instruction **Person:** Lynn Johnson

Dec 2, 2010: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Dec 9, 2010: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Dec 15, 2010: Administrator walk through to determine use of Study Island in lesson plans **Person:** Jonathan Schuck

Dec 16, 2010: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Dec 22, 2010: Literacy team will meet to generate list of literacy tips for teachers **Person:** Lynn Johnson

Dec 22, 2010: Provide reading strategies to teachers **Person:** Lynn Johnson

Dec 23, 2010: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Dec 25, 2010: Literacy Coaching **Person:** Melanie Peoples

Dec 30, 2010: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Jan 6, 2011: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Jan 13, 2011: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Jan 15, 2011: Administrator walk through to determine use of Study Island in lesson plans **Person:** Jonathan Schuck

Jan 20, 2011: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Jan 25, 2011: Literacy Coaching **Person:** Melanie Peoples

Jan 26, 2011: Literacy team will meet to generate list of literacy tips for teachers **Person:** Lynn Johnson

Jan 26, 2011: Provide reading strategies to teachers **Person:** Lynn Johnson

Jan 27, 2011: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Feb 3, 2011: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Feb 10, 2011: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Feb 15, 2011: Administrator walk through to determine use of Study Island in lesson plans **Person:** Jonathan Schuck

Feb 17, 2011: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Feb 23, 2011: Literacy team will meet to generate list of literacy tips for teachers **Person:** Lynn Johnson

Feb 23, 2011: Provide reading strategies to teachers **Person:** Lynn Johnson

Feb 24, 2011: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Feb 25, 2011: Literacy Coaching **Person:** Melanie Peoples

Mar 3, 2011: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Mar 10, 2011: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Mar 15, 2011: Administrator walk through to determine use of Study Island in lesson plans **Person:** Jonathan Schuck

Mar 17, 2011: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Mar 23, 2011: Literacy team will meet to generate list of literacy tips for teachers **Person:** Lynn Johnson

Mar 23, 2011: Provide reading strategies to teachers **Person:** Lynn Johnson

Mar 24, 2011: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Mar 25, 2011: Literacy Coaching **Person:** Melanie Peoples

Mar 31, 2011: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Apr 7, 2011: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Apr 14, 2011: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Apr 15, 2011: Administrator walk through to determine use of Study Island in lesson plans **Person:** Jonathan Schuck

Apr 21, 2011: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

Apr 25, 2011: Literacy Coaching **Person:** Melanie Peoples

Apr 28, 2011: Students will use Study Island at least once a week in remediation, enrichment, or math class to increase skills
Person: classroom teachers

May 25, 2011: Literacy Coaching **Person:** Melanie Peoples

Jun 30, 2011: Collect spring data: % of teachers who report that they are targeting specific reading strategies during classroom instruction **Person:** Lynn Johnson

Focused Student Group

Aug 7, 2010: Create remediation classes for 2010-2011 school year **Person:** Jonathan Schuck

Aug 15, 2010: Enroll identified students in the remediation class **Person:** Jonathan Schuck

Aug 18, 2010: During Enrichment class teachers will discuss assessment information such as Acuity with the students teachers will rotate students to meet with on a weekly basis. **Person:** Enrichment teachers

Aug 18, 2010: During weekly grade level team meetings, teachers will share information about students at risk of failing, those with behavior issues and those whose parents need to be contacted to meet for intervention **Person:** Grade level team leaders

Aug 25, 2010: During Enrichment class teachers will discuss assessment information such as Acuity with the students teachers will rotate students to meet with on a weekly basis. **Person:** Enrichment teachers

Aug 25, 2010: During weekly grade level team meetings, teachers will share information about students at risk of failing, those with behavior issues and those whose parents need to be contacted to meet for intervention **Person:** Grade level team leaders

Aug 31, 2010: Train new teachers on how to use powerschool data to work with students during enrichment **Person:** Jonathan Schuck

Sep 1, 2010: During Enrichment class teachers will discuss assessment information such as Acuity with the students teachers will rotate students to meet with on a weekly basis. **Person:** Enrichment teachers

Sep 1, 2010: During weekly grade level team meetings, teachers will share information about students at risk of failing, those with behavior issues and those whose parents need to be contacted to meet for intervention **Person:** Grade level team leaders

Sep 7, 2010: Faculty meeting focusing on data analysis to determine areas of need for remediation **Person:** Jonathan Schuck

Sep 7, 2010: Inform new teachers as well as current teachers what information to review with students during enrichment class such as Acuity Data, Grades, Level System Data, ISTEP+ information. **Person:** Gerri McIver

Sep 7, 2010: Keep students up to date on their progress by discussing assessment information from Acuity Predictive Assessment, level system, and current grades in powerschool **Person:** Teachers

Mar 23, 2011: During weekly grade level team meetings, teachers will share information about students at risk of failing, those with behavior issues and those whose parents need to be contacted to meet for intervention **Person:** Grade level team leaders

Mar 30, 2011: During Enrichment class teachers will discuss assessment information such as Acuity with the students teachers will rotate students to meet with on a weekly basis. **Person:** Enrichment teachers

Mar 30, 2011: During weekly grade level team meetings, teachers will share information about students at risk of failing, those with behavior issues and those whose parents need to be contacted to meet for intervention **Person:** Grade level team leaders

Apr 5, 2011: Keep students up to date on their progress **Person:** Teachers

Apr 6, 2011: During Enrichment class teachers will discuss assessment information such as Acuity with the students teachers will rotate students to meet with on a weekly basis. **Person:** Enrichment teachers

Apr 6, 2011: During weekly grade level team meetings, teachers will share information about students at risk of failing, those with behavior issues and those whose parents need to be contacted to meet for intervention **Person:** Grade level team leaders

Apr 13, 2011: During Enrichment class teachers will discuss assessment information such as Acuity with the students teachers will rotate students to meet with on a weekly basis. **Person:** Enrichment teachers

Apr 13, 2011: During weekly grade level team meetings, teachers will share information about students at risk of failing, those with behavior issues and those whose parents need to be contacted to meet for intervention **Person:** Grade level team leaders

Apr 20, 2011: During Enrichment class teachers will discuss assessment information such as Acuity with the students teachers will rotate students to meet with on a weekly basis. **Person:** Enrichment teachers

Apr 20, 2011: During weekly grade level team meetings, teachers will share information about students at risk of failing, those with behavior issues and those whose parents need to be contacted to meet for intervention **Person:** Grade level team leaders

Apr 27, 2011: During weekly grade level team meetings, teachers will share information about students at risk of failing, those with behavior issues and those whose parents need to be contacted to meet for intervention **Person:** Grade level team leaders

May 3, 2011: Keep students up to date on their progress **Person:** Teachers

May 4, 2011: During weekly grade level team meetings, teachers will share information about students at risk of failing, those with behavior issues and those whose parents need to be contacted to meet for intervention **Person:** Grade level team leaders

Parent Involvement

Aug 10, 2010: During enrollment, parents wishing to receive a copy of the newsletter will sign their name and email address
Person: Tencia Helmberger

Aug 25, 2010: Send information to be included in the newsletter **Person:** Teachers

Sep 1, 2010: Send monthly newsletter to parents **Person:** Tencia Helmberger

Sep 25, 2010: Annual Title 1 meeting to inform parents on how to access powerschool, understand the level system **Person:** Tencia Helmberger

Sep 25, 2010: Chili supper for those who attend **Person:** Tencia Helmberger/ Cafeteria staff

Sep 25, 2010: Meeting will be held in the auditorium with a lap top, projector, and screen set up **Person:** Ann Abel

Sep 25, 2010: Parents will receive a handout with list of powerschool login and password **Person:** Tencia Helmberger

Sep 25, 2010: Powerpoint presentation explaining how to access powerschool **Person:** Tencia Helmberger

Sep 25, 2010: School messenger sent to all parents in the school to inform them of the meeting **Person:** Tencia Helmberger

Sep 25, 2010: Send information to be included in the newsletter **Person:** Teachers

Oct 1, 2010: Send monthly newsletter to parents **Person:** Tencia Helmberger

Oct 25, 2010: Send information to be included in the newsletter **Person:** Teachers

Nov 1, 2010: Send monthly newsletter to parents **Person:** Tencia Helmberger

Nov 25, 2010: Send information to be included in the newsletter **Person:** Teachers

Dec 1, 2010: Send monthly newsletter to parents **Person:** Tencia Helmberger

Dec 25, 2010: Send information to be included in the newsletter **Person:** Teachers

Jan 1, 2011: Send monthly newsletter to parents **Person:** Tencia Helmberger

Jan 25, 2011: Send information to be included in the newsletter **Person:** Teachers

Feb 1, 2011: Send monthly newsletter to parents **Person:** Tencia Helmberger

Feb 25, 2011: Send information to be included in the newsletter **Person:** Teachers

Mar 1, 2011: Send monthly newsletter to parents **Person:** Tencia Helmberger

Mar 25, 2011: Send information to be included in the newsletter **Person:** Teachers

Apr 1, 2011: Send monthly newsletter to parents **Person:** Tencia Helmberger

Apr 25, 2011: Send information to be included in the newsletter **Person:** Teachers

May 1, 2011: Send monthly newsletter to parents **Person:** Tencia Helmberger

Pk-12 Universal Assessment Data Linked to Instruction

Aug 30, 2010: Analyze Assessment Results **Person:** District Chair

Sep 10, 2010: Link Results to Instruction **Person:** District Chair

Sep 15, 2010: Analyzing Results Staff Meeting **Person:** Jonathan Schuck
Oct 15, 2010: Assessment Grade Level Meeting **Person:** Jonathan Schuck
Nov 10, 2010: Analyze Assessment Results **Person:** District Chair
Nov 12, 2010: Link Results to Instruction **Person:** District Chair
Jan 3, 2011: Analyze Assessment Results **Person:** District Chair
Jan 14, 2011: Link Results to Instruction **Person:** District Chair
Mar 7, 2011: Analyze Assessment Results **Person:** District Chair
Mar 18, 2011: Link Results to Instruction **Person:** District Chair
Apr 20, 2011: Evaluate Use of Data to drive Instruction **Person:** District Chair

PK-12 Universal Assessment Implementation

Aug 15, 2010: Schedule for Implementation **Person:** Jonathan Schuck
Aug 20, 2010: Implementation Overview Staff Meeting **Person:** Rebecca Tillema
Aug 25, 2010: Assess all PK-12 Students **Person:** District Chair
Jan 25, 2011: Assess all PK-12 Students **Person:** District Chair
Apr 20, 2011: Implementation Review **Person:** District Chair
May 25, 2011: Assess all PK-12 Students **Person:** District Chair

Professional Development Summary

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

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

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

Discipline and Reward Level System

Train new teachers on entering data into the level system.

Brief Description: Sean Swan will train new teachers (new to the building) how to enter data into the computer for the level system.

Intended Participants: Teachers

Date: Aug 11, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: not needed

Does this activity occur during the school day? Yes

Enrichment Period Student Mentoring

grade level meetings to discuss data tracking and curriculum

Brief Description: Meet with grade level teams to review the process for filling out student data tracking sheets and the enrichment curriculum

Intended Participants: Teachers

Date: Sep 10, 2010

Activity Purpose: Information, Skill Building

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

Pk-12 Universal Assessment Data Linked to Instruction

Assessment Grade Level Meeting

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

Intended Participants: Teachers, Administrators

Date: Oct 15, 2010

Activity Purpose: Information, Feedback/Support

Activity Format: Presentation, Study Group

Funding: na

Does this activity occur during the school day? Yes

PK-12 Universal Assessment Implementation

Schedule for Implementation

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

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 15, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: na

Does this activity occur during the school day? Yes

A. Parent Involvement: Parent Meeting

No professional development is needed for this strategy.

A. Parent Involvement: Parent Newsletter

No professional development is needed for this strategy.

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

Curriculum Articulation

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

Intended Participants: Teachers

Date: Oct 15, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: na

Does this activity occur during the school day? Yes

I. Focused Academic Area: Reading Across the Curriculum

Literacy Coaching

Brief Description: Coach will provide individual assistance as needed.

Intended Participants: Teachers

Dates: Aug 25, 2010; Sep 25, 2010; Oct 25, 2010; Nov 25, 2010; Dec 25, 2010; Jan 25, 2011; Feb 25, 2011; Mar 25, 2011; Apr 25, 2011; May 25, 2011

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Peer Coaching

Funding: na

Does this activity occur during the school day? Yes

I. Focused Academic Area: Supplemental Math Support

Train new teachers to access and utilize Study Island

Brief Description: Teachers new to the building who have never used Study Island will be trained on using the program.

Intended Participants: Teachers

Date: Aug 22, 2010

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Presentation

Funding: na

Does this activity occur during the school day? Yes

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

Faculty meeting focusing on data analysis to determine areas of need for remediation

Brief Description: Mr. Schuck will review data with staff members to help determine a list of students who currently need remediation in areas of reading, math, and english.

Intended Participants: Teachers

Date: Sep 7, 2010

Activity Purpose: Information

Activity Format: Talk to

Funding:

Does this activity occur during the school day? No

Inform new teachers as well as current teachers what information to review with students during enri

Brief Description: Mr. Schuck will review what information to discuss with students such as ISTEP testing, Acuity data (areas of strengths and weaknesses) as well as how to obtain materials necessary for remediation. These materials could include but are not limited to past ISTEP+ tests for practice from the DOE website, Lessons from Acuity and Study Island.

Intended Participants: Teachers

Date: Sep 7, 2010

Activity Purpose: Information

Activity Format: Talk to

Funding:

Does this activity occur during the school day? No

Teachers will be informed of what to review with bubble students such as reviewing test scores, and

Brief Description: Mr. Schuck, Mrs. Helmberger, and Mrs. Smith will determine who bubble students are, they will then provide teachers with information and suggestions on what to review with the students for remediation purposes.

Intended Participants: Teachers, Counselors

Date: Sep 7, 2010

Activity Purpose: Information, Skill Building

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

Train new teachers on how to use powerschool data to work with students during enrichment

Brief Description: Jonathan Schuck will work with teachers new to the building on how to utilize powerschool, level system entries, and ISTEP+ data, in an effort to remediate students during enrichment class.

Intended Participants:

Date: Aug 31, 2010

Activity Purpose: Information, Skill Building

Activity Format: Talk to

Funding: na

Does this activity occur during the school day? Yes

Relationship Report:

Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... 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

We are concerned that... 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

We are concerned that... 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

We are concerned that... 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

We are concerned that... 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:

- I. Focused Academic Area: Supplemental Math Support
- I. Focused Academic Area: Reading Across the Curriculum

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

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

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

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

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

Required Areas of Concern

A. Parent Involvement (TAS)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website
- A. Parent Involvement: Parent Meeting
- A. Parent Involvement: Parent Newsletter

B. Educator Training (TAS)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- B. Educator Training for Parent Involvement

E. Parent Information Resource Center Website (TAS)

Data Targets Influenced by This Concern:

- Targeted Assisted Title I students -- passing ISTEP+ English/LA
- Targeted Assisted Title I students -- Passing ISTEP+ Math

Strategies to Impact This Concern:

- E. Parent Information Resource Center Website

F. Encourage Rigorous Curriculum (PL221, TAS)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

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

I. Focused Academic Area (PL221, TAS)

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: Supplemental Math Support
- I. Focused Academic Area: Reading Across the Curriculum

J. Instruction by Highly Qualified Teachers (TAS)

Data Targets Influenced by This Concern:

- Free/Reduced Lunch -- Pass ISTEP English/Language Arts (AYP)
- Hispanic -- Pass ISTEP English/Language Arts (AYP)
- Multi-Racial -- Pass ISTEP English/Language Arts (AYP)
- Targeted Assisted Title I students -- passing ISTEP+ English/LA
- Targeted Assisted Title I students -- Passing ISTEP+ Math

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

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

Data Targets Influenced by This Concern:

- Targeted Assisted Title I students -- passing ISTEP+ English/LA
- Targeted Assisted Title I students -- Passing ISTEP+ Math

Strategies to Impact This Concern:

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

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

Data Targets Influenced by This Concern:

- Targeted Assisted Title I students -- passing ISTEP+ English/LA
- Targeted Assisted Title I students -- Passing ISTEP+ Math

Strategies to Impact This Concern:

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

S. School-Parent Compact (TAS)

Data Targets Influenced by This Concern:

- Targeted Assisted Title I students -- passing ISTEP+ English/LA
- Targeted Assisted Title I students -- Passing ISTEP+ Math

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (TAS)

Data Targets Influenced by This Concern:

- Targeted Assisted Title I students -- passing ISTEP+ English/LA
- Targeted Assisted Title I students -- Passing ISTEP+ Math

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, TAS)

Data Targets Influenced by This Concern:

- African American -- Passing ISTEP Language Arts (AYP)
- Free/Reduced Lunch -- Pass ISTEP English/Language Arts (AYP)
- Hispanic -- Pass ISTEP English/Language Arts (AYP)
- Multi-Racial -- Pass ISTEP English/Language Arts (AYP)
- Special Education Students -- Passing ISTEP English (AYP)
- Special Education Students -- Passing ISTEP Math (AYP)
- Targeted Assisted Title I students -- passing ISTEP+ English/LA
- Targeted Assisted Title I students -- Passing ISTEP+ Math

Strategies to Impact This Concern:

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

Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	Administrative Service Center
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	None
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>Acuity - Skills-based standardized assessment to inform individualized and classroom instruction</p> <p>STAR Reading - Standardized computer-adaptive assessment to provide information to teachers about student growth and achievement</p>
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	

Continuous Improvement Timeline

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

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