

School Improvement Plan - 2011-2012

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Medora Jr & Sr High School (3093)

Medora Community School Corp

Medora, 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

Medora Jr & Sr 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
- Indiana Rules and Regulations

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Making

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Cathy Clouse - Teacher
- Dan Johnson - School Counselor
- LD Martin - Community
- Brad McCammon - Administrator
- Karen McCoy - Teacher
- John Reed - Administrator
- Sam Spray - Teacher
- Rebecca Starr - Parent/Guardian

Strategy Chairs

- Mary Beavers
- Dan Johnson
- Melissa Keiser
- Carly Lancaster
- Nancy Loriaux
- Brad McCammon

Community Council

- Larry Bennett - parent
- Rita Bennett - parent
- Teresa Brewer - Parent of a 12th grader
- Becki Combs - Career College rep.

- Robin Davidson - parent
- Tracey Goen - parent
- LD & Jennifer Martin - parent/business
- LD & Jennifer Martin
- Luanne McCammon - Parent/High Ability
- Rebecca Starr - Community Member
- Kent Thompson - parent
- Kim Thompson - parent
- Andy Wayman - Safety

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:

We believe all students deserve to be surrounded by caring adults who inspire continued learning in a well-structured, safe environment free from violence and drugs while learning with a rich variety of resources. All students deserve knowledgeable, competent, dedicated, and caring teachers. We believe that all students deserve diverse quality learning opportunities and instruction that addresses their individual differences with nurturing support from parents, teachers, and the community to enhance self-esteem and self-value in self, school, and community. Students deserve teachers who support them through their efforts until they are successful by providing additional opportunities until necessary objectives are met. We believe that all students deserve effective counseling in both the areas of curriculum and personal issues to relieve tension, provide guidance in career paths, teamwork and problem solving. We believe that all students deserve to have the opportunity to reach their highest potential and become life long learners.

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 community are living by these core convictions daily and as a result, show the following attitudes and actions; they are committed to the above core convictions by making education a top priority with high expectations and well-defined rules. They are committed by showing these core convictions daily and as a result, show the following actions; positive role models, law abiding and drug free, using consistency in dealing with students while being respectful to all students, interested in students' education and lives while modeling learning. These adults have the following attitudes and actions that promote high self-esteem and motivation are present in the daily lives while instilling a positive and supportive attitude towards education by continuing their education when possible. Parents and teachers demand high student performance and they collaborate regularly on student issues. Parents are involved with students' activities and attend conferences. Educators are teaching to state standards as well as collaborating and using different instructional strategies to meet all students' learning styles. The adults in our school community are involved in the school and with the students through after-school tutoring programs, classes, job shadowing, and guest speakers which provides real-world applications for our students.

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 are motivated to achieve, have a positive outlook towards education, are eager to learn, are well prepared and are engaged in their classes, and are responsible for their learning. This environment allows all students to feel safe, have respect for adults as well as their peers, and demonstrate school spirit as well as pride while negative outside forces such as drugs, alcohol, and teenage pregnancies are not an issue. This environment provides all students counseling for healthy interpersonal relationships that are established; therefore, there are no discipline problems and they are enrolled in a core 40 or academic honors curriculum designed to meet their challenges for future dreams and goals. This trusting environment, enables all students to communicate their needs, concerns, and frustrations while keeping an open mind about their learning. This environment of trust, where all students will be concerned about learning and will cooperate so that they can take full advantage of their learning opportunities.

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

- % of students who pass Istep tests: 100%
- % of students who enrolled in Core 40 classes: 100%
- % of students who pass algebra: 100%
- % of students who pass Core 40 classes: 100%
- % of students who graduate: 100%
- % of students who SAT/ACT scores in top 10%: 100%
- % of students who Academic/Core 40 diplomas: 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 graders - % passing English ECA

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50	44	45	42	50		55		60		65		100

8 grade students - Writing applications

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	47	55	57	60		65		70		75		100

8th Grade Males - % passing ISTEP English

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
45	33	35	25	30		35		40		45		100

Graduates - % earning Indiana Academic Honors Diploma

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
10	13	15	13	20		25		30		35		100%

Graduation Rate - % graduating in 4 years or less

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	67	70		75		80		90		95		100

Math ISTEP - % of males passing Math all grades tested

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	55	60	56	65		70		75		80		100

Seventh graders - % earning mastery grade in English

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
40	39	40	55	60		65		70		75		100

Students - % freshman and sophomores passing Core 40 end-of-course Algebra I test

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55	100	100	45	50		55		60		65		100%

Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

Local Areas of Concern

We are concerned that... Need to increase Parent/Teacher Communication

School personnel needs to increase teacher/parent communication. Several parents are unaware of requirements for graduation with a Core 40 diploma. Parents need to be aware of requirements to help their children to succeed.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

X. Graduation Plan

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Parent Involvement

The school staff will provide opportunity for parents to meet with teachers, during Open House to gain insight and add input to their children's education. The teacher will communicate with parents using notes in planner, calls, conferences, and praise reports to let parents know when students need help and when improvement occurs or to praise student efforts. Each parent receives a letter with a form to request when and who they want to meet with and teachers are encouraged to request conferences with parents when needed.

Impact Level: High Impact - Outside

Focus: General

Required Strategies

F. Encourage Rigorous Curriculum: Core 40 and Dual Credit Curriculum

Encourage students to enroll in Core 40 and dual credit classes by meeting with students and parents to inform them of the choices and then give them an opportunity to discuss these career choices, Core 40, and dual credit with counselor. Students will be encouraged to pass courses and ECA tests then work toward an academic honors or technical honors diploma.

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance

The school establish an attendance policy. Success committee recognizes perfect attendance each nine weeks. Perfect attendance for the year is honor with an award. The bank awards a saving bond to students who have perfect attendance for all 12 years.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Writing Across the Curriculum

Faculty will place emphasis on writing across the curriculum. Each month teachers will choose and provide students with a writing prompt pertaining to their curriculum. Each teacher will use the 6+1 writing traits rubric and conference with students about their writing to encourage improvement in their application of writing on Istep and ECA tests.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Learning Styles/Differentiated Instruction

Each teacher will receive a class learning style profile for junior high male students after they have completed a online learning style profile in grade seven. Teachers will use this profile to provide a wide variety of weekly activities to meet the junior high males' learning style. These profiles will go with student throughout their jr/sr high school.

Impact Level: High Impact - Inside

Focus: General

X. Graduation Plan: MHS 7-12

Students will have a graduation plan folder when they enter seventh grade that contains goals, and student's intent to graduate. Student will acknowledge importance of good citizenship, attendance, and diligent study habits. Students will choose Core 40 program of study that meets their interests and aptitudes when fulfillment of this plan students will graduate and will be able to be admitted to a state educational institution. In 7-12, students will review, revise, and add to their plan using OnTrack activities and inserts. Throughout junior high students will complete a career interest inventory which they will review annually then develop a four year class schedule which will be reviewed each year. Students will explore career interests and colleges by job shadowing, visiting, and applying. Students will plan what tests they will voluntarily take in 10-12 (other than Istep and ECA).

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.

Required Strategies

F. Encourage Rigorous Curriculum: Core 40 and Dual Credit Curriculum

% of freshman parents that feel better informed about the rigorous curriculum for their child

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
33	40		50	

I. Focused Academic Area: Writing Across the Curriculum

Number of teachers giving two writing assignments in their curriculum area.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
4	6		8	

U. Focused Student Group: Learning Styles/Differentiated Instruction

Number of teachers who used alternative activities with male students across the curriculum.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
5	10		15	

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

Apr 1, 2011: Collect baseline data: % of freshman parents that feel better informed about the rigorous curriculum for their child

Person: Dan

Apr 11, 2011: Plan a Hornet Education Night by informing parents on website, email, and phone. Advertise the curriculum meeting and mail a packet to parents. **Person:** Brad

May 16, 2011: Hornet Education Meeting-discuss diploma tracks and complete a schedule. **Person:** Brad

May 16, 2011: Survey freshman parents to see how informed they are about the rigorous curriculum offered. **Person:** Dan

Aug 20, 2011: Promote use of homework hotline **Person:** Dan

Sep 19, 2011: Freshman introduce to career software. **Person:** Dan

Oct 22, 2011: Peer tutoring arranged as needed by asking upperclass on Core 40 and/or dual credit to help struggling students.

Person: Dan

Nov 30, 2011: Collect fall data: % of freshman parents that feel better informed about the rigorous curriculum for their child **Person:** Dan

Jun 30, 2012: Collect spring data: % of freshman parents that feel better informed about the rigorous curriculum for their child

Person: Dan

Focused Academic Area

Aug 12, 2011: Distribute the schedule and 6+1 writing rubric to teachers. **Person:** Cathy

Aug 15, 2011: Absent students will complete writing upon return to school in the conference room. **Person:** Brad

Aug 26, 2011: Email reminders each month. **Person:** Julie

Sep 15, 2011: Teachers will set up conferences with students. **Person:** Staff

Sep 19, 2011: Absent students will complete writing upon return to school in the conference room. **Person:** Brad

Sep 26, 2011: Email reminders each month. **Person:** Julie

Oct 17, 2011: Absent students will complete writing upon return to school in the conference room. **Person:** Brad

Oct 26, 2011: Email reminders each month. **Person:** Julie

Nov 15, 2011: Prompt Box where teachers share their writing prompts. **Person:** Julie

Nov 21, 2011: Absent students will complete writing upon return to school in the conference room. **Person:** Brad

Nov 26, 2011: Email reminders each month. **Person:** Julie

Nov 30, 2011: Collect fall data: Number of teachers giving two writing assignments in their curriculum area. **Person:** Cathy

Dec 19, 2011: Absent students will complete writing upon return to school in the conference room. **Person:** Brad

Dec 26, 2011: Email reminders each month. **Person:** Julie

Jan 16, 2012: Absent students will complete writing upon return to school in the conference room. **Person:** Brad

Jan 20, 2012: Discuss progress and concerns during collaboration. **Person:** Nancy

Jan 26, 2012: Email reminders each month. **Person:** Julie

Feb 20, 2012: Absent students will complete writing upon return to school in the conference room. **Person:** Brad

Feb 26, 2012: Email reminders each month. **Person:** Julie

Mar 19, 2012: Absent students will complete writing upon return to school in the conference room. **Person:** Brad

Mar 26, 2012: Email reminders each month. **Person:** Julie

Jun 30, 2012: Collect spring data: Number of teachers giving two writing assignments in their curriculum area. **Person:** Cathy

Focused Student Group

Sep 7, 2011: Learning Profile completed by 7/8 graders. **Person:** Cathy

Sep 8, 2011: Copy an item from binder to distribute to the 7/8 teachers each collaboration. **Person:** Carly

Sep 10, 2011: Learning Styles Profiles distributed to teachers for 7-9 **Person:** Carly

Sep 15, 2011: Student portfolios presented at collaboration. **Person:** Carly

Oct 8, 2011: Copy an item from binder to distribute to the 7/8 teachers each collaboration. **Person:** Carly

Oct 15, 2011: Learning Style Presentation **Person:** Carly

Oct 20, 2011: Encourage teachers to do activities by posting signs and speaking of our strategy more in collaboration. **Person:** Barb

Nov 8, 2011: Copy an item from binder to distribute to the 7/8 teachers each collaboration. **Person:** Carly

Nov 10, 2011: Allow students to provide input to the teachers about the way that they would like to learn in their class. **Person:** Aaron

Nov 30, 2011: Collect fall data: Number of teachers who used alternative activities with male students across the curriculum. **Person:** Carly

Dec 8, 2011: Copy an item from binder to distribute to the 7/8 teachers each collaboration. **Person:** Carly

Jan 8, 2012: Copy an item from binder to distribute to the 7/8 teachers each collaboration. **Person:** Carly

Jan 20, 2012: Discuss teachers concerns and progress with this strategy. **Person:** Carly

Feb 8, 2012: Copy an item from binder to distribute to the 7/8 teachers each collaboration. **Person:** Carly

Mar 8, 2012: Copy an item from binder to distribute to the 7/8 teachers each collaboration. **Person:** Carly

Apr 8, 2012: Copy an item from binder to distribute to the 7/8 teachers each collaboration. **Person:** Carly

May 8, 2012: Copy an item from binder to distribute to the 7/8 teachers each collaboration. **Person:** Carly

Jun 30, 2012: Collect spring data: Number of teachers who used alternative activities with male students across the curriculum. **Person:** Carly

Graduation Plan

Apr 1, 2011: Collect baseline data: **Person:**

Aug 24, 2011: Teachers encourage and answer questions or refer student to counselor. **Person:** Brad

Oct 21, 2011: Eighth grade complete a career interest survey. **Person:** Dan

Nov 15, 2011: Students review goals, intentions, citizenship, attendance, and study habits. **Person:** Dan

Nov 20, 2011: Seniors retake tests if needed, apply to three colleges, visit college of choice, fill out FAFSA by deadline. **Person:** Dan

Nov 30, 2011: Collect fall data: **Person:**

Dec 10, 2011: Fill out insert for 8-12 grade after reading and completing OnTrack activities. **Person:** Dan

Jan 20, 2012: Freshman will explore careers through career profiles, job shadowing, and Drive of Your Life. **Person:** Dan

Feb 4, 2012: 9-11 Review testing plan and make changes as needed. **Person:** Dan

Feb 26, 2012: Juniors sign up for e-transcript. **Person:** Dan

May 25, 2012: 7-12 students will review, revise their plan annually. **Person:** Dan

Jun 30, 2012: Collect spring data: **Person:**

Oct 31, 2012: Juniors visit three colleges. **Person:** Dan

Parent Involvement

Sep 4, 2011: Encourage teachers to write praise reports by sending email reminders. **Person:** Pat

Sep 7, 2011: Plan an Open House to meet you student's teacher. **Person:** Pat

Sep 10, 2011: Encourage Teachers to use students' planner, email, and phone to communicate with parents. **Person:** Mary

Sep 29, 2011: Open House **Person:** Pat

Oct 2, 2011: Encourage teachers to write praise reports by sending email reminders. **Person:** Pat

Oct 5, 2011: Communication with parents through conferences at their willingness and time. **Person:** Missy

Nov 6, 2011: Encourage teachers to write praise reports by sending email reminders. **Person:** Pat

Nov 12, 2011: Encourage Teachers to use students' planner, email, and phone to communicate with parents. **Person:** Mary

Dec 4, 2011: Encourage teachers to write praise reports by sending email reminders. **Person:** Pat

Jan 1, 2012: Encourage teachers to write praise reports by sending email reminders. **Person:** Pat

Jan 14, 2012: Encourage Teachers to use students' planner, email, and phone to communicate with parents. **Person:** Mary

Feb 5, 2012: Encourage teachers to write praise reports by sending email reminders. **Person:** Pat

Mar 4, 2012: Encourage teachers to write praise reports by sending email reminders. **Person:** Pat

Mar 17, 2012: Encourage Teachers to use students' planner, email, and phone to communicate with parents. **Person:** Mary

Apr 1, 2012: Encourage teachers to write praise reports by sending email reminders. **Person:** Pat

May 6, 2012: Encourage teachers to write praise reports by sending email reminders. **Person:** Pat

May 15, 2012: Survey teachers to find out how many parents called for conferences. **Person:** Brenda

May 19, 2012: Encourage Teachers to use students' planner, email, and phone to communicate with parents. **Person:** Mary

Professional Development Summary

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

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

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

Parent Involvement

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Core 40 and Dual Credit Curriculum

No professional development is needed for this strategy.

I. Focused Academic Area: Writing Across the Curriculum

No professional development is needed for this strategy.

U. Focused Student Group: Learning Styles/Differentiated Instruction

Learning Style Presentation

Brief Description: Teachers share a style idea that they use and why it works so well.

Intended Participants: Teachers, Administrators

Date: Oct 15, 2011

Activity Purpose: Information

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

X. Graduation Plan: MHS 7-12

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... Need to increase Parent/Teacher Communication

Data Targets Influenced by This Concern:

- 10th graders -- % passing English ECA
- 8th Grade Males -- % passing ISTEP English
- Math ISTEP -- % of males passing Math all grades tested
- Students -- % freshman and sophomores passing Core 40 end-of-course Algebra I test

Strategies to Impact This Concern:

- Parent Involvement

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

Data Targets Influenced by This Concern:

- 10th graders -- % passing English ECA
- Graduates -- % earning Indiana Academic Honors Diploma
- Students -- % freshman and sophomores passing Core 40 end-of-course Algebra I test

Strategies to Impact This Concern:

- G. Attendance
- F. Encourage Rigorous Curriculum: Core 40 and Dual Credit Curriculum

I. Focused Academic Area (IN Rules)

Data Targets Influenced by This Concern:

- 10th graders -- % passing English ECA
- 8 grade students -- Writing applications
- Seventh graders -- % earning mastery grade in English

Strategies to Impact This Concern:

- I. Focused Academic Area: Writing Across the Curriculum

U. Focused Student Group (IN Rules)

Data Targets Influenced by This Concern:

- 8th Grade Males -- % passing ISTEP English
- Math ISTEP -- % of males passing Math all grades tested

Strategies to Impact This Concern:

- U. Focused Student Group: Learning Styles/Differentiated Instruction

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

- 10th graders -- % passing English ECA
- Graduation Rate -- % graduating in 4 years or less

Strategies to Impact This Concern:

- X. Graduation Plan: MHS 7-12

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?	Principal's 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. 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.	none

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 2011-2012 school year