

School Improvement Plan - 2014-2015

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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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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 American 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:

- American Student Achievement Institute
- Indiana Rules and Regulations
- Priority

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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
- Kim Freeman - 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
- Kim Freeman
- James McConnell
- Katie Reckard
- Rebecca Swan

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.

8th grade Students - % demonstrate mastery of Computation

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	69		71	74	66.3	77		80		82		100

African American Students - Passing ISTEP Language Arts

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	51	75	57	65	48.5	70		75		80		100

All Students - Passing ISTEP English

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	67.2	80	68.2	75	60.3	80		85		90		100

All Students - Passing ISTEP Math

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	75.6	80	75.4	80	62.8	85		90		95		100

Free/Reduced Lunch - Pass ISTEP English/Language Arts

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65	58	70	63.5	70	54.1	75		80		85		100

Special Education Students - Passing ISTEP English

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
25%	30	30	39	45	28.9	50		55		60		100

Special Education Students - Passing ISTEP Math

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
45	52	50	63	70	40.0	75		80		85		100%

Comprehensive 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.

Areas of Concern

We are concerned that... Encourage Rigorous Curriculum

We are concerned that... Attendance

We are concerned that... Focused Academic Area

We are concerned that... Focused Student Group

We are concerned that... Graduation Plan

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.

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:

Strategies

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 - Outside

Focus: General

Encourage Rigorous Curriculum: Teaching core Language Arts and Math standards with curriculum maps

Teachers have been trained and have been utilizing UDDI (Universal Design for Differentiation Intervention). Each teacher has all student data from each period on Acuity performance. The data is used to identify critical content and standards. Teachers have ELA and Math collaboration days to focus on new school initiatives, professional development opportunities, and planning.

Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Area - Reading ROCKS

Teachers integrate Reading ROCKS strategies at least two times each week into all content areas except math. The teachers have been trained on using reading and vocabulary instructional practices. The teachers model for students the techniques: Read and Re-read, Organized the story/ information while you read, and use context clues for better understanding.

Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Area: Supplemental Math Support

Teachers utilize Acuity predictive scores throughout the school year to determine mastery of standards. Students are assessed on pre and post assessments. From that data, classroom sections and students are listed on a critical content sheet. The sheet lists 3 tiers of standards that identifies the needs of the students based on the areas of critical needs, challenges, and strength range to target the learners' needs based on mastery of the standards. Students who show low growth on the Acuity assessments may be chosen to participate in Acuity Lab where students are assigned lessons to work on and improve in the identified standards. Staff will participate in professional training for STEM.

Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Area: 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

Focused Student Group: Math Remediation

A remediation class will be provided for students who show low mastery of content in specific areas on the Acuity or low growth on the ISTEP. During the remediation class teachers will provide lessons specific to standards to help students accelerate to the grade level standards. The students are assigned lessons that they have low mastery of content in order to improve understanding on the assigned standards.

Impact Level: High Impact - Inside

Focus: Specific

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 sixth grade and continue through the eighth grade. There is also one special education teacher that assists with this, when it pertains to students with IEPs. Included in the graduation plan are: statement of the student's intent to graduate, acknowledgement of importance of good citizenship, school attendance, and diligent study habits. The graduation plan becomes part of the student's permanent record.

Impact Level: Low Impact

Focus: General

Positive Behavior Intervention Support (PBIS)

PBIS is a process designed to recognize students for making positive choices and rewarding them in a variety of ways. We emphasize students who are making good decision and becoming role models for their peers. Administration and team leaders utilize discipline data to steer the teamsâ decisions on innovative lessons, beneficial school-wide procedures, and rewards focused on making our PBIS more effective.

Impact Level: High Impact - Inside

Focus: General

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

Aug 9, 2014: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Aug 16, 2014: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Aug 23, 2014: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Aug 30, 2014: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Sep 6, 2014: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Sep 13, 2014: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Sep 20, 2014: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Sep 27, 2014: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Oct 4, 2014: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Oct 11, 2014: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Oct 18, 2014: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Oct 25, 2014: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Nov 1, 2014: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Nov 8, 2014: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Nov 15, 2014: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Nov 22, 2014: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Nov 29, 2014: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Dec 6, 2014: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Dec 13, 2014: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Dec 20, 2014: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Dec 27, 2014: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Jan 3, 2015: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander

Jan 10, 2015: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Jan 17, 2015: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Jan 24, 2015: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Jan 31, 2015: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Feb 7, 2015: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Feb 14, 2015: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Feb 21, 2015: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Feb 28, 2015: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Mar 7, 2015: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Mar 14, 2015: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Mar 21, 2015: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Mar 28, 2015: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Apr 4, 2015: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Apr 11, 2015: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Apr 18, 2015: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
Apr 25, 2015: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
May 2, 2015: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander
May 9, 2015: Scan attendance patterns for students who miss more than ten days of school as needed **Person:** Greta Bersieker/Aaron Alexander

Encourage Rigorous Curriculum: Teaching core Language Arts and Math standards with curriculum maps

Jul 9, 2014: ELA collaboration PD and Team Meetings **Person:** Swan and Reckard
Sep 10, 2014: ELA collaboration PD and Team Meetings **Person:** Swan and Reckard
Nov 12, 2014: ELA collaboration PD and Team Meetings **Person:** Swan and Reckard
Jan 14, 2015: ELA collaboration PD and Team Meetings **Person:** Swan and Reckard
Mar 18, 2015: ELA collaboration PD and Team Meetings **Person:** Swan and Reckard
May 20, 2015: ELA collaboration PD and Team Meetings **Person:** Swan and Reckard

Focused Academic Area - Reading ROCKS

Jul 7, 2014: Data review and set reading targets **Person:** James McConnell
Sep 8, 2014: Data review and set reading targets **Person:** James McConnell
Nov 10, 2014: Data review and set reading targets **Person:** James McConnell
Jan 12, 2015: Data review and set reading targets **Person:** James McConnell

Focused Academic Area: Supplemental Math Support

Jul 7, 2014: Acceleration Math Class **Person:** Kim Freeman/Katie Reckard/ Greta Bersieker
Jul 7, 2014: Checking student growth and curriculum choices **Person:** Katie Reckard

Jul 7, 2014: Student selections for class (remain fluid all year) **Person:** Kim Freeman
Aug 4, 2014: Checking student growth and curriculum choices **Person:** Katie Reckard
Aug 4, 2014: Student selections for class (remain fluid all year) **Person:** Kim Freeman
Sep 1, 2014: Checking student growth and curriculum choices **Person:** Katie Reckard
Sep 1, 2014: Student selections for class (remain fluid all year) **Person:** Kim Freeman
Oct 6, 2014: Checking student growth and curriculum choices **Person:** Katie Reckard
Oct 6, 2014: Student selections for class (remain fluid all year) **Person:** Kim Freeman
Nov 3, 2014: Checking student growth and curriculum choices **Person:** Katie Reckard
Nov 3, 2014: Student selections for class (remain fluid all year) **Person:** Kim Freeman
Dec 1, 2014: Checking student growth and curriculum choices **Person:** Katie Reckard
Dec 1, 2014: Student selections for class (remain fluid all year) **Person:** Kim Freeman
Jan 5, 2015: Checking student growth and curriculum choices **Person:** Katie Reckard
Jan 5, 2015: Student selections for class (remain fluid all year) **Person:** Kim Freeman
Feb 2, 2015: Checking student growth and curriculum choices **Person:** Katie Reckard
Feb 2, 2015: Student selections for class (remain fluid all year) **Person:** Kim Freeman
Mar 2, 2015: Checking student growth and curriculum choices **Person:** Katie Reckard
Mar 2, 2015: Student selections for class (remain fluid all year) **Person:** Kim Freeman
Apr 6, 2015: Student selections for class (remain fluid all year) **Person:** Kim Freeman
May 4, 2015: Student selections for class (remain fluid all year) **Person:** Kim Freeman

Focused Academic Area: IC Team

Jul 7, 2014: PD for IC Team **Person:** Lynne Dannen
Jul 7, 2014: Staff training and case work **Person:** Lynne Dannen
Aug 4, 2014: Staff training and case work **Person:** Lynne Dannen
Sep 1, 2014: Staff training and case work **Person:** Lynne Dannen
Oct 6, 2014: Staff training and case work **Person:** Lynne Dannen
Nov 3, 2014: Staff training and case work **Person:** Lynne Dannen
Dec 1, 2014: Staff training and case work **Person:** Lynne Dannen
Jan 5, 2015: Staff training and case work **Person:** Lynne Dannen
Feb 2, 2015: Staff training and case work **Person:** Lynne Dannen
Mar 2, 2015: Staff training and case work **Person:** Lynne Dannen
Apr 6, 2015: Staff training and case work **Person:** Lynne Dannen
May 4, 2015: Staff training and case work **Person:** Lynne Dannen

Focused Student Group: Math Remediation

Jul 7, 2014: During the remediation class teachers will provide lessons specific to standards to help students accelerate to the grade level standards. **Person:** Katie Reckard
Aug 4, 2014: During the remediation class teachers will provide lessons specific to standards to help students accelerate to the grade level standards. **Person:** Katie Reckard
Sep 1, 2014: During the remediation class teachers will provide lessons specific to standards to help students accelerate to the grade level standards. **Person:** Katie Reckard
Oct 6, 2014: During the remediation class teachers will provide lessons specific to standards to help students accelerate to the grade level standards. **Person:** Katie Reckard
Nov 3, 2014: During the remediation class teachers will provide lessons specific to standards to help students accelerate to the grade level standards. **Person:** Katie Reckard
Dec 1, 2014: During the remediation class teachers will provide lessons specific to standards to help students accelerate to the grade level standards. **Person:** Katie Reckard
Jan 5, 2015: During the remediation class teachers will provide lessons specific to standards to help students accelerate to the grade level standards. **Person:** Katie Reckard
Feb 2, 2015: During the remediation class teachers will provide lessons specific to standards to help students accelerate to the grade level standards. **Person:** Katie Reckard
Mar 2, 2015: During the remediation class teachers will provide lessons specific to standards to help students accelerate to the grade level standards. **Person:** Katie Reckard
Apr 6, 2015: During the remediation class teachers will provide lessons specific to standards to help students accelerate to the grade level standards. **Person:** Katie Reckard
May 4, 2015: During the remediation class teachers will provide lessons specific to standards to help students accelerate to the grade level standards. **Person:** Katie Reckard

Graduation Plan

Jul 7, 2014: Graduation lessons and activities as needed **Person:** Greta Bersieker
Aug 4, 2014: Graduation lessons and activities as needed **Person:** Greta Bersieker
Sep 1, 2014: Graduation lessons and activities as needed **Person:** Greta Bersieker
Oct 6, 2014: Graduation lessons and activities as needed **Person:** Greta Bersieker
Nov 3, 2014: Graduation lessons and activities as needed **Person:** Greta Bersieker
Dec 1, 2014: Graduation lessons and activities as needed **Person:** Greta Bersieker
Jan 5, 2015: Graduation lessons and activities as needed **Person:** Greta Bersieker
Feb 2, 2015: Graduation lessons and activities as needed **Person:** Greta Bersieker
Mar 2, 2015: Graduation lessons and activities as needed **Person:** Greta Bersieker
Apr 6, 2015: Graduation lessons and activities as needed **Person:** Greta Bersieker
May 4, 2015: Graduation lessons and activities as needed **Person:** Greta Bersieker

Positive Behavior Intervention Support (PBIS)

Aug 15, 2014: Meet with staff on specific student cases as needed **Person:** James McConnell
Aug 22, 2014: Meet with staff on specific student cases as needed **Person:** James McConnell
Aug 29, 2014: Meet with staff on specific student cases as needed **Person:** James McConnell
Sep 5, 2014: Meet with staff on specific student cases as needed **Person:** James McConnell
Sep 7, 2014: share discipline data with the staff **Person:** Katie Reckard
Sep 12, 2014: Meet with staff on specific student cases as needed **Person:** James McConnell
Sep 19, 2014: Meet with staff on specific student cases as needed **Person:** James McConnell
Sep 26, 2014: Meet with staff on specific student cases as needed **Person:** James McConnell
Oct 3, 2014: Meet with staff on specific student cases as needed **Person:** James McConnell
Oct 5, 2014: share discipline data with the staff **Person:** Katie Reckard
Oct 10, 2014: Meet with staff on specific student cases as needed **Person:** James McConnell
Oct 17, 2014: Meet with staff on specific student cases as needed **Person:** James McConnell
Oct 24, 2014: Meet with staff on specific student cases as needed **Person:** James McConnell
Oct 31, 2014: Meet with staff on specific student cases as needed **Person:** James McConnell
Nov 2, 2014: share discipline data with the staff **Person:** Katie Reckard
Nov 7, 2014: Meet with staff on specific student cases as needed **Person:** James McConnell
Nov 7, 2014: Review discipline data with staff to develop new PowerPoint lessons **Person:** James McConnell
Nov 14, 2014: Meet with staff on specific student cases as needed **Person:** James McConnell
Nov 21, 2014: Meet with staff on specific student cases as needed **Person:** James McConnell
Nov 28, 2014: Meet with staff on specific student cases as needed **Person:** James McConnell
Dec 5, 2014: Meet with staff on specific student cases as needed **Person:** James McConnell
Dec 7, 2014: share discipline data with the staff **Person:** Katie Reckard
Dec 12, 2014: Meet with staff on specific student cases as needed **Person:** James McConnell
Dec 19, 2014: Meet with staff on specific student cases as needed **Person:** James McConnell
Dec 26, 2014: Meet with staff on specific student cases as needed **Person:** James McConnell
Jan 2, 2015: Meet with staff on specific student cases as needed **Person:** James McConnell
Jan 4, 2015: share discipline data with the staff **Person:** Katie Reckard
Jan 9, 2015: Meet with staff on specific student cases as needed **Person:** James McConnell
Jan 9, 2015: Review discipline data with staff to develop new PowerPoint lessons **Person:** James McConnell
Jan 16, 2015: Meet with staff on specific student cases as needed **Person:** James McConnell
Jan 23, 2015: Meet with staff on specific student cases as needed **Person:** James McConnell
Jan 30, 2015: Meet with staff on specific student cases as needed **Person:** James McConnell
Feb 1, 2015: share discipline data with the staff **Person:** Katie Reckard
Feb 6, 2015: Meet with staff on specific student cases as needed **Person:** James McConnell
Feb 13, 2015: Meet with staff on specific student cases as needed **Person:** James McConnell
Feb 20, 2015: Meet with staff on specific student cases as needed **Person:** James McConnell
Feb 27, 2015: Meet with staff on specific student cases as needed **Person:** James McConnell
Mar 1, 2015: share discipline data with the staff **Person:** Katie Reckard
Mar 6, 2015: Meet with staff on specific student cases as needed **Person:** James McConnell
Mar 13, 2015: Meet with staff on specific student cases as needed **Person:** James McConnell
Mar 13, 2015: Review discipline data with staff to develop new PowerPoint lessons **Person:** James McConnell
Mar 20, 2015: Meet with staff on specific student cases as needed **Person:** James McConnell
Mar 27, 2015: Meet with staff on specific student cases as needed **Person:** James McConnell

Apr 3, 2015: Meet with staff on specific student cases as needed **Person:** James McConnell

Apr 5, 2015: share discipline data with the staff **Person:** Katie Reckard

May 3, 2015: share discipline data with the staff **Person:** Katie Reckard

Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Summary 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 Summary 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.

Attendance

No professional development is needed for this strategy.

Encourage Rigorous Curriculum: Teaching core Language Arts and Math standards with curriculum maps

ELA collaboration PD and Team Meetings

Brief Description: Cross curricular UDDI units of study on STEM during PD and team meetings as needed.

Intended Participants: Teachers, Counselors, Administrators, Other

Dates: Jul 9, 2014; Sep 10, 2014; Nov 12, 2014; Jan 14, 2015; Mar 18, 2015; May 20, 2015

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

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

Funding: District Funded

Does this activity occur during the school day? Yes

Focused Academic Area - Reading ROCKS

No professional development is needed for this strategy.

Focused Academic Area: Supplemental Math Support

No professional development is needed for this strategy.

Focused Academic Area: IC Team

PD for IC Team

Brief Description: Weekly PD and student case work

Intended Participants: Teachers, Counselors, Administrators

Date: Jul 7, 2014

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

Activity Format: Talk to, Study Group, Peer Coaching, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

Focused Student Group: Math Remediation

No professional development is needed for this strategy.

Graduation Plan

No professional development is needed for this strategy.

Positive Behavior Intervention Support (PBIS)

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.

We are concerned that... Encourage Rigorous Curriculum

Data Targets Influenced by This Concern:

- 8th grade Students -- % demonstrate mastery of Computation
- African American Students -- Passing ISTEP Language Arts
- All Students -- Passing ISTEP English
- All Students -- Passing ISTEP Math
- 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:

- Encourage Rigorous Curriculum: Teaching core Language Arts and Math standards with curriculum maps
- Focused Academic Area - Reading ROCKS

We are concerned that... Attendance

Data Targets Influenced by This Concern:

- 8th grade Students -- % demonstrate mastery of Computation
- African American Students -- Passing ISTEP Language Arts
- All Students -- Passing ISTEP English
- All Students -- Passing ISTEP Math
- 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:

- Attendance

We are concerned that... Focused Academic Area

Data Targets Influenced by This Concern:

- 8th grade Students -- % demonstrate mastery of Computation
- All Students -- Passing ISTEP English
- All Students -- Passing ISTEP Math

Strategies to Impact This Concern:

- Focused Academic Area: Supplemental Math Support
- Focused Academic Area: IC Team

We are concerned that... Focused Student Group

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:

- Focused Student Group: Math Remediation

We are concerned that... Graduation Plan

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Graduation Plan

We are concerned that... Students lack motivation

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Focused Academic Area: IC Team
- Positive Behavior Intervention Support (PBIS)

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 Services Center (ASC)
<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. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Acuity- Skills-based standardized assessment to inform individual and classroom instruction. Teachers may also assigned instructional resources to each student so that they can work on specific skill.

Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd Year Schools	Alumni Schools	
Annual Update Meeting	n/a	n/a	Session AM - Sept	n/a
New Principal and Steering Team Member Training	n/a	n/a	Session PM - Sept	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	Aug Webinar	Sept
Vision	Session 2 – Sept	n/a	Sept Webinar	Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Oct Webinar	Nov
Areas of Concern	Session 4 - Dec	n/a	Nov Webinar	Jan*
Conference on Learning	Jan	Jan	Jan	n/a
Strategy Selection	Session 5 - Jan	Session 2 - Jan	Jan Webinar	Feb
Strategy Title & Description	Session 5 - Jan	Session 2 - Jan	Feb Webinar	Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Mar Webinar	Apr

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2014-2015 school year