

School Improvement Plan - PL221 Version - 2008-2011

May 16, 2008 16:00:06

Brownstown Central Middle Sch (3107)

Brownstown Cnt Com Sch Corp

Brownstown, 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

Brownstown Central Middle Sch

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

- Indiana Student Achievement Institute
- PL221

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. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

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

Reviewer Guide

Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at www.asainstitute.org/publicsip. During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

PL221 REQUIREMENT		Required	Location in this Plan
1	Description and location of curriculum	✓	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
	Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
	Conclusion – Professional development	✓	Professional Development
5	Goal – Attendance rate	✓	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✓	Academic Goals
	Goals - % graduating (high schools only)	✓	Academic Goals
6	Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✓	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11	Statutes and rules to be waived	✓	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

* The full Force Field Report may be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip

** In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learners as both "gifted" and "special education" students.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

Steering Team

- Gina Bane - Community Representative (Business)
- Peggy Cannon - Administrator
- Terrye Davidson - School Counselor
- Jay Grider - Community Representative (Business)
- Stephanie Pullen - Parent/Guardian
- Connie Reid - Teacher
- Mendy Stahl - Teacher

Strategy Chairs

- Karen Ault
- Mike Kelley
- Lee Ann Silence
- Susan Spurgeon
- Cathi Wheeler

Community Council

- Jerry Banks
- Dana Baute
- Brenda Bean - Teacher Aide
- Rev. Chris Criminger - Minister
- Sharon DeHart - Teacher
- Kimo Enrique - realtor
- Bev Gaiter
- Dan Hall
- Jerry Hounshel - Sheriff
- Kim Isaacs
- James Lasher - Military
- Gina Maupin - Pharamist
- Marvin Maupin
- Lin Montgomery - District Coordinator Drug Council
- Glenn Pullen - Veterinarian
- Pat Railsback
- Scot Reid - Marketing Advisor
- Tammy Rogers - homemaker
- Dan Schwartz
- Monty Silence
- Brian Sommers
- Mary Ann Spray
- Tim Tabor
- Leroy Warren - Town Board President
- Sandra Warren - Teacher
- Tom Wright - Policeman

Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. 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. The third part of the vision statement describes the 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 clean, safe environment that is pleasant, drug-free, stimulating, consistent and structured with defined boundaries for behavior. We believe that all students deserve opportunities to learn at their individual levels successfully, to create pride in their abilities and talents, to participate in extra-curricular activities as well as cultural and social experiences, to receive individual attention, extra help, and time with the counselor, to have hygiene needs met, to belong and be a kid. We believe that all students deserve a curriculum that is challenging yet attainable, uses multiple information sources, and incorporates high expectations for all students. We believe that all students deserve to be held accountable for their actions and readiness to learn. We believe that all students deserve to be accepted, respected, and treated equally by everyone. We believe that all students deserve to be educated by staff who are competent, positive role models, considerate of students's needs. We believe that all students deserve opportunities for intentional community involvement. We believe that all students deserve a safe, stable home with parents who are positive role models, who are engaged in the child's life and education, and who are actively involved in a Parent/Teacher Organization

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

Monitor environments for safety, cleanliness, and consistency, Provide access to counselors, extra help, opportunities for students to show their talents, skills, and progress, Are personable, flexible, and understanding, Educate creatively by engaging students in critical thinking and problem solving in all Indiana standards and various life skills through a variety of classes emphasizing the importance of both, Expect completed homework and support students through clear goals and expectations, Accept responsibility for all students's education, Treat all students with acceptance, respect, and equality, Are knowledgeable about their subject areas, using technology as well as a variety of teaching techniques and learning activities, Show support for the educational development of students by attending parent/teacher conferences, supporting teacher and administrator decisions, and taking responsibility for their children's learning, Ensure that the children's hygiene and basic health needs are met, Serve as mentors who demonstrate professional behavior by being responsible and punctual, working hard, Smile.

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

are clean, alert, well-fed, healthy, and drug-free. They take advantage of extra help and opportunities for involvement in extra-curricular activities and are knowledgeable about post-secondary educational and career opportunities. Students make full use of the diverse curriculum and are able to apply knowledge to solve problems. They make extra effort and go beyond the basic expectations. Happy, students show their love of learning by attending regularly, listening, asking questions, working responsibly, volunteering, setting high goals and achieving at that level, and passing ISTEP+. They are knowledgeable about technology. Showing responsibility, they complete all assignments on time and to the best of their abilities and therefore are on level each review. They are honest and do not cheat, and they have a positive attitude and good work ethic. Respecting themselves, others, and their environments, they use manners, help, encourage, appreciate, and support others.

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

- % of students who make all C's or better: 100%
- % of students who Pass all ISTEP+ content areas: 100%
- % of students who Meet AR requirements: 100%
- % of students who Pass Pre-Algebra as preparation for Algebra in Grade 9: 100%
- % of students who Are on-level for academics: 100%
- % of students who Pass mastery standards in Math and LA: 100%
- % of students who Master minimum computer proficiency skills: 100%

Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

All Students (126 days) - ISTEP PL221 Category Placement Performance

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	75	80	79	82	79	82		84		86		100

7th Grade Students - % passing LA ISTEP Tests

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
79	72	79	72	74	74	75		77		79		100

7th Grade Students - % passing Math ISTEP Tests

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
88	76	79	83	85	93	94		95		96		100

8th Grade Students - % passing LA ISTEP Tests

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
77	73	77	73	75	67	76		78		80		100

8th Grade Students - % passing Math ISTEP Tests

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78	76	79	74	76	75	80		83		85		100

All boys in grades 7 and 8 - % that are passing LA ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	63	66	64	67	61	64		66		68		100

All LA inclusion students in Class of 2013 - % that are passing LA ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			36	39	27	30		33		36		100

All Math inclusion students in Class of 2013 - % that are passing Math ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			79	82	64	67		70		73		100

All students - % making all Cs or better on Trimester 1 & 2 Grades

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	62	83	70	73	70	73		75		78		100

All students taking the ISTEP assessment in grades 7 and 8 - % passing ISTEP English/LA

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78	73	78	73	77	71	74		77		79		100

All students taking the ISTEP assessment in grades 7 and 8 - % passing ISTEP Math test

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
84	76	80	79	81	84	86		88		90		100

Class of 2015 - % of students passing Reading Comprehension standard on Language Arts ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	88		77		73	75		78		81		100

Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

Local Areas of Concern

Concern: C & D students not doing homework

76% of all students who reported grades of C's & D's said that they did their homework almost every day. If this is the case, they should not be making C's and D's.

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency

Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

Local Strategies

BCMS Culture

There are three components to Promoting the BCMS Culture. Starting in 05-06 school year, students in the Advanced Communications Technology classes created a video outlining and detailing expectations, procedures, and traditions at BCMS. During the succeeding years, the Advanced Communications Technology class has and will continue to edit and update the video to keep it current as rules and procedures change. These exceptional learners in the Advanced Communications Technology class are instrumental in producing the video as writers, videographers, editors, and performers. In addition, the Advanced Communications Technology class will explore ways to deliver classroom instruction using cutting-edge technology such as podcasting and video-streaming via the Internet. The expectations video has been and will continue to be an integral part of the second component, a structured orientation for 6th grade parents/guardians and students at the beginning of the year. The 6th grade teachers created and implemented a developmentally appropriate orientation program, which included receiving general information, viewing of the video, meeting teachers, and learning how to use the Internet to monitor their students' progress throughout the school year. Lastly, the Task Force disseminated the previously developed list of student expectations to students and parents/guardians using a wider variety of mass media and in more kid-friendly formats, which is introduced at orientation and reinforced throughout the year. As a result of the orientation, 7th and 8th grade parents/guardians have requested supply list for their students during Open House.

S.O.S: Study and Organizational Skills

Tribe advisors will teach, implement, and reinforce study and organizational skills during tribe. They will teach approximately 15 lessons at the beginning of the school year and reinforce the lessons approximately once a month. TRIBE is a structured advisor-advisee program that meets daily from 8:20 to 8:45 AM.

Required Strategies

A. Parent Involvement: S.O.S., Study and Organizational Skills

As a part of the S.O.S strategy, at the beginning of the year, parents will be provided with a letter informing them of the new agenda and locker check policies. In addition, a video explaining how to complete the agenda appropriately, how to use the agenda effectively, and how to organize the locker will be produced for parents/guardians. An agenda is a spiral-bound daily organizer that each student is issued as part of their fees.

B. Technology Coordination: BCMS Culture

As one of the components of the BCMS Culture strategy, students in the Advanced Communications Technology classes have been creating a video outlining and detailing expectations, procedures, and traditions at BCMS; this has been an on-going process since 05-06. The Advanced Communications Technology class has and will continue to edit and update the video to keep it current as rules and procedures change. These exceptional learners in the Advanced Communications Technology class are instrumental in producing the video as writers, videographers, editors, and performers. In addition, the Advanced Communications Technology class will explore ways to deliver classroom instruction using cutting-edge technology such as podcasting and video-streaming via the Internet. The expectations video is an integral part of the orientation for 6th grade parents/guardians and students at the beginning of the year as all parents/guardians of sixth graders view the video together with opportunity afterwards to ask questions. In addition, these advanced communications students will add to their video portfolio a new project, which is to produce a corporation video to be used for public relations and marketing purposes by the corporation.

C. Safe and Disciplined Learning Environment: Safe School

The staff continues to create and maintain a safe learning environment and reduce the number of incidences of harassment, hazing and bullying that happen during the school day through the presentation of related curriculum content in health classes in grade six and by continuing to teach lessons related to these issues during TRIBE time (8:20--8:45 daily) for approximately 4 days toward the beginning of the school year and then approximately once per month thereafter. New resources are added as

needed so that students are not receiving the same lessons and materials that they have already experienced in a previous year.

D. Attendance: BCMS Culture

During Orientation night the week before school starts, 6th graders and their parents/guardians view a video produced by students in the Advanced Communications Technology class, which specifically contains a section on attendance with clear instructions to parents and students about what to do when students must miss school and about the importance of regular school attendance. New enrollees and their parents/guardians also view the video upon enrollment in school. As suggested by the Community Council, the video will include a segment with an interview with a business representative who discusses the relation of school attendance to workplace attendance.

G1. Exceptional Learners - Gifted: BCMS Culture

The Advanced Technology Communications class, which consists of gifted exceptional learners, will edit and update the video which was previously created to keep it current as rules and procedures change at our school. These learners are the writers, videographers, editors, and performers. In addition, the class will explore ways to deliver classroom instruction using cutting-edge technology such as podcasting and video-streaming via the Internet

G2. Exceptional Learners - Special Education: Math Lab

The students placed in Math Lab will be identified and chosen by using the most recent ISTEP+ scores, trimester grades, and teacher input. This specific group of identified students, especially including special needs students, will be assigned to one period per day for Math Lab. Math Lab will emphasize and reteach current concepts being taught in the regular math class. The Math Lab teacher will be able to view the lesson plans of the regular math teachers via the new student data management program. With additional instruction, Susan Spurgeon, the Middle School Special Needs Resource Teacher, will work with the students in the Math Lab by using hands on materials and differentiated instruction. The students will participate in on-going assessments covering the standards.

H. Cultural Competency: Improved Language Arts Scores for Boys

All language arts (LA) teachers, including the library media specialist and principal who are both certified language arts teachers, will work as a team to improve language arts scores for boys during the 2008-2009 school year. LA teachers will participate in professional development activities and conferences which focus on improving boys' reading and writing scores. This professional development will be used in several ways: 1) All 6th grade students are scheduled into a 2 period LA block. LA teachers will assess students in order to restructure LA classes so that targeted 7th and 8th grade boys also receive an extra period of language arts every day. 2) LA teachers will incorporate appropriate researched-based teaching strategies which target improved reading and writing skills for boys in the extended language arts classes for all three grades. 3) 7th and 8th LA teachers will incorporate these same strategies into regular LA classes as appropriate.

Professional Development

These professional development activities will be implemented to help participants develop the knowledge and skills they need to successfully implement the strategy.

S.O.S: Study and Organizational Skills

Professional Development Activity	Funding	Activity Purpose
Staff Information	Source: Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
Viewing of the video, presentations to staff on new policies	Teachers Counselors Administrators	Talk to Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
Training	Source: 221 and Title II Amount: \$2000	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
reading materials related to study and organizational skills, training staff on how to teach study skills, training staff on how to effectively use Harmony (new student management system) for communicating study and organizational skills, visiting other schools to observe how to teach study and organizational skills	Teachers Counselors Administrators Parents	Talk to Presentation/Workshop Peer Coaching Professional Reading Networking/Site Visit

H. Cultural Competency: Improved Language Arts Scores for Boys

Professional Development Activity	Funding	Activity Purpose
Comprehension of cultural differences through professional development	Source: 221 and Title II Amount: \$4000	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Camp Moodle, A.I.M.E. Survivor Workshop, reading of professional workshops and time for discussion, adding to the school's library of professional resources, A.I.M.E. conference, student management training for parent communication, Indiana Computer Educator Conference, appropriate Wilson Center Workshops, Indiana Reading Association Conference for language arts department	Teachers Counselors Administrators Parents	Talk to Presentation/Workshop Study Group Peer Coaching Professional Reading Collaborative Problem Solving Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>Regularly Scheduled Language Arts Meetings</i>	Source: Amount: \$	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
	Teachers Counselors Administrators	Talk to Peer Coaching Professional Reading Collaborative Problem Solving

Relationship Report -- Areas of Concern / Strategies / Data Targets

Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

Local Areas of Concern

Concern: C & D students not doing homework

Data Targets Influenced by This Concern:

- All students -- % making all Cs or better on Trimester 1 & 2 Grades

Strategies to Impact This Concern:

- S.O.S: Study and Organizational Skills

Required Areas of Concern

A. Parent Involvement (PL221)

Data Targets Influenced by This Concern:

- All students -- % making all Cs or better on Trimester 1 & 2 Grades

Strategies to Impact This Concern:

- A. Parent Involvement: S.O.S., Study and Organizational Skills

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- All students -- % making all Cs or better on Trimester 1 & 2 Grades

Strategies to Impact This Concern:

- BCMS Culture
- B. Technology Coordination: BCMS Culture

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- All students -- % making all Cs or better on Trimester 1 & 2 Grades

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment: Safe School

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- All students -- % making all Cs or better on Trimester 1 & 2 Grades

Strategies to Impact This Concern:

- BCMS Culture
- D. Attendance: BCMS Culture

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- All students -- % making all Cs or better on Trimester 1 & 2 Grades

Strategies to Impact This Concern:

- BCMS Culture
- G1. Exceptional Learners - Gifted: BCMS Culture

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- 7th Grade Students -- % passing Math ISTEP Tests
- 8th Grade Students -- % passing Math ISTEP Tests
- All Math inclusion students in Class of 2013 -- % that are passing Math ISTEP
- All students -- % making all Cs or better on Trimester 1 & 2 Grades
- All students taking the ISTEP assessment in grades 7 and 8 -- % passing ISTEP Math test

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education: Math Lab

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- 7th Grade Students -- % passing LA ISTEP Tests
- 8th Grade Students -- % passing LA ISTEP Tests
- All boys in grades 7 and 8 -- % that are passing LA ISTEP
- All LA inclusion students in Class of 2013 -- % that are passing LA ISTEP
- All students taking the ISTEP assessment in grades 7 and 8 -- % passing ISTEP English/LA
- Class of 2015 -- % of students passing Reading Comprehension standard on Language Arts ISTEP

Strategies to Impact This Concern:

- H. Cultural Competency: Improved Language Arts Scores for Boys

Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	The curriculum is located in our conference room which makes it accessible for any parent or teacher who might have a need to see it during a conference.	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Yes we give ISTEP + to all three grade levels in the fall during the mandated times.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	Force Field Report G: Environment Additional Data #2

To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

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

Cultural Competency

Mar 10, 2008: Discuss strategies presented at the 2008 Indiana Reading Conference that focus on improving boys' reading and writing skills.

Person: Mendy Stahl

Activity: Restructured Language Arts Classes

Mar 20, 2008: Restructure LA classes to facilitate implementation of the selected skills and strategies.

Person: Mendy Stahl

Activity: Restructured Language Arts Classes

Apr 1, 2008: Schedule 08-09 classes to include an additional class period for two 7th grade and one 8th grade LA classes.

Person: Peggy Cannon

Activity: Restructured Language Arts Classes

Apr 6, 2008: Identify assessment criteria to be used in selecting 6th & 7th grade boys who will be enrolled in the extra period of LA.

Person: Mendy Stahl

Activity: Restructured Language Arts Classes

May 1, 2008: Assess and enroll 6th & 7th grade boys in extra LA time.

Person: Mendy Stahl

Activity: Restructured Language Arts Classes

May 15, 2008: Register one committee member to attend "Camp Moodle" sponsored by the Buddy Learning Resource Center.

Person: Karen Ault

Activity: Comprehension of cultural differences through professional development

May 15, 2008: Select new LA textbooks and supplemental materials that support the restructured class curriculum.

Person: Virginia Neal

Activity: Restructured Language Arts Classes

May 18, 2008: Develop yearly homeroom calendar that displays scheduled bi-monthly LA department meetings.

Person: Karen Ault

Activity: Regularly Scheduled Language Arts Meetings

Jun 10, 2008: Send at least one committee member to the Association of Indiana Educators (A.I.M.E.) Survivor Workshop.

Person: Karen Ault

Activity: Comprehension of cultural differences through professional development

Sep 1, 2008: Create and disburse agenda for bimonthly LA department meetings.

Person: Karen Ault

Activity: Regularly Scheduled Language Arts Meetings

Sep 5, 2008: Electronically publish minutes including "follow-up" task lists for each bi-monthly meeting.

Person: Karen Ault

Activity: Regularly Scheduled Language Arts Meetings

Sep 13, 2008: Make 9 issues of "Reading Connections - Intermediate Edition", a language arts newsletter created to boost learning success, available to all parents, teachers and staff members.

Person: Karen Ault

Activity: Focused Reading and Writing Skills

- Sep 15, 2008:** Add selected materials to the BCMS Professional Library throughout the year as requested.
Person: Karen Ault
Activity: Comprehension of cultural differences through professional development
- Sep 15, 2008:** Select related professional resources to share through "blogging," email, or printed format.
Person: Karen Ault
Activity: Comprehension of cultural differences through professional development
- Sep 15, 2008:** Select 3-5 skills on which to focus that will most impact boys' reading comprehension and writing scores.
Person: Karen Ault
Activity: Focused Reading and Writing Skills
- Sep 25, 2008:** Determine the appropriate strategies, gained through professional development, for teaching these skills
Person: Karen Ault
Activity: Focused Reading and Writing Skills
- Oct 1, 2008:** Schedule 2-3 new textbook inservice training sessions for all language arts teachers.
Person: Ginny Neal
Activity: Comprehension of cultural differences through professional development
- Oct 1, 2008:** Continue professional development to initiate investigation and implementation of additional strategies that will enhance the teaching of identified skills in selected classes throughout the year.
Person: Janet Neal
Activity: Focused Reading and Writing Skills
- Oct 3, 2008:** Electronically publish minutes including "follow-up" task lists for each bi-monthly meeting.
Person: Karen Ault
Activity: Regularly Scheduled Language Arts Meetings
- Oct 6, 2008:** Create and disburse agenda for bimonthly LA department meetings.
Person: Karen Ault
Activity: Regularly Scheduled Language Arts Meetings
- Nov 2, 2008:** Create and disburse agenda for bimonthly LA department meetings.
Person: Karen Ault
Activity: Regularly Scheduled Language Arts Meetings
- Nov 6, 2008:** Electronically publish minutes including "follow-up" task lists for each bi-monthly meeting.
Person: Karen Ault
Activity: Regularly Scheduled Language Arts Meetings
- Nov 14, 2008:** Share results from investigation and implementation with entire committee in bi-monthly meetings.
Person: Mendy Stahl
Activity: Focused Reading and Writing Skills
- Nov 15, 2008:** Schedule student management system training (Harmony) for all committee members to promote improved communication with parents.
Person: Karen Ault
Activity: Comprehension of cultural differences through professional development
- Nov 15, 2008:** Send at least one committee member to the Indiana Library Federation/A.I.M.E. Conference.
Person: Karen Ault
Activity: Comprehension of cultural differences through professional development
- Dec 1, 2008:** Create and disburse agenda for bimonthly LA department meetings.
Person: Karen Ault
Activity: Regularly Scheduled Language Arts Meetings
- Dec 5, 2008:** Electronically publish minutes including "follow-up" task lists for each bi-monthly meeting.
Person: Karen Ault
Activity: Regularly Scheduled Language Arts Meetings

- Jan 2, 2009:** Electronically publish minutes including "follow-up" task lists for each bi-monthly meeting.
Person: Karen Ault
Activity: Regularly Scheduled Language Arts Meetings
- Jan 5, 2009:** Create and disburse agenda for bimonthly LA department meetings.
Person: Karen Ault
Activity: Regularly Scheduled Language Arts Meetings
- Jan 21, 2009:** Send at least one committee member to the Indiana Computer Educator Conference.
Person: Karen Ault
Activity: Comprehension of cultural differences through professional development
- Jan 30, 2009:** Electronically publish minutes including "follow-up" task lists for each bi-monthly meeting.
Person: Karen Ault
Activity: Regularly Scheduled Language Arts Meetings
- Feb 2, 2009:** Create and disburse agenda for bimonthly LA department meetings.
Person: Karen Ault
Activity: Regularly Scheduled Language Arts Meetings
- Mar 2, 2009:** Create and disburse agenda for bimonthly LA department meetings.
Person: Karen Ault
Activity: Regularly Scheduled Language Arts Meetings
- Mar 4, 2009:** Investigate appropriate Wilson Center (Regional Service Cooperative) Workshops offered throughout the year and register selected committee members as appropriate.
Person: Karen Ault
Activity: Comprehension of cultural differences through professional development
- Mar 6, 2009:** Electronically publish minutes including "follow-up" task lists for each bi-monthly meeting.
Person: Karen Ault
Activity: Regularly Scheduled Language Arts Meetings
- Mar 10, 2009:** Send at least four committee members to the Indiana Reading Association Conference.
Person: Karen Ault
Activity: Comprehension of cultural differences through professional development
- Apr 3, 2009:** Electronically publish minutes including "follow-up" task lists for each bi-monthly meeting.
Person: Karen Ault
Activity: Regularly Scheduled Language Arts Meetings
- Apr 6, 2009:** Create and disburse agenda for bimonthly LA department meetings.
Person: Karen Ault
Activity: Regularly Scheduled Language Arts Meetings
- May 4, 2009:** Create and disburse agenda for bimonthly LA department meetings.
Person: Karen Ault
Activity: Regularly Scheduled Language Arts Meetings
- May 8, 2009:** Electronically publish minutes including "follow-up" task lists for each bi-monthly meeting.
Person: Karen Ault
Activity: Regularly Scheduled Language Arts Meetings
- May 26, 2009:** Determine plan for continuing and expanding emphasis on focused skills for the next school year.
Person: Karen Ault
Activity: Focused Reading and Writing Skills

Parent Involvement

- May 8, 2008:** Decide what needs to be in the video
Person: Task Force
Activity: Video
- May 10, 2008:** Meet with John Armuth to discuss video
Person: Davidson
Activity: Video
- Aug 8, 2008:** Provide parents with letter on new agenda/locker policy
Person: Weisman, Reid, Silence
Activity: Parental Letter
- Aug 10, 2008:** Develop letter for parents/guardians describing agenda/locker policy
Person: Weisman, Ritz, Reid
Activity: Parent Letter

S.O.S: Study and Organizational Skills

- Mar 20, 2008:** 6th Grade will develop agenda policy
Person: 6th grade team
Activity: Grade Level Agenda Policy (grade level teams will determine how agenda completion will be monitored)
- Mar 20, 2008:** 7th Grade will develop agenda policy
Person: 7th grade team
Activity: Grade Level Agenda Policy (grade level teams will determine how agenda completion will be monitored)
- Mar 20, 2008:** 8th grade will develop agenda policy
Person: 8th grade team
Activity: Grade Level Agenda Policy (grade level teams will determine how agenda completion will be monitored)
- Apr 1, 2008:** Attend grade level meetings to lead discussions on agenda and locker check policies
Person: Silence, Wheeler, Brown
Activity: Staff Information
- Apr 3, 2008:** 6th Grade will develop locker check policy
Person: 6th grade team
Activity: Locker check policy (each grade level will determine how locker organization checks will be incorpor
- Apr 3, 2008:** 7th Grade will develop locker check policy
Person: 7th grade team
Activity: Locker check policy (each grade level will determine how locker organization checks will be incorpor
- Apr 3, 2008:** 8th Grade will develop locker check policy
Person: 8th grade team
Activity: Locker check policy (each grade level will determine how locker organization checks will be incorpor
- Apr 10, 2008:** Discuss study and organizational topics to be taught during tribe
Person: Task Force
Activity: Study Skills and Organizational Lessons
- Apr 10, 2008:** Gather input from grade level teams on lesson topics
Person: Silence, Spurgeon, Weisman
Activity: Study Skills and Organizational Lessons
- Apr 11, 2008:** Research of study skills and organizational lessons
Person: Task Force
Activity: Study Skills and Organizational Lessons

- May 1, 2008:** Discuss with Mrs. Cannon the different options of agendas
Person: Susan Spurgeon
Activity: Grade Level Agenda Policy (grade level teams will determine how agenda completion will be monitored)
- May 1, 2008:** Discuss with Mrs. Cannon the inclusion of agenda policies in student handbook
Person: Terrye Davidson
Activity: Grade Level Agenda Policy (grade level teams will determine how agenda completion will be monitored)
- May 1, 2008:** Present staff with tribe lessons
Person: Cathi Wheeler, Jade Peters, Terrye Davidson
Activity: Staff Information
- May 1, 2008:** Present study skills and organizational topics to staff
Person: Wheeler, Peters, Davidson
Activity: Staff Information
- May 1, 2008:** Administer student survey during tribe
Person: Tribe Advisors
Activity: Student Information
- May 1, 2008:** Consideration of student survey
Person: SOS Committee
Activity: Student Information
- May 1, 2008:** Develop a student survey on what would help them the most
Person: Weisman, Davidson
Activity: Student Information
- May 1, 2008:** Get input from students on study skills needed
Person: Jane Weisman, Terry Davidson
Activity: Student Survey
- May 8, 2008:** Present tribe lessons at faculty meeting
Person: Peters, Wheeler, Davidson
Activity: Staff Information
- May 8, 2008:** Discuss what locker organizational skills should be in student video
Person: Task Force, Armuth
Activity: Student Information
- May 10, 2008:** Taping of student video
Person: Davidson, Armuth
Activity: Student Information
- May 10, 2008:** Discuss with Mrs. Cannon the possibility of using already purchased study skills material
Person: Cathi Wheeler
Activity: Study Skills and Organizational Lessons
- May 10, 2008:** Present Lesson Topics to staff at faculty meeting
Person: Jade Peters, Mike Brown
Activity: Study Skills and Organizational Lessons
- Aug 8, 2008:** Provide parents with letter informing them of agenda and locker policies
Person: Weisman, Reid, Silence
Activity: Parental Letter
- Aug 8, 2008:** Review student video with the staff
Person: Armuth
Activity: Staff Information

Aug 8, 2008: Train teachers on study skills and organizational videos

Person: Task Force

Activity: Training

Aug 10, 2008: Develop a parental letter describing agenda policies and locker checks

Person: Weisman, Ritz, Reid

Activity: Parent Information

Aug 10, 2008: Develop a letter giving students details of agenda policies and locker checks

Person: Jade Peters, Mike Brown, Otha Smith

Activity: Student Information

Aug 10, 2008: Distribute student letters on agenda policies and locker checks during tribe

Person: Tribe advisors

Activity: Student Information

Aug 10, 2008: Develop lessons for tribe advisors to teach during tribe

Person: Task Force

Activity: Study Skills and Organizational Lessons

Sep 1, 2008: Task Force will gather data

Person: Cathi Wheeler

Activity: Collect baseline data

Oct 1, 2008: Task force will gather data

Person: Cathi Wheeler

Activity: Collect first semester/trimester follow up data

Dec 1, 2008: Train teachers to use Harmony (student management system) in ways that promote study and organizational skills

Person: Task Force

Activity: Training

Dec 8, 2008: Visit other schools to observe study and organizational skills programs

Person: Task Force

Activity: Training

Mar 1, 2009: Task force will gather data

Person: Cathi Wheeler

Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

The table below shows the timeline we will follow in reviewing and revising our School Improvement Plan each year.

	First Year Schools	Second Year Schools	Third Year and Beyond Schools
Oct	Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i>	<u>New Steering Team Member</u> (optional) Session 1: <u>Improvement Plan Implementation</u>	<u>New Steering Team Member</u> (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u>
Nov	<u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i>
Dec	Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i>		Session 2: <u>SIP Evaluation & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>
Jan	Session 4: <u>Areas of Concern & Research Assignments</u> <i>Local Mtgs: Areas of Concern</i>	Session 2: <u>SIP Review & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>	
Jan 31	Session 5: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i>	<u>InSAI Conference on Learning</u> (optional)	<u>InSAI Conference on Learning</u> (optional)
Feb / Mar	Session 6: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i>	Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i>	Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i>
Apr	<i>1st Fri. in April: All submissions due online</i> Session 7: <u>Strategy Plan Review:</u> One hour individual appointment	<i>1st Fri. in April: All submissions due online</i> Session 4: <u>Strategy Plan Review:</u> One hour individual appointment	<i>1st Fri. in April: All submissions due online</i> Session 4: <u>Strategy Plan Review:</u> One hour individual appointment
May	<i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i>	<i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i>	<i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i>