

School Improvement Plan - 2010-2011

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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.

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

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

Strategy Chairs

- Karen Ault
- Cathi Wheeler

Community Council

- Jerry Banks - Business rep, Grandparent
- Dana Baute - Parent of different grade levels
- Brenda Bean - Parent
- Rev. Chris Criminger - Parent geog. regions, Comm. Agency rep, Clergy
- Sharon DeHart - Parent, Teacher from receiving school
- Bev Gaiter - Federal, state, and local program representatives
- Dan Hall - School Board representative
- Jerry Hounshel - Community agency representative

- James Lasher - Military rep., Parent of students rep. diff. gr. levels,
- Gina Maupin - Parents of students rep. diff. gr. levels, Bus./industry rep.
- Marvin Maupin - Parent, Business rep.
- Shawna McCool - Parent
- Tom McCool - Parent
- Glen McGinnis - Business rep; parent
- Lin Montgomery - Community agency rep.- Drug-Free Council, State Program Rep.- State Drug Education
- Jim Myers - Parent
- Glenn Pullen - Parent , Business/industry rep.
- Pat Railsback - Parent of students representing different grade levels, Business Rep.
- Scot Reid - Service Club representative
- Tammy Rogers - Parent
- Dan Schwartz - Military Representative, Teacher from receiving school
- Monty Silence - Parents of students representing different grade levels, Labor Representative
- Brian Sommers - Business/Industry Representative, Service Club Representative
- Mary Ann Spray - School board representative, Community agency representative
- Leroy Warren - Government official, Other federal, state, and local program representative
- Sandra Warren - Parent of student, Teacher from receiving school
- Tom Wright - Service club rep., Comm. agency rep., Gov. official, DARE pgm. & School Safety Council, Journalist

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 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' 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' 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

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.

All Free/Reduced Students - % passing LA ISTEP Tests--AYP

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	
n/a	55.1	n/a	66.7	70	66	70		73		75		100

All Free/Reduced Students - % passing Math ISTEP Tests--AYP

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	
	76.3		76.1	79	70	73		76		79		100

All Students - % making all C's or better on Trimester 1 & 2 grades in the four tested ISTEP subjects: LA, Math, Science and Social Studies

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	
	n/a		71	74	70	72		74		76		100

All Students in Class of 2015 - % passing Problem Solving standard on Math ISTEP Tests (seat data)

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	
	77.7		73.1	76	80	82		84		86		100

All Students in Class of 2016 - % passing Writing Applications standard on LA ISTEP Tests (seat data)

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	
	82.5		73.8	77	80	82		84		86		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... 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

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:

Required Strategies

F. Encourage Rigorous Curriculum: Encourage Rigorous Curriculum: Constructed and Extended Response Practice Across All Subjects

All certified teachers will incorporate at least two constructed and two extended response assignments into their lessons. One of each will be scheduled during trimester 1 with the remaining responses scheduled during trimester 2 or early in trimester 3. Using their own subject area content to create these response assignments, most content teachers will target appropriate grade level language arts reading and writing standards and ISTEP+ models. However, Mathematics, Social Studies, and Science teachers will design their assignments to follow the Indiana academic standards and ISTEP+ models for their own subject areas. Guided by the appropriate ISTEP+ two point Constructed Response and the four point Extended Response rubrics, teachers will evaluate responses, share evaluation results with students to assist them in understanding how to improve, and submit student samples representing each point of the rubric to the principal. Since this Constructed and Extended Response practice will occur in all grades and subjects, all students will be practicing the skills required for success at a rigorous level.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Constructed and Extended Response Practice Across All Subjects

All certified teachers will incorporate at least two constructed and two extended response assignments into their lessons, one scheduled during trimester 1 and the other scheduled during trimester 2 or early in trimester 3. Teachers will use their own subjects to design these response assignments, which will target the appropriate grade level language arts reading and writing standards. Using the ISTEP+ two point Constructed Response and the four point Extended Response rubrics, teachers will evaluate responses, share evaluation results with students to assist them in understanding how to improve, and submit student samples representing each point of the rubric to the principal. Since this Constructed and Extended Response practice will occur in all grades and subjects, all students will be practicing the skills required for success at a rigorous level. See F. Encourage Rigorous Curriculum for full details of this strategy, including data and action plan/to do list.

Impact Level: High Impact - Inside

Focus: General

U. Focused Student Group: Skills of Success (SOS)

TRIBE advisors (advisor/advisee) will teach, implement, and reinforce study and organizational skills (SOS) during TRIBE. They will teach approximately 15 lessons at the beginning of the school year and reinforce the lessons approximately once a month thereafter. TRIBE is a structured advisor-advisee program that meets daily from 8:20 - 8:45 AM. There will be three specialty TRIBEs, one at each grade level 6-8, that will include free and reduced students who will receive additional skills and support on an on-going basis.

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: Encourage Rigorous Curriculum: Constructed and Extended Response Practice Across All Subjects

Percent of teachers submitting student writing samples

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
36%	100		100	

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

- Sep 15, 2010:** The rationale, procedure, and guidelines for incorporating Constructed and Extended Responses into content area lessons will be introduced to any new BCMS teachers during a scheduled in-service meeting. **Person:** Peggy Cannon
- Sep 20, 2010:** Acuity Constructed Responses will be provided to LA, math, 6th grade science, and 7th grade social studies to serve as models or actual writing prompts. **Person:** Karen Ault
- Sep 30, 2010:** Supplemental materials including rubrics, guides, and examples will be organized into a binder and presented to certified staff during introductory and review meetings. **Person:** Karen Ault
- Sep 30, 2010:** The rationale, procedure, and guidelines for incorporating Constructed and Extended Responses into content area lessons will be reviewed with core teachers during a team meeting. **Person:** Karen Ault
- Sep 30, 2010:** The rationale, procedure, and guidelines for incorporating Constructed and Extended Responses into content area lessons will be reviewed with non-core teachers during a scheduled Tribe meeting. **Person:** Peggy Cannon
- Oct 1, 2010:** Language Arts teachers will explain the ISTEP rubrics for Constructed and Extended Responses in detail to students. **Person:** Karla Rieckers
- Oct 1, 2010:** Using Spring 2010 ISTEP+ results, language arts and math teachers will identify ten students from each grade to represent various academic programs and ability levels (advanced, special needs, etc.) **Person:** Peggy Cannon
- Oct 15, 2010:** To insure that writing activities are spread over a period of time, teachers will list the projected date for completing their Trimester 1 Constructed and Extended Responses on the calendar in the Conference Room. **Person:** Karen Ault
- Nov 8, 2010:** Teachers will complete the Constructed and Extended Response prompts for Trimester 1. **Person:** Peggy Cannon
- Nov 10, 2010:** Applied skills scores and examples will be used to help teachers evaluate extended and constructed responses during a team meeting. **Person:** Peggy Cannon
- Nov 10, 2010:** Time for grading Trimester 1 Extended Responses will be made available. **Person:** Karen Ault
- Nov 10, 2010:** Using the results from the Spring 2009 ISTEP, students will record scores from Constructed and Extended Response questions onto a personalized goal setting sheet. **Person:** Terry Davidson
- Nov 15, 2010:** Teacher Preparation **Person:** Karen Ault
- Nov 15, 2010:** Teachers will present and discuss results with students by sharing anonymous student samples that exemplify each level of the rubric. **Person:** Karen Ault
- Nov 20, 2010:** Teachers will coordinate a Trimester 1 calendar for presenting Constructed and Extended Responses to students. **Person:** Karen Ault
- Nov 20, 2010:** Teachers will submit binder containing evaluated samples of constructed and extended responses to the principal. **Person:** Peggy Cannon
- Nov 30, 2010:** Collect fall data: Percent of teachers submitting student writing samples **Person:** Peggy Cannon
- Jan 30, 2011:** Teacher Preparation **Person:** Peggy Cannon
- Jan 30, 2011:** Teachers will coordinate a Trimester 2 calendar for presenting Constructed and Extended Responses to students. **Person:** Karen Ault
- Jan 30, 2011:** To insure that writing activities are spread over a period of time, teachers will list the projected date for completing their Trimester 2 Constructed and Extended Responses on the calendar in the Conference Room. **Person:** Karen Ault
- Feb 8, 2011:** Teachers will complete the Constructed and Extended Response prompts for Trimester 2. **Person:** Karen Ault
- Feb 15, 2011:** Teachers will present and discuss results with students by sharing anonymous student samples that exemplify each level of the rubric. **Person:** Karen Ault
- Feb 25, 2011:** Teachers will submit binder containing evaluated samples of constructed and extended responses to the principal. **Person:** Peggy Cannon
- Feb 25, 2011:** Time for grading Trimester 2 Extended Responses will be made available. **Person:** Karen Ault
- May 25, 2011:** During a team meeting, teachers will evaluate this process of creating and assigning Constructed and Extended Responses to determine what adjustments should be made. **Person:** Karen Ault
- Jun 30, 2011:** Collect spring data: Percent of teachers submitting student writing samples **Person:** Peggy Cannon

Focused Student Group

May 15, 2010: Form a committee to look at TRIBE mini study skill lessons to determine if new are needed **Person:** Cathi Wheeler

May 15, 2010: Purchase books about how to help students achieve success in school **Person:** Terrye Davidson

Aug 20, 2010: Distribute likes/dislikes questionnaire to specialty TRIBE students **Person:** Silence, Spurgeon, and Weisman

Aug 20, 2010: Gather birthday information to display on bulletin board in specialty TRIBEs **Person:** Silence, Spurgeon, and Weisman

Aug 20, 2010: Present locker video on how to organize lockers **Person:** Terrye Davidson

Aug 20, 2010: Schedule monthly birthday celebrations for those whose birthday is in that month **Person:** Silence, Spurgeon, and Weisman

Aug 20, 2010: Teach study skill lessons during TRIBE **Person:** Cathi Wheeler

Sep 5, 2010: Check grades and print out grade reports for TRIBEs **Person:** Silence, Spurgeon, and Weisman

Sep 5, 2010: Provide locker clean-out time once a month **Person:** Karen Ault

Sep 15, 2010: Meet monthly to evaluate success **Person:** Silence, Spurgeon, and Weisman

Sep 20, 2010: Update 6th grade team with information about specialty TRIBE's activities **Person:** Lee Ann Silence

Sep 20, 2010: Update 7th grade team with information about specialty TRIBE's activities **Person:** Susan Spurgeon

Sep 20, 2010: Update 8th grade team with information about specialty TRIBE's activities **Person:** Jane Weisman

Oct 5, 2010: Check grades and print out grade reports for TRIBEs **Person:** Silence, Spurgeon, and Weisman

Oct 5, 2010: Provide locker clean-out time once a month **Person:** Karen Ault

Oct 15, 2010: Meet monthly to evaluate success **Person:** Silence, Spurgeon, and Weisman

Oct 20, 2010: Update 6th grade team with information about specialty TRIBE's activities **Person:** Lee Ann Silence

Oct 20, 2010: Update 7th grade team with information about specialty TRIBE's activities **Person:** Susan Spurgeon

Oct 20, 2010: Update 8th grade team with information about specialty TRIBE's activities **Person:** Jane Weisman

Nov 5, 2010: Check grades and print out grade reports for TRIBEs **Person:** Silence, Spurgeon, and Weisman

Nov 5, 2010: Provide locker clean-out time once a month **Person:** Karen Ault

Nov 15, 2010: Meet monthly to evaluate success **Person:** Silence, Spurgeon, and Weisman

Nov 20, 2010: Update 6th grade team with information about specialty TRIBE's activities **Person:** Lee Ann Silence

Nov 20, 2010: Update 7th grade team with information about specialty TRIBE's activities **Person:** Susan Spurgeon

Nov 20, 2010: Update 8th grade team with information about specialty TRIBE's activities **Person:** Jane Weisman

Dec 5, 2010: Check grades and print out grade reports for TRIBEs **Person:** Silence, Spurgeon, and Weisman

Dec 5, 2010: Provide locker clean-out time once a month **Person:** Karen Ault

Dec 15, 2010: Meet monthly to evaluate success **Person:** Silence, Spurgeon, and Weisman

Dec 20, 2010: Update 6th grade team with information about specialty TRIBE's activities **Person:** Lee Ann Silence

Dec 20, 2010: Update 7th grade team with information about specialty TRIBE's activities **Person:** Susan Spurgeon

Dec 20, 2010: Update 8th grade team with information about specialty TRIBE's activities **Person:** Jane Weisman

Jan 5, 2011: Check grades and print out grade reports for TRIBEs **Person:** Silence, Spurgeon, and Weisman

Jan 5, 2011: Provide locker clean-out time once a month **Person:** Karen Ault

Jan 15, 2011: Meet monthly to evaluate success **Person:** Silence, Spurgeon, and Weisman

Jan 20, 2011: Update 6th grade team with information about specialty TRIBE's activities **Person:** Lee Ann Silence

Jan 20, 2011: Update 7th grade team with information about specialty TRIBE's activities **Person:** Susan Spurgeon

Jan 20, 2011: Update 8th grade team with information about specialty TRIBE's activities **Person:** Jane Weisman

Feb 5, 2011: Check grades and print out grade reports for TRIBEs **Person:** Silence, Spurgeon, and Weisman

Feb 5, 2011: Provide locker clean-out time once a month **Person:** Karen Ault

Feb 15, 2011: Meet monthly to evaluate success **Person:** Silence, Spurgeon, and Weisman

Feb 20, 2011: Update 6th grade team with information about specialty TRIBE's activities **Person:** Lee Ann Silence

Feb 20, 2011: Update 7th grade team with information about specialty TRIBE's activities **Person:** Susan Spurgeon

Feb 20, 2011: Update 8th grade team with information about specialty TRIBE's activities **Person:** Jane Weisman

Mar 5, 2011: Check grades and print out grade reports for TRIBEs **Person:** Silence, Spurgeon, and Weisman

Mar 5, 2011: Provide locker clean-out time once a month **Person:** Karen Ault

Mar 15, 2011: Meet monthly to evaluate success **Person:** Silence, Spurgeon, and Weisman

Mar 20, 2011: Update 6th grade team with information about specialty TRIBE's activities **Person:** Lee Ann Silence

Mar 20, 2011: Update 7th grade team with information about specialty TRIBE's activities **Person:** Susan Spurgeon

Mar 20, 2011: Update 8th grade team with information about specialty TRIBE's activities **Person:** Jane Weisman

Apr 5, 2011: Check grades and print out grade reports for TRIBEs **Person:** Silence, Spurgeon, and Weisman

Apr 5, 2011: Provide locker clean-out time once a month **Person:** Karen Ault

Apr 10, 2011: Survey students to track TRIBE skills success **Person:** Cathi Wheeler

Apr 15, 2011: Meet monthly to evaluate success **Person:** Silence, Spurgeon, and Weisman

Apr 20, 2011: Update 6th grade team with information about specialty TRIBE's activities **Person:** Lee Ann Silence

Apr 20, 2011: Update 7th grade team with information about specialty TRIBE's activities **Person:** Susan Spurgeon

Apr 20, 2011: Update 8th grade team with information about specialty TRIBE's activities **Person:** Jane Weisman

Apr 20, 2011: Update 8th grade team with information about specialty TRIBE's activities **Person:** Jane Weisman
May 5, 2011: Check grades and print out grade reports for TRIBEs **Person:** Silence, Spurgeon, and Weisman
May 5, 2011: Provide locker clean-out time once a month **Person:** Karen Ault

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.

F. Encourage Rigorous Curriculum: Encourage Rigorous Curriculum: Constructed and Extended Response Practice Across All Subjects

Teacher Preparation

Brief Description: : Professional materials such as books or sample activities designed to improve student writing skills will be made available to teachers.

Intended Participants: Teachers

Date: Nov 15, 2010

Activity Purpose: Skill Building

Activity Format: Professional Reading

Funding:

Does this activity occur during the school day? No

Teacher Preparation

Brief Description: Professional development events (workshops, conferences, and sessions) will be made available to teachers.

Intended Participants: Teachers

Date: Jan 30, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: General Fund

Does this activity occur during the school day? Yes

I. Focused Academic Area: Constructed and Extended Response Practice Across All Subjects

No professional development is needed for this strategy.

U. Focused Student Group: Skills of Success (SOS)

Purchase books about how to help students achieve success in school

Brief Description: The school administration will purchase workbooks, videos, or texts about how to achieve academic success to assist the students in the specialty TRIBES and their teachers.

Intended Participants: Teachers, Students

Date: May 15, 2010

Activity Purpose: Information, Skill Building

Activity Format: Peer Coaching, Professional Reading

Funding: General funds for instructional supplies

Does this activity occur during the school day? Yes

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... C & D students not doing homework

Data Targets Influenced by This Concern:

- All Students -- % making all C's or better on Trimester 1 & 2 grades in the four tested ISTEP subjects: LA, Math, Science and Social Studies

Strategies to Impact This Concern:

- U. Focused Student Group: Skills of Success (SOS)

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All Free/Reduced Students -- % passing LA ISTEP Tests--AYP
- All Free/Reduced Students -- % passing Math ISTEP Tests--AYP
- All Students in Class of 2015 -- % passing Problem Solving standard on Math ISTEP Tests (seat data)
- All Students in Class of 2016 -- % passing Writing Applications standard on LA ISTEP Tests (seat data)

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Encourage Rigorous Curriculum: Constructed and Extended Response Practice Across All Subjects

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- All Free/Reduced Students -- % passing LA ISTEP Tests--AYP
- All Free/Reduced Students -- % passing Math ISTEP Tests--AYP
- All Students in Class of 2015 -- % passing Problem Solving standard on Math ISTEP Tests (seat data)
- All Students in Class of 2016 -- % passing Writing Applications standard on LA ISTEP Tests (seat data)

Strategies to Impact This Concern:

- I. Focused Academic Area: Constructed and Extended Response Practice Across All Subjects

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- All Free/Reduced Students -- % passing LA ISTEP Tests--AYP
- All Free/Reduced Students -- % passing Math ISTEP Tests--AYP
- All Students -- % making all C's or better on Trimester 1 & 2 grades in the four tested ISTEP subjects: LA, Math, Science and Social Studies

Strategies to Impact This Concern:

- U. Focused Student Group: Skills of Success (SOS)

Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

<p>A. Where is the public copy of your school's curriculum located?</p>	<p>The curriculum is located in our conference room which makes it accessible for any parent/guardian or teacher who might have a need to see it during a conference.</p>
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	<p>None</p>
<p>C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.</p>	<p>Star Reading and Star Math are both given to students on a case by case basis. The Standardized Test for Achievement in Reading (STAR) is a computerized assessment used throughout the district-to identify students who are reading below grade level so that appropriate supportive interventions may be implemented. STAR Math computerized tests are administered to students and used to identify those who demonstrate need for support and intervention in Math. Acuity is given in all grades in Math, Language Arts, in grade 6 in Science and in grade 7, Social Studies. These tests are all the predictive type and will be used to remediate students on certain skills and guide our curriculum study.</p>

Continuous Improvement Timeline

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

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