

School Improvement Plan - 2010-2011

Generated on May 25, 2010 at 9:46 AM

Kokomo High School (3013)

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

Kokomo High School

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

- Indiana Student Achievement Institute
- PL221
- NCA

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

- Douglas Arnold - Administrator
- Kelly Barker -
- Fred Blessinger - Parent/Guardian
- Becky Bulawa - School Counselor
- Barbara Cline - Teacher
- Steve Edwards - Administrator
- Sharene Martin-Brown - Teacher
- Steve Moulder - Community Representative (Business)
- Al Remaly - Administrator

Strategy Chairs

- Rob Leavitt
- Rhonda Conwell
- Joyce Fruth
- Jill Hickey
- Tory Horner
- Sharene Martin-Brown
- Becky McCoskey
- Susan Richey
- Amanda Smith
- Michael Susong

Community Council

- Fred Blessinger - Business
- Cristi Brewer-Allen - Caucasian parent of special services student receiving free lunch
- Julie Broomfield - Parent
- Debbie Cook - Business
- Shirley Dubois - Community Agency
- Lisa Ellison - Caucasian parent of gifted and talented student
- Huey-Ching Ewbank - Asian parent
- Steve Ewbank - Business
- Greg Goodnight - Elected official
- Andrea Harris - Educator
- Barb Hilton - Community Agency--Family Services
- Julie Littrell - Parent
- Steve Moulder - Business
- Joyce Mygrant - Technology
- Brian Oaks - Business
- Hope Oaks - Caucasian parent of gifted and talented student
- Carl Pennington - Higher Education
- Barbara Schten - Caucasian parent
- Channin Seldon - Parent
- Ingrid Volikas - Parent

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:

A safe learning environment, respect, an adult who can truly listen, teachers with a passion for teaching, teachers with compassion, access to tutoring, guidance toward a future that "fits", varied instructional strategies, alternative education programs, access to technology, the chance to try and fail forward, high expectations, involved parents, the chance to be a life long learner, equal treatment

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

Respect, create time for students, counsel/mentor students, provide discipline, encourage students to reach high, respect for authority, embrace differences, accept consequences for actions, volunteer to mentor, have high expectations for all students

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

Are not afraid to fail, are confident not arrogant, are enthusiastic learners, compassionate, embrace diversity, take responsibility, believe in unlimited opportunities, believe that succeeding is the norm, not the exception, have respect for others, trust adults, are on time, attend school regularly, understand their role in a global economy, take education seriously, accept challenges, view high school as a stepping stone to the future

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

- % of students who pass GQE English: 100%
- % of students who pass GQE math: 100%
- % of students who pass ISTEP English: 100%
- % of students who pass ISTEP math: 100%
- % of students who pass the Core 40 assessment - Algebra I: 100%
- % of students who pass the Core 40 assessment - Algebra II: 100%
- % of students who pass the Core 40 assessment- Biology: 100%
- % of students who pass the Core 40 assessment - English 11: 100%
- % of students who earn a Core 40 diploma: 100%
- % of students who graduate with Dual Credit: 100%
- % of students who graduate with AP Placement Exam of 3 or more: 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.

10th Grade - Passing all second semester classes

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	74.6	60	62	63		65		67		70		100

11th Grade - Passing all second semester classes

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	76.2	59	58	60		62		64		67		100

12th Grade - Passing all second semester classes

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	84.6	70	74	75		77		79		82		100

9th Grade - % Passing all second semester classes

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	88.4	55	56	57		59		61		64		100

9th Grade Black - earn Core 40 math credit

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	80	40	38	41		43		45		48		100

9th Grade Special Ed - earn Core 40 English credit

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	66	68	69	70		72		74		77		100

Algebra 1 Students - Passing Linear Equations and Inequalities

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		33	33	35		37		39		42		100

All Students - Earn a Core 40 Diploma

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	46	50	41	55		60		65		70		100

All Students - Graduation Rate

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	77	85	97	87		89		91		94		100

All Students - Pass ECA Algebra 1 Exam

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		25	20	25		27		29		32		100

All Students - Pass ECA English 10 Exam

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				55		57		59		62		100

AP Students - Earn a score of 3 or above

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	77	71	53	73		75		77		80		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... An articulated curriculum does not exist.

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

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

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

We are concerned that... Discipline and behavior impact learning (Positive Behavior Support)

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Learning Hub for General Education at risk students

Students at risk of not mastering grade level standards will be provided additional instructional assistance every day for a full semester. Each semester, students will be selected to attend the "Learning Hub" for one period per day based upon school grades, teacher & counselor recommendations, and unit tests. The Learning Hub teachers (General & Special Education) and paraprofessional will work with students individually and in small flexible groups to improve reading, writing and math skills. Students will also receive extra help with homework completion and study skills.

Impact Level: High Impact - Inside

Focus: General

Pk-12 Universal Assessment Data Linked to Instruction

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

Impact Level: High Impact - Inside

Focus: Specific

PK-12 Universal Assessment Implementation

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

Impact Level: High Impact - Inside

Focus: Specific

Schoolwide Positive Behavioral Support

A task force of teachers, counselors, community members and students will investigate Positive Behavior Support(PBS) systems during the 2010-11 school year. During the first semester, they will meet monthly to review research, make site visits, and/or discuss effective programs. During the second semester, they will meet monthly 1)to develop a PBS system, 2)share the system with staff, students and community members for input and feedback, 3)refine the system based upon feedback, and 4)create an implementation plan for 2011-12.

Impact Level: Low Impact

Focus: General

Required Strategies

F. Encourage Rigorous Curriculum: Advanced Placement (AP) courses

To challenge students, KHS offers Advanced Placement (AP) courses for Language/Composition; Literature/Composition, Computer Science, History, Calculus, Government, Chemistry, Economics, Biology, Spanish, Drawing/Painting and Science for high ability students in 10-12th grades. These are college-level courses that explore subjects in greater depth and at a faster pace. Students scoring a 3 or higher on the AP test earn college credit and/or advanced placement in upper level college courses. Students are encouraged by counselors and staff to take a rigorous curriculum starting in middle school and continuing through high school.

Impact Level: High Impact - Inside

Focus: Specific

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

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

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: English

At-risk ninth grade students (as identified based on teacher recommendation, English grades, pass/not pass ISTEP, ACUITY, and STAR assessments) will be placed in English 9 courses that provide individual and small group instruction to improve reading and writing skills.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Math Lab

At-risk ninth grade students (as identified based on teacher recommendation, math grades, pass/not pass ISTEP, ACUITY, and STAR assessments) will be placed in a Math Lab Course in addition to Algebra I. Math Lab is an activity based elective credit. The students will be scheduled in Algebra-I before the Math lab in their school day. Math Lab teachers will follow the topics taught in Algebra-I and reinforce the learning in those topics through in-class activities and practice.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Special Education

Students with an IEP are provided additional instructional assistance by a special education teacher for one period per day. The teacher works with students individually and in small groups to improve reading, writing, math and study skills. Each student's progress is monitored and charted. Conferences are held each year with students and families to discuss learning goals, progress and needs.

Impact Level: High Impact - Inside

Focus: Specific

Strategy Data

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

The impact of the strategies will be determined through the analysis of Achievement Data and Force Field Data only.

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.

Encourage Rigorous Curriculum

Jan 20, 2010: Common Core State Assessments Review **Person:** District Chair

Aug 20, 2010: KCS Current Curriculum Review **Person:** District Chair

Sep 5, 2010: Curriculum Articulation **Person:** District Chair

Sep 20, 2010: Common Core State Standards Review **Person:** District Chair

Oct 15, 2010: Curriculum Articulation **Person:** District Chair

Jan 20, 2011: Common Core State Assessments Review **Person:** District Chair

Feb 20, 2011: IDOE Learning Connections Review **Person:** District Chair

Mar 15, 2011: IDOE K-12 Scope and Sequence Review **Person:** District Chair

Apr 20, 2011: IDOE Curriculum Maps Review **Person:** District Chair

Apr 25, 2011: Curriculum Articulation Review **Person:** District Chair

Focused Academic Area

Jun 1, 2010: Identification of at-risk 9th graders using Acuity, Istep scores and class grades **Person:** teacher

Jun 15, 2010: Identify at-risk 9th graders by Acuity, Istep and low classroom grades **Person:** teacher

Aug 1, 2010: Schedule identified students into math lab class **Person:** guidance counselor

Aug 1, 2010: scheduling of identified students in appropriate courses **Person:** guidance counselor

Aug 29, 2010: Monthly Department Meetings **Person:** Dept. Chair

Aug 30, 2010: Teacher training on use of data from ISTEP, STAR and Acuity **Person:** Strategy Chair

Aug 30, 2010: Teacher training on use of data from STAR and Acuity **Person:** Strategy Chair

Sep 1, 2010: teachers providing individual and small group instruction focused on reading and writing **Person:** teacher

Sep 26, 2010: Monthly Department Meetings **Person:** Dept. Chair

Oct 1, 2010: teachers providing individual and small group instruction focused on reading and writing **Person:** teacher

Oct 31, 2010: Monthly Department Meetings **Person:** Dept. Chair

Nov 1, 2010: teachers providing individual and small group instruction focused on reading and writing **Person:** teacher

Nov 28, 2010: Monthly Department Meetings **Person:** Dept. Chair

Dec 1, 2010: teachers providing individual and small group instruction focused on reading and writing **Person:** teacher

Dec 20, 2010: Monthly Department Meetings **Person:** Dept. Chair

Jan 1, 2011: teachers providing individual and small group instruction focused on reading and writing **Person:** teacher

Jan 30, 2011: Monthly Department Meetings **Person:** Dept. Chair

Feb 1, 2011: teachers providing individual and small group instruction focused on reading and writing **Person:** teacher

Feb 27, 2011: Monthly Department Meetings **Person:** Dept. Chair

Mar 1, 2011: teachers providing individual and small group instruction focused on reading and writing **Person:** teacher

Mar 27, 2011: Monthly Department Meetings **Person:** Dept. Chair

Apr 1, 2011: teachers providing individual and small group instruction focused on reading and writing **Person:** teacher

Apr 29, 2011: Monthly Department Meetings **Person:** Dept. Chair

May 1, 2011: teachers providing individual and small group instruction focused on reading and writing **Person:** teacher

Focused Student Group

Aug 1, 2010: student assigned to special education teacher 1 period per day **Person:** Coordinator

Aug 12, 2010: conferences held with students and families **Person:** TOR

Aug 12, 2010: Special education teacher working with students individually **Person:** TOR

Aug 12, 2010: Special education teachers progress monitoring students and adjusting instruction as needed **Person:** Sp. Ed. Teachers

Aug 19, 2010: conferences held with students and families **Person:** TOR
Aug 19, 2010: Special education teacher working with students individually **Person:** TOR
Aug 26, 2010: conferences held with students and families **Person:** TOR
Aug 26, 2010: Special education teacher working with students individually **Person:** TOR
Sep 2, 2010: conferences held with students and families **Person:** TOR
Sep 2, 2010: Special education teacher working with students individually **Person:** TOR
Sep 9, 2010: conferences held with students and families **Person:** TOR
Sep 9, 2010: Special education teacher working with students individually **Person:** TOR
Sep 16, 2010: conferences held with students and families **Person:** TOR
Sep 16, 2010: Special education teacher working with students individually **Person:** TOR
Sep 23, 2010: conferences held with students and families **Person:** TOR
Sep 23, 2010: Special education teacher working with students individually **Person:** TOR
Sep 23, 2010: Special education teachers progress monitoring students and adjusting instruction as needed **Person:** Sp. Ed. Teachers
Sep 30, 2010: conferences held with students and families **Person:** TOR
Sep 30, 2010: Special education teacher working with students individually **Person:** TOR
Oct 7, 2010: conferences held with students and families **Person:** TOR
Oct 7, 2010: Special education teacher working with students individually **Person:** TOR
Oct 10, 2010: Rating IEP's **Person:** TOR's
Oct 14, 2010: conferences held with students and families **Person:** TOR
Oct 14, 2010: Special education teacher working with students individually **Person:** TOR
Oct 21, 2010: conferences held with students and families **Person:** TOR
Oct 21, 2010: Special education teacher working with students individually **Person:** TOR
Oct 28, 2010: conferences held with students and families **Person:** TOR
Oct 28, 2010: Special education teacher working with students individually **Person:** TOR
Nov 4, 2010: conferences held with students and families **Person:** TOR
Nov 4, 2010: Special education teacher working with students individually **Person:** TOR
Nov 4, 2010: Special education teachers progress monitoring students and adjusting instruction as needed **Person:** Sp. Ed. Teachers
Nov 11, 2010: conferences held with students and families **Person:** TOR
Nov 11, 2010: Special education teacher working with students individually **Person:** TOR
Nov 18, 2010: conferences held with students and families **Person:** TOR
Nov 18, 2010: Special education teacher working with students individually **Person:** TOR
Nov 25, 2010: conferences held with students and families **Person:** TOR
Nov 25, 2010: Special education teacher working with students individually **Person:** TOR
Dec 2, 2010: conferences held with students and families **Person:** TOR
Dec 2, 2010: Special education teacher working with students individually **Person:** TOR
Dec 9, 2010: conferences held with students and families **Person:** TOR
Dec 9, 2010: Special education teacher working with students individually **Person:** TOR
Dec 12, 2010: Rating IEP's **Person:** TOR's
Dec 16, 2010: conferences held with students and families **Person:** TOR
Dec 16, 2010: Special education teacher working with students individually **Person:** TOR
Dec 16, 2010: Special education teachers progress monitoring students and adjusting instruction as needed **Person:** Sp. Ed. Teachers
Dec 23, 2010: conferences held with students and families **Person:** TOR
Dec 23, 2010: Special education teacher working with students individually **Person:** TOR
Dec 30, 2010: conferences held with students and families **Person:** TOR
Dec 30, 2010: Special education teacher working with students individually **Person:** TOR
Jan 6, 2011: conferences held with students and families **Person:** TOR
Jan 6, 2011: Special education teacher working with students individually **Person:** TOR
Jan 13, 2011: conferences held with students and families **Person:** TOR
Jan 13, 2011: Special education teacher working with students individually **Person:** TOR
Jan 20, 2011: conferences held with students and families **Person:** TOR
Jan 20, 2011: Special education teacher working with students individually **Person:** TOR
Jan 27, 2011: conferences held with students and families **Person:** TOR
Jan 27, 2011: Special education teacher working with students individually **Person:** TOR
Jan 27, 2011: Special education teachers progress monitoring students and adjusting instruction as needed **Person:** Sp. Ed. Teachers
Feb 3, 2011: conferences held with students and families **Person:** TOR
Feb 3, 2011: Special education teacher working with students individually **Person:** TOR

Feb 10, 2011: conferences held with students and families **Person:** TOR
Feb 10, 2011: Special education teacher working with students individually **Person:** TOR
Feb 13, 2011: Rating IEP's **Person:** TOR's
Feb 17, 2011: conferences held with students and families **Person:** TOR
Feb 17, 2011: Special education teacher working with students individually **Person:** TOR
Feb 24, 2011: conferences held with students and families **Person:** TOR
Feb 24, 2011: Special education teacher working with students individually **Person:** TOR
Mar 3, 2011: conferences held with students and families **Person:** TOR
Mar 3, 2011: Special education teacher working with students individually **Person:** TOR
Mar 10, 2011: conferences held with students and families **Person:** TOR
Mar 10, 2011: Special education teacher working with students individually **Person:** TOR
Mar 10, 2011: Special education teachers progress monitoring students and adjusting instruction as needed **Person:** Sp. Ed. Teachers
Mar 17, 2011: conferences held with students and families **Person:** TOR
Mar 17, 2011: Special education teacher working with students individually **Person:** TOR
Mar 24, 2011: conferences held with students and families **Person:** TOR
Mar 24, 2011: Special education teacher working with students individually **Person:** TOR
Mar 31, 2011: conferences held with students and families **Person:** TOR
Mar 31, 2011: Special education teacher working with students individually **Person:** TOR
Apr 7, 2011: conferences held with students and families **Person:** TOR
Apr 7, 2011: Special education teacher working with students individually **Person:** TOR
Apr 14, 2011: conferences held with students and families **Person:** TOR
Apr 14, 2011: Special education teacher working with students individually **Person:** TOR
Apr 17, 2011: Rating IEP's **Person:** TOR's
Apr 21, 2011: conferences held with students and families **Person:** TOR
Apr 21, 2011: Special education teacher working with students individually **Person:** TOR
Apr 21, 2011: Special education teachers progress monitoring students and adjusting instruction as needed **Person:** Sp. Ed. Teachers
Apr 28, 2011: conferences held with students and families **Person:** TOR
Apr 28, 2011: Special education teacher working with students individually **Person:** TOR
May 5, 2011: conferences held with students and families **Person:** TOR
May 5, 2011: Special education teacher working with students individually **Person:** TOR
May 12, 2011: conferences held with students and families **Person:** TOR
May 12, 2011: Special education teacher working with students individually **Person:** TOR
May 19, 2011: conferences held with students and families **Person:** TOR
May 19, 2011: Special education teacher working with students individually **Person:** TOR
May 26, 2011: conferences held with students and families **Person:** TOR
May 26, 2011: Special education teacher working with students individually **Person:** TOR

Learning Hub for General Education at risk students

May 28, 2010: Approval for class credit through Vice Principal Curriculum **Person:** Becky McCoskey
Jun 15, 2010: Assign students to learning hub **Person:** counselor
Jun 15, 2010: Identify students in grades 9-12 who have failed ECA's, are seeking Core 40 or Academic Honors diploma who are experiencing difficulties in math or English **Person:** counselor
Aug 12, 2010: Goals, Criteria and Responsibilities for for Learning Hub **Person:** Becky McCoskey
Aug 12, 2010: Review Student Progress **Person:** Learning Skills/Hub Teachers
Aug 20, 2010: Assign English teacher to Learning Hub class **Person:** English Dept. chair
Aug 20, 2010: Assign Math teacher to Learning Hub class **Person:** Math Dpt. Chair
Aug 20, 2010: Learning Hub Teachers group students by subject for academic assistance **Person:** Sp. ed. teacher
Oct 14, 2010: Review Student Progress **Person:** Learning Skills/Hub Teachers
Dec 16, 2010: Review Student Progress **Person:** Learning Skills/Hub Teachers
Feb 17, 2011: Review Student Progress **Person:** Learning Skills/Hub Teachers
Apr 21, 2011: Review Student Progress **Person:** Learning Skills/Hub Teachers

Pk-12 Universal Assessment Data Linked to Instruction

Aug 30, 2010: Analyze Assessment Results **Person:** District Chair
Sep 10, 2010: Link Results to Instruction **Person:** District Chair

Sep 15, 2010: Analyzing Results Staff Meeting **Person:** Principal
Oct 15, 2010: Assessment Grade Level Meeting **Person:** Principal
Nov 1, 2010: Analyze Assessment Results **Person:** District Chair
Nov 12, 2010: Link Results to Instruction **Person:** District Chair
Jan 3, 2011: Analyze Assessment Results **Person:** District Chair
Jan 14, 2011: Link Results to Instruction **Person:** District Chair
Mar 7, 2011: Analyze Assessment Results **Person:** District Chair
Mar 18, 2011: Link Results to Instruction **Person:** District Chair
Apr 20, 2011: Evaluate Use of Data to drive Instruction **Person:** District Chair

PK-12 Universal Assessment Implementation

Aug 15, 2010: Schedule for Implementation **Person:** Principal
Aug 20, 2010: Implementation Overview Staff Meeting **Person:** Sharene Martin-Brown
Aug 25, 2010: Assess all PK-12 Students **Person:** District Chair
Jan 25, 2011: Assess all PK-12 Students **Person:** District Chair
May 25, 2011: Assess all PK-12 Students **Person:** District Chair

Schoolwide Positive Behavioral Support

Apr 10, 2010: Site Visits **Person:** Strategy Chair
Aug 30, 2010: Monthly Planning Meetings **Person:** Strategy Chair/Asst. Principal
Sep 1, 2010: Site Visits **Person:** Strategy Chair
Sep 30, 2010: Monthly Planning Meetings **Person:** Strategy Chair/Asst. Principal
Oct 30, 2010: Monthly Planning Meetings **Person:** Strategy Chair/Asst. Principal
Nov 3, 2010: Site Visits **Person:** Strategy Chair
Nov 30, 2010: Monthly Planning Meetings **Person:** Strategy Chair/Asst. Principal
Dec 30, 2010: Monthly Planning Meetings **Person:** Strategy Chair/Asst. Principal
Jan 5, 2011: Site Visits **Person:** Strategy Chair
Jan 30, 2011: Monthly Planning Meetings **Person:** Strategy Chair/Asst. Principal
Mar 2, 2011: Monthly Planning Meetings **Person:** Strategy Chair/Asst. Principal
Mar 9, 2011: Site Visits **Person:** Strategy Chair
Apr 2, 2011: Monthly Planning Meetings **Person:** Strategy Chair/Asst. Principal
May 2, 2011: Monthly Planning Meetings **Person:** Strategy Chair/Asst. Principal

Professional Development Summary

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

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

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

Learning Hub for General Education at risk students

Goals, Criteria and Responsibilities for for Learning Hub

Brief Description: Goals, Criteria and Responsibilities for Special Ed and General Ed Teachers for Learning Hub 2010-2011.

Intended Participants: Teachers, Counselors, Parents, Students

Date: Aug 12, 2010

Activity Purpose: Information

Activity Format: Talk to, Other

Funding: n/a

Does this activity occur during the school day? Yes

Pk-12 Universal Assessment Data Linked to Instruction

Assessment Grade Level Meeting

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

Intended Participants: Teachers, Administrators

Date: Oct 15, 2010

Activity Purpose: Skill Building

Activity Format: Collaborative Problem Solving

Funding: n/a

Does this activity occur during the school day? Yes

PK-12 Universal Assessment Implementation

Schedule for Implementation

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

Intended Participants: Teachers

Date: Aug 15, 2010

Activity Purpose: Information

Activity Format: Talk to

Funding: N/A

Does this activity occur during the school day? Yes

Schoolwide Positive Behavioral Support

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

Curriculum Articulation

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

Intended Participants: Teachers, Administrators

Date: Oct 15, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: n/a

Does this activity occur during the school day? Yes

I. Focused Academic Area: English

Teacher training on use of data from STAR and Acuity

Brief Description: Teachers will participate in PD offered within departments using the teacher trainer model. The teacher trainers will attend a summer PD workshop on how to run reports and read reports using STAR and Acuity.

Intended Participants: Teachers, Counselors

Date: Aug 30, 2010

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Presentation, Peer Coaching, Collaborative Problem Solving

Funding: n/a

Does this activity occur during the school day? Yes

I. Focused Academic Area: Math Lab

Teacher training on use of data from ISTEP, STAR and Acuity

Brief Description: Teacher training on use of data from ISTEP, STAR and Acuity

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 30, 2010

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Presentation, Peer Coaching, Collaborative Problem Solving

Funding: n/a

Does this activity occur during the school day? Yes

U. Focused Student Group: Special Education

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... An articulated curriculum does not exist.

Data Targets Influenced by This Concern:

- All Students -- Earn a Core 40 Diploma
- All Students -- Graduation Rate
- All Students -- Pass ECA Algebra 1 Exam
- All Students -- Pass ECA English 10 Exam

Strategies to Impact This Concern:

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

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

Data Targets Influenced by This Concern:

- All Students -- Pass ECA Algebra 1 Exam
- All Students -- Pass ECA English 10 Exam

Strategies to Impact This Concern:

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

We are concerned that... Discipline and behavior impact learning (Positive Behavior Support)

Data Targets Influenced by This Concern:

- 10th Grade -- Passing all second semester classes
- 11th Grade -- Passing all second semester classes
- 12th Grade -- Passing all second semester classes
- 9th Grade -- % Passing all second semester classes
- All Students -- Graduation Rate

Strategies to Impact This Concern:

- Schoolwide Positive Behavioral Support

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- 10th Grade -- Passing all second semester classes
- 11th Grade -- Passing all second semester classes
- 12th Grade -- Passing all second semester classes
- 9th Grade -- % Passing all second semester classes
- Algebra 1 Students -- Passing Linear Equations and Inequalities
- All Students -- Earn a Core 40 Diploma
- All Students -- Graduation Rate
- All Students -- Pass ECA Algebra 1 Exam

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Advanced Placement (AP) courses
- F. Encourage Rigorous Curriculum: Design PK-12 Articulated Curriculum

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- Algebra 1 Students -- Passing Linear Equations and Inequalities
- All Students -- Pass ECA Algebra 1 Exam
- All Students -- Pass ECA English 10 Exam
- AP Students -- Earn a score of 3 or above

Strategies to Impact This Concern:

- I. Focused Academic Area: English
- I. Focused Academic Area: Math Lab

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- 9th Grade Black -- earn Core 40 math credit
- 9th Grade Special Ed -- earn Core 40 English credit

Strategies to Impact This Concern:

- Learning Hub for General Education at risk students
- I. Focused Academic Area: Math Lab
- U. Focused Student Group: Special Education

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?	The KAT Kurriculium is located in the main office.
B. What rules or statutes would you like to waive in order to promote student learning? <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	None.
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	PLATO STAR Reading, STAR Math ACUITY

Continuous Improvement Timeline

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

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