

School Improvement Plan - 2013-2014

Generated on May 9, 2013 at 8:59 AM

Maple Crest Middle Sch (2963)

Kokomo-Center Twp Con Sch Corp

Kokomo, IN

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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School Improvement Plan Introduction

Maple Crest Middle Sch

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

- Indiana Student Achievement Institute
- Indiana Rules and Regulations

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

- Greta Bergsieker - School Counselor
- Lynn Daanen - Teacher
- Kim Freeman - Teacher
- Jody Gibson - Teacher
- Justin Hahn - Teacher
- Amy Marley - Teacher
- James McConnell - Administrator
- Katie Reckard - Administrator
- Lori Sexton - Parent/Guardian
- TA Weber - Community

Strategy Chairs

- Greta Bergsieker
- Lynn Daanen
- Lynn Daanen
- Kim Freeman
- James McConnell
- Katie Reckard
- Rebecca Tillema

Community Council

- Megan Donelson - Community
- Mike Gault - Community Member
- Celena Hawk - community/paraprofessional in the building hearing impaired students
- Peggi Miller - Community member
- Ted Mygrant - Community
- Lynne Rodgers - community and school
- Lori Sexton - Parent
- Jennifer Smalley - parent
- Ryan Smalley - community and parent
- Missy Takacs - parent
- April Watson - Parent
- TA Weber - community
- Tymon Whitfield - Community

Vision Statement

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

We believe all students deserve:

At Maple Crest Middle School we believe that all students have the potential to learn and be productive citizens in an emotionally and physically safe environment. We believe all students deserve to be treated with respect, dignity, and kindness. We believe that all students deserve a fresh start each day and an opportunity to learn from their mistakes while understanding that their choices, behaviors, and attitudes affect their future. We believe that staff is committed to proactively using data to ensure students are equipped with the social and behavioral skills necessary to be successful.

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

All adults in our school community view education as a high priority and support our vision for the future. Adults in the school community always strive to make decisions in the best interest of the students and school. The entire school community view parents, teachers and administrators as partners in creating a successful educational experience for our children.

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 exhibit high expectations for themselves. All students exhibit responsible behaviors and demonstrate conflict management skills. All students will promise to attain their high school diploma by setting educational goals. All students identify a post-secondary continuation for education.

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+ ELA: 100%
- % of students who pass all classes: 100%
- % of students who pass Algebra Core 40: 100%
- % of students who earn HS credits if enrolled in eligible class: 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.

African American Students - Passing ISTEP Language Arts

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
64%	67%	70%	50	75%		80%		85%		90%		100%

All 8th Grade Students - Pass Algebra I ECA

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
30%	26%	35%	18%	40%		45%		50%		55%		100

All Students - Passing ISTEP English

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
89%	71%	75%	66	80%		85%		90%		95%		100%

All Students - Passing ISTEP Math

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
89%	72%	75%	75	80%		85%		90%		95%		100%

All students - Percent mastering vocabulary standard ELA

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
80%	69%	73%	64	78%		83%		88%		93%		100%

Free/Reduced Lunch - Pass ISTEP English/Language Arts

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
63%	61%	65%	58	70%		75%		80%		85%		100%

Special Education Students - Passing ISTEP English

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
49%	21%	25%	27	30%		35%		40%		45%		100%

Special Education Students - Passing ISTEP Math

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
56%	36%	45%	54	50%		55%		60%		65%		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... 73% of teachers surveyed reported a need for more parental involvement

There is a concern from the teachers of Maple Crest Middle School that the parent involvement needs to be addressed. This strategy will be in the parking lot of local concerns and may remain there even with an active committee working on the concern. Right now we plan to organize a committee for next year to define parent involvement and then investigate what areas of involvement need to be addressed. If warranted, the committee will then measure or assess and find a baseline data to set goals to guide the efforts of the committee. We will then need to schedule events, create implementation tools, activities, create assessment guidelines and collect data to measure areas of improvements.

We are concerned that... Students lack 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.

Required Areas of Concern

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

U. Focused Student Group

X. Graduation Plan

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

Positive Behavior Intervention Support (PBIS)

Maple Crest Middle School implements Positive Behavior Intervention Support (PBIS). PBIS is a system to designed to recognize students for making positive choices and rewarding them in variety of ways. For example: positive praise, prizes, and recognition among peers. The staff recognizes students for making good choices therefore making the students role models for their peers. The staff hands out MCMS ROCKS tickets when students display positive behaviors in all areas of the school environment. Administration and support staff monitor the implementation of PBIS.

Impact Level: High Impact - Outside

Focus: General

Required Strategies

F. Encourage Rigorous Curriculum: Teaching Core Language Arts and Math Standards with Curriculum Maps

Math and English Language Arts teachers develop and teach 9 week units of study (lessons) aligned with the state curriculum maps (Learning Targets-core standards, skills & content, big ideas, essential questions, vocabulary). Teachers ensure that what they teach is aligned with the Learning Targets taught by other teachers at their grade levels and in their content areas, and aligned from one grade to the next with an increase in cognitive demand occurring at each grade level. Students are given the pre and post Acuity Diagnostic Curriculum Map Aligned tests to determine student needs. Teachers meet in grade levels to study and analyze the student test results based on what they taught. Students receive differentiated daily instruction on grade level standards to meet their individual learning needs.

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance

Teachers will actively encourage perfect attendance and MCMS will reward students who receive perfect attendance. Teachers will also encourage students to be on time to class so that being tardy does not result in missing class. Teachers report attendance daily via PowerSchool. Students that are tardy to class and miss more than 10 days of school will be monitored by the attendance officer. The attendance officer will also contact the parents. MCMS policy includes sending letters, holding meetings with parents and students, School Messenger calls if the absence is unexcused, and if necessary, legal action may be pursued.

Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area: Instructional Consultation Team (IC Team)

Maple Crest has trained specific staff members as an Instructional Consultation Team (IC Team). These trained staff members are an academic and behavioral resource for all teachers. Academically the Instructional Consultation Team will provide reading, writing and math support to teachers who come to them for support. Throughout the year teachers will utilize the Instructional Consultation Team for a variety of behavioral and academic supports (coaching, mentoring, modeling, etc.). Teachers wanting this support will submit a request for help to the the entire Instructional Consultation Team. The team will then assign a trained Instructional Consultation Team member to the teacher seeking support. Members of the Instructional Consultation Team include: behavioral consultant, general education teachers, special education teachers, teachers trained in UDDI, social worker, and administration.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Supplemental Math Support

Students will utilize Acuity. Teachers will utilize Acuity at least 4 times a school year as a post measure of mastery of standards. It is also recommended that teachers assess students using Acuity pre-screener at the beginning of each 9 weeks to determine their level of mastery on specific skills. Acuity is a web based assessment written by the author of ISTEP+. This will take place in remediation and math class. Teachers will include the program in their lesson plans.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Remediation of students that do not pass ISTEP+ ELA and/or ISTEP+ Math

ISTEP+ scores are examined at the beginning of the school year by the administration and guidance counselor. Students that did not pass ISTEP+ ELA or ISTEP+ Math will be placed in a remediation class specific to the student's area of weakness. Special education students will enroll in classes based on their least restrictive environment.

Impact Level: High Impact - Inside

Focus: Specific

X. Graduation Plan

The guidance counselor will develop and discuss graduation plans annually with every student. This will take place during individual conferences as well as classroom discussions. This development and discussion will begin when the student is in the 6th grade and continue through the 8th grade. There is also one special education teacher that assists with this, when it pertains to students with special needs. Included in the graduation plan are: statement of student's intent to graduate, acknowledgment of importance of good citizenship, school attendance, and diligent study habits. The graduation plan becomes part of the students permanent record.

Impact Level: High Impact - Outside

Focus: Specific

Strategy Data

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

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

To-Do List

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

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

Attendance

Sep 9, 2013: Monitor students' attendance, weekly letters sent home to students with concerns about attendance, schedule parent meetings with parents who have students that miss 10 days or more, discuss concern at cabinet meetings, file 310s as needed **Person:** A. Alexandar

Sep 16, 2013: Monitor students' attendance, weekly letters sent home to students with concerns about attendance, schedule parent meetings with parents who have students that miss 10 days or more, discuss concern at cabinet meetings, file 310s as needed **Person:** A. Alexandar

Sep 23, 2013: Monitor students' attendance, weekly letters sent home to students with concerns about attendance, schedule parent meetings with parents who have students that miss 10 days or more, discuss concern at cabinet meetings, file 310s as needed **Person:** A. Alexandar

Sep 30, 2013: Monitor students' attendance, weekly letters sent home to students with concerns about attendance, schedule parent meetings with parents who have students that miss 10 days or more, discuss concern at cabinet meetings, file 310s as needed **Person:** A. Alexandar

Oct 7, 2013: Monitor students' attendance, weekly letters sent home to students with concerns about attendance, schedule parent meetings with parents who have students that miss 10 days or more, discuss concern at cabinet meetings, file 310s as needed **Person:** A. Alexandar

Oct 14, 2013: Monitor students' attendance, weekly letters sent home to students with concerns about attendance, schedule parent meetings with parents who have students that miss 10 days or more, discuss concern at cabinet meetings, file 310s as needed **Person:** A. Alexandar

Oct 21, 2013: Monitor students' attendance, weekly letters sent home to students with concerns about attendance, schedule parent meetings with parents who have students that miss 10 days or more, discuss concern at cabinet meetings, file 310s as needed **Person:** A. Alexandar

Oct 28, 2013: Monitor students' attendance, weekly letters sent home to students with concerns about attendance, schedule parent meetings with parents who have students that miss 10 days or more, discuss concern at cabinet meetings, file 310s as needed **Person:** A. Alexandar

Nov 4, 2013: Monitor students' attendance, weekly letters sent home to students with concerns about attendance, schedule parent meetings with parents who have students that miss 10 days or more, discuss concern at cabinet meetings, file 310s as needed **Person:** A. Alexandar

Nov 11, 2013: Monitor students' attendance, weekly letters sent home to students with concerns about attendance, schedule parent meetings with parents who have students that miss 10 days or more, discuss concern at cabinet meetings, file 310s as needed **Person:** A. Alexandar

Nov 18, 2013: Monitor students' attendance, weekly letters sent home to students with concerns about attendance, schedule parent meetings with parents who have students that miss 10 days or more, discuss concern at cabinet meetings, file 310s as needed **Person:** A. Alexandar

Nov 25, 2013: Monitor students' attendance, weekly letters sent home to students with concerns about attendance, schedule parent meetings with parents who have students that miss 10 days or more, discuss concern at cabinet meetings, file 310s as needed **Person:** A. Alexandar

Dec 2, 2013: Monitor students' attendance, weekly letters sent home to students with concerns about attendance, schedule parent meetings with parents who have students that miss 10 days or more, discuss concern at cabinet meetings, file 310s as needed **Person:** A. Alexandar

Dec 9, 2013: Monitor students' attendance, weekly letters sent home to students with concerns about attendance, schedule parent meetings with parents who have students that miss 10 days or more, discuss concern at cabinet meetings, file 310s as needed **Person:** A. Alexandar

Dec 16, 2013: Monitor students' attendance, weekly letters sent home to students with concerns about attendance, schedule parent meetings with parents who have students that miss 10 days or more, discuss concern at cabinet meetings, file 310s as needed **Person:** A. Alexandar

May 12, 2014: Monitor students' attendance, weekly letters sent home to students with concerns about attendance, schedule parent meetings with parents who have students that miss 10 days or more, discuss concern at cabinet meetings, file 310s as needed **Person:** A. Alexandar

Encourage Rigorous Curriculum

Aug 6, 2013: Introduce UDDI at opening day staff meeting **Person:** R. Tillema
Aug 6, 2013: Teachers develop 9 week units of study (lessons). **Person:** Math and English Language Arts Teachers
Aug 15, 2013: Teachers will include differentiated instruction daily **Person:** All Teachers
Sep 15, 2013: Teachers will include differentiated instruction daily **Person:** All Teachers
Sep 24, 2013: UDDI Collaboration **Person:** R. Tillema
Oct 8, 2013: Grade level meetings to analyze student test results. **Person:** All Teachers
Oct 8, 2013: Teachers develop 9 week units of study (lessons). **Person:** Math and English Language Arts Teachers
Oct 15, 2013: Teachers will include differentiated instruction daily **Person:** All Teachers
Oct 22, 2013: UDDI Collaboration **Person:** R. Tillema
Nov 15, 2013: Teachers will include differentiated instruction daily **Person:** All Teachers
Nov 17, 2013: UDDI Collaboration **Person:** R. Tillema
Dec 10, 2013: Grade level meetings to analyze student test results. **Person:** All Teachers
Dec 10, 2013: Teachers develop 9 week units of study (lessons). **Person:** Math and English Language Arts Teachers
Dec 15, 2013: Teachers will include differentiated instruction daily **Person:** All Teachers
Dec 16, 2013: Mid Year Meetings **Person:** Reckard/ McConnell
Dec 17, 2013: UDDI Collaboration **Person:** R. Tillema
Jan 15, 2014: Teachers will include differentiated instruction daily **Person:** All Teachers
Jan 28, 2014: UDDI Collaboration **Person:** R. Tillema
Feb 11, 2014: Grade level meetings to analyze student test results. **Person:** All Teachers
Feb 11, 2014: Teachers develop 9 week units of study (lessons). **Person:** Math and English Language Arts Teachers
Feb 15, 2014: Teachers will include differentiated instruction daily **Person:** All Teachers
Feb 25, 2014: UDDI Collaboration **Person:** R. Tillema
Mar 15, 2014: Teachers will include differentiated instruction daily **Person:** All Teachers
Mar 25, 2014: UDDI Collaboration **Person:** R. Tillema
Apr 15, 2014: Grade level meetings to analyze student test results. **Person:** All Teachers
Apr 15, 2014: Teachers will include differentiated instruction daily **Person:** All Teachers
Apr 22, 2014: UDDI Collaboration **Person:** R. Tillema
May 15, 2014: Teachers will include differentiated instruction daily **Person:** All Teachers

Focused Academic Area

Aug 6, 2013: Introduce IC Team at opening day staff meeting **Person:** L. Daanen
Sep 24, 2013: Evaluate students' achievement on Acuity and make recommendations to their assignments based on student needs **Person:** Reckard and remediation teachers
Sep 24, 2013: IC Teams Discussion **Person:** L. Daanen
Oct 22, 2013: IC Teams Discussion **Person:** L. Daanen
Nov 19, 2013: IC Teams Discussion **Person:** L. Daanen
Nov 26, 2013: Evaluate students' achievement on Acuity and make recommendations to their assignments based on student needs **Person:** Reckard and remediation teachers
Dec 17, 2013: IC Teams Discussion **Person:** L. Daanen
Jan 28, 2014: Evaluate students' achievement on Acuity and make recommendations to their assignments based on student needs **Person:** Reckard and remediation teachers
Jan 28, 2014: IC Teams Discussion **Person:** L. Daanen
Feb 25, 2014: IC Teams Discussion **Person:** L. Daanen
Mar 25, 2014: IC Teams Discussion **Person:** L. Daanen
Apr 1, 2014: Evaluate students' achievement on Acuity and make recommendations to their assignments based on student needs **Person:** Reckard and remediation teachers
Apr 22, 2014: IC Teams Discussion **Person:** L. Daanen

Focused Student Group

Sep 25, 2013: Evaluate students' achievement data and growth to determine whether remediation is still needed **Person:** K. Reckard G. Bergsieker

Nov 27, 2013: Evaluate students' achievement data and growth to determine whether remediation is still needed **Person:** K. Reckard G. Bergsieker
Jan 29, 2014: Evaluate students' achievement data and growth to determine whether remediation is still needed **Person:** K. Reckard G. Bergsieker
Apr 2, 2014: Evaluate students' achievement data and growth to determine whether remediation is still needed **Person:** K. Reckard G. Bergsieker

Graduation Plan

Sep 26, 2013: Create or update graduation plan as new students enroll throughout the year. **Person:** G. Bergsieker
Sep 26, 2013: Graduation planning will take place during individual conferences as well as classroom discussions. **Person:** G. Bergsieker
Sep 26, 2013: The guidance counselor will develop and discuss graduation plans annually with every student. **Person:** G. Bergsieker
Nov 28, 2013: Create or update graduation plan as new students enroll throughout the year. **Person:** G. Bergsieker
Nov 28, 2013: Graduation planning will take place during individual conferences as well as classroom discussions. **Person:** G. Bergsieker
Jan 30, 2014: Create or update graduation plan as new students enroll throughout the year. **Person:** G. Bergsieker
Jan 30, 2014: Graduation planning will take place during individual conferences as well as classroom discussions. **Person:** G. Bergsieker
Apr 3, 2014: Create or update graduation plan as new students enroll throughout the year. **Person:** G. Bergsieker
Apr 3, 2014: Graduation planning will take place during individual conferences as well as classroom discussions. **Person:** G. Bergsieker

Positive Behavior Intervention Support (PBIS)

Sep 10, 2013: Work with team leaders, PBIS committee, or team meetings to address concerns, implementation strategies and follow the data with new lessons and ideas for advisors. **Person:** J McConnell
Sep 24, 2013: Evaluate students' behavioral data, share data with the staff, during staff meetings discuss problem areas discovered and how to address them. **Person:** J McConnell
Oct 8, 2013: Work with team leaders, PBIS committee, or team meetings to address concerns, implementation strategies and follow the data with new lessons and ideas for advisors. **Person:** J McConnell
Oct 22, 2013: Evaluate students' behavioral data, share data with the staff, during staff meetings discuss problem areas discovered and how to address them. **Person:** J McConnell
Nov 12, 2013: Work with team leaders, PBIS committee, or team meetings to address concerns, implementation strategies and follow the data with new lessons and ideas for advisors. **Person:** J McConnell
Nov 26, 2013: Evaluate students' behavioral data, share data with the staff, during staff meetings discuss problem areas discovered and how to address them. **Person:** J McConnell
Dec 10, 2013: Work with team leaders, PBIS committee, or team meetings to address concerns, implementation strategies and follow the data with new lessons and ideas for advisors. **Person:** J McConnell
Dec 24, 2013: Evaluate students' behavioral data, share data with the staff, during staff meetings discuss problem areas discovered and how to address them. **Person:** J McConnell
Jan 14, 2014: Work with team leaders, PBIS committee, or team meetings to address concerns, implementation strategies and follow the data with new lessons and ideas for advisors. **Person:** J McConnell
Jan 28, 2014: Evaluate students' behavioral data, share data with the staff, during staff meetings discuss problem areas discovered and how to address them. **Person:** J McConnell
Feb 11, 2014: Work with team leaders, PBIS committee, or team meetings to address concerns, implementation strategies and follow the data with new lessons and ideas for advisors. **Person:** J McConnell
Feb 25, 2014: Evaluate students' behavioral data, share data with the staff, during staff meetings discuss problem areas discovered and how to address them. **Person:** J McConnell
Mar 11, 2014: Work with team leaders, PBIS committee, or team meetings to address concerns, implementation strategies and follow the data with new lessons and ideas for advisors. **Person:** J McConnell
Mar 25, 2014: Evaluate students' behavioral data, share data with the staff, during staff meetings discuss problem areas discovered and how to address them. **Person:** J McConnell
Apr 8, 2014: Work with team leaders, PBIS committee, or team meetings to address concerns, implementation strategies and follow the data with new lessons and ideas for advisors. **Person:** J McConnell
Apr 22, 2014: Evaluate students' behavioral data, share data with the staff, during staff meetings discuss problem areas discovered and how to address them. **Person:** J McConnell

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 to their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

Positive Behavior Intervention Support (PBIS)

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Teaching Core Language Arts and Math Standards with Curriculum Maps

Grade level meetings to analyze student test results.

Brief Description: Teachers meet in grade levels to study and analyze the student test results based on what they taught.

Intended Participants: Teachers

Dates: Oct 8, 2013; Dec 10, 2013; Feb 11, 2014; Apr 15, 2014

Activity Purpose: Refinement

Activity Format: Study Group

Funding:

Does this activity occur during the school day? Yes

UDDI Collaboration

Brief Description: UDDI - During monthly staff meetings the school staff will participate in workshops that include an overview of UDDI components, implementation, to do list, examples and questions.

Intended Participants: Teachers, Counselors, Administrators

Dates: Sep 24, 2013; Oct 22, 2013; Nov 17, 2013; Dec 17, 2013; Jan 28, 2014; Feb 25, 2014; Mar 25, 2014; Apr 22, 2014

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Presentation, Peer Coaching, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? No

G. Attendance

No professional development is needed for this strategy.

I. Focused Academic Area: Instructional Consultation Team (IC Team)

IC Teams Discussion

Brief Description: During monthly staff meetings teachers and administrators will discuss IC Team overview of implementation, how this can help teachers working with students, to do list, and questions

Intended Participants: Teachers, Administrators

Dates: Sep 24, 2013; Oct 22, 2013; Nov 19, 2013; Dec 17, 2013; Jan 28, 2014; Feb 25, 2014; Mar 25, 2014; Apr 22, 2014

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Talk to, Presentation, Study Group, Peer Coaching, Professional Reading, Collaborative Problem Solving, Action Research, Site Visit

Funding:

Does this activity occur during the school day? No

I. Focused Academic Area: Supplemental Math Support

No professional development is needed for this strategy.

U. Focused Student Group: Remediation of students that do not pass ISTEP+ ELA and/or ISTEP+ Math

No professional development is needed for this strategy.

X. Graduation Plan

No professional development is needed for this strategy.

Relationship Report:

Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... 73% of teachers surveyed reported a need for more parental involvement

Data Targets Influenced by This Concern:

- All Students -- Passing ISTEP English
- All Students -- Passing ISTEP Math

Strategies to Impact This Concern:

We are concerned that... Students lack motivation

Data Targets Influenced by This Concern:

- African American Students -- Passing ISTEP Language Arts
- All Students -- Passing ISTEP English

Strategies to Impact This Concern:

- Positive Behavior Intervention Support (PBIS)
- U. Focused Student Group: Remediation of students that do not pass ISTEP+ ELA and/or ISTEP+ Math
- X. Graduation Plan

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

Data Targets Influenced by This Concern:

- African American Students -- Passing ISTEP Language Arts
- All 8th Grade Students -- Pass Algebra I ECA
- All Students -- Passing ISTEP English
- All Students -- Passing ISTEP Math
- All students -- Percent mastering vocabulary standard ELA
- Free/Reduced Lunch -- Pass ISTEP English/Language Arts
- Special Education Students -- Passing ISTEP English
- Special Education Students -- Passing ISTEP Math

Strategies to Impact This Concern:

- G. Attendance
- F. Encourage Rigorous Curriculum: Teaching Core Language Arts and Math Standards with Curriculum Maps
- I. Focused Academic Area: Supplemental Math Support
- I. Focused Academic Area: Instructional Consultation Team (IC Team)
- X. Graduation Plan

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

- African American Students -- Passing ISTEP Language Arts
- All 8th Grade Students -- Pass Algebra I ECA
- All Students -- Passing ISTEP English
- All Students -- Passing ISTEP Math
- All students -- Percent mastering vocabulary standard ELA
- Free/Reduced Lunch -- Pass ISTEP English/Language Arts
- Special Education Students -- Passing ISTEP English
- Special Education Students -- Passing ISTEP Math

Strategies to Impact This Concern:

- Positive Behavior Intervention Support (PBIS)
- G. Attendance

I. Focused Academic Area (IN Rules)

Data Targets Influenced by This Concern:

- African American Students -- Passing ISTEP Language Arts
- All Students -- Passing ISTEP English
- Free/Reduced Lunch -- Pass ISTEP English/Language Arts
- Special Education Students -- Passing ISTEP English
- Special Education Students -- Passing ISTEP Math

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Teaching Core Language Arts and Math Standards with Curriculum Maps
- I. Focused Academic Area: Supplemental Math Support
- I. Focused Academic Area: Instructional Consultation Team (IC Team)

U. Focused Student Group (IN Rules)

Data Targets Influenced by This Concern:

- African American Students -- Passing ISTEP Language Arts
- Free/Reduced Lunch -- Pass ISTEP English/Language Arts
- Special Education Students -- Passing ISTEP English
- Special Education Students -- Passing ISTEP Math

Strategies to Impact This Concern:

- I. Focused Academic Area: Instructional Consultation Team (IC Team)
- I. Focused Academic Area: Supplemental Math Support
- U. Focused Student Group: Remediation of students that do not pass ISTEP+ ELA and/or ISTEP+ Math

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

- African American Students -- Passing ISTEP Language Arts
- All 8th Grade Students -- Pass Algebra I ECA
- All Students -- Passing ISTEP English
- All Students -- Passing ISTEP Math

- All students -- Percent mastering vocabulary standard ELA
- Free/Reduced Lunch -- Pass ISTEP English/Language Arts
- Special Education Students -- Passing ISTEP English
- Special Education Students -- Passing ISTEP Math

Strategies to Impact This Concern:

- X. Graduation Plan

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.

<p>A. Where is the public copy of your school's curriculum located?</p>	<p>This is found at the Administrative Services Center (ASC) and on the I DOE web site and can be drilled down by using the standards for specific grades levels and departments.</p>
<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. 	<p>None</p>
<p>C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?</p>	<p>Yes, and we will plan to continue to recognize students with perfect attendance throughout the year.</p>
<p>D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.</p>	<p>ACUITY Predictive A, Predictive B and Predictive C Skills based standardized assessment used to inform individualized and classroom instruction. Teacher may also assign instructional resources on line to each student so that they can work on specific skills.</p> <p>Study Island Skills based online assessment used to inform individualized and classroom instruction. Teacher may also assign instructional resources to each student so that they can work on specific skills.</p>

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 2014-2015 school year