

School Improvement Plan - 2011-2012

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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
- Indiana Rules and Regulations

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Making

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- 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
- Terrye Davidson
- Pat Sovern

Community Council

- Jerry Banks - Business rep, Grandparent
- Dana Baute - Parent of different grade levels
- Brenda Bean - Parent
- Kandi Bollinger - Parent and Medical Field
- Margo Brewer - Brownstown Town Board, Substitute Teacher
- Jeri Burbrink - Business Representative
- 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
- Derrick Koch - Parent and Counselor at receiving school
- 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
- 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.
- Scot Reid - Service Club representative
- Tammy Rogers - Parent
- Scott Shade - Industry and Parent
- Monty Silence - Parents of students representing different grade levels, Labor Representative
- Mary Ann Spray - School board representative, Community agency representative
- Leroy Warren - Government official, Other federal, state, and local program representative
- 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, • Opportunities to learn at their individual levels successfully, to create confidence 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, as needed, to have hygiene needs met, to belong and be a kid, to have access to needed school supplies, • A curriculum that is challenging yet attainable, that provides opportunity to use multiple information sources, and that incorporates high expectations for all students, • Respect and equal treatment by everyone, • An education by staff who are competent, positive role models, who are considerate of students's needs, • A supportive community, • A safe, stable home environment with parents/guardians who are positive role models and actively involved in the child's life and education, • Consideration for family time • An environment where the child is held accountable for his actions and readiness to learn.

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 guidance, extra help, opportunities for students to show their talents, skills, and progress, • Are personable, flexible, knowledgeable, and understanding, • Educate creatively by engaging students in critical thinking and problem solving, • 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, • Show support and take responsibility for the educational development of students • Ensure that the children's hygiene and basic health needs are met • Serve as mentors who demonstrate professional behavior by being responsible, punctual, and working hard, • Smile • Listen and be fully engaged with the child, • Support the attendance goals of the state and federal education mandates.

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

• Are clean, alert, well-fed, healthy, happy, and drug-free, • Take advantage of extra help and opportunities for involvement in extra-curricular activities and are knowledgeable about post-secondary educational and career opportunities, • Make full use of the diverse curriculum and are able to apply knowledge to solve problems, • Make extra effort and go beyond the basic expectations, • Show their love of learning by attending every day, listening, asking questions, working responsibly, volunteering, setting high goals and achieving at that level, and passing ISTEP+, • Are knowledgeable about technology, • Show responsibility by using their planner, completing all assignments on time and to the best of their abilities, being on level each review, and making the best grades that they can, • Are honest, do not cheat, and have a positive attitude and good work ethic, • Respect themselves, others, and their environments, • 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 meet the state and federal mandates for attendance: 100%
- % of students who are on-level for academics: 100%
- % of students who are 8th graders enrolled in Algebra I who pass the ECA: 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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	66.7	70	66	70		73		75		78		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	76.1	79	70	73		76		79		82		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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	71	74	70	72		74		76		78		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	73.1	76	80	82		84		86		89		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	73.8	77	80	82		84		86		89		100

Special Needs students in the Class of 2017 - % passing LA Standard #1 on ISTEP+ (not IMAST) --READING: Word Recognition, Fluency, and Vocabulary Development

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	n/a		43	52		56		60		69		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... Students get extra help when needed

41% of special needs students in grades 7 and 8 reported that they did not feel they received extra help when it was needed. 21% of free/reduced students reported this as well.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

X. Graduation Plan

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Required Strategies

F. Encourage Rigorous Curriculum: Reading Standards for Literacy Across the Curriculum

By the end of Trimester 1, all teachers will be introduced to the IDOE Reading Standards for Literacy, including Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity. Then teachers will learn a variety of specific reading strategies that incorporate both scaffolding techniques and direct, explicit instruction for students. During Trimester 2, departments will collaborate to select the 2-3 most effective reading strategies to implement for their content area. During Trimester 3, teachers will implement those selected strategies and submit documentation to the principal. Toward the end of Trimester 3, departments will evaluate and share the results with other staff.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Constructed and Extended Response Practice Across the Curriculum

All certified teachers will incorporate a minimum of one constructed and one extended response assignment into their lessons, both to be completed by the end of Trimester 2. Teachers will use their own subjects to design these response assignments. The Constructed Response (CR) assignment will align with the IDOE Reading Standards for Literacy, Key Ideas and Details, including 6-8.RT.1, 6-8.RT.2, and 6-8.RT.3. The Extended Response (ER) assignment will align with the IDOE Writing Standards for Literacy Text Types and Purposes, including 6-8.WT.1, 6-8.WT.2, and 6-8.WT.3. Using the ISTEP+ two point Constructed Response and the four point Extended Response rubrics, teachers will evaluate responses and share evaluation results with students to assist them in understanding how to improve. This will be completed by the end of Trimester 2. Upon completion, teachers will submit their CR and ER assignment questions with their Literacy Standard Indicators and a student sample of each of the points on the rubric to the principal. Since this Constructed and Extended Response practice will occur in all grades and subjects, all students will practice the skills required for success at a rigorous level.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Supporting the Indiana K-6 Reading Framework at the Middle

All students will complete a concise reading assessment. Those students who show the need will be enrolled in an effective scientifically-based reading instructional program. This will impact special needs students to a higher degree than other students as typically those students who are significantly below grade level in reading tend to be special needs. As defined in the Indiana K-6 Reading Framework, this instruction is designed for students to learn the strong foundational reading skills not yet mastered so that they can move to the second level of the Framework: applying those skills to reading complex material in the content areas--which is the focus of another strategy. The reading teacher will assist students in setting individual goals for reading and in tracking their progress, growth, and results. The reading teacher will keep the regular education teacher informed of the reading progress of these students so that the regular education teacher can accommodate the students' needs in the content area class more effectively.

Impact Level: High Impact - Inside

Focus: Specific

X. Graduation Plan

All students will develop a graduation plan that will start when they enter sixth grade and will be updated annually through eighth grade. These plans will be housed with the students' permanent records and will be developed by the students with help from the Guidance Counselor and other staff. At each grade level, the students will complete selected activities including career interest inventories, a learning style assessment, personality style assessment, and they will learn about the 21st Century Scholars program each year and complete an application if their families are eligible. As well, they will learn about other available post-secondary funding sources and understand the diploma types and start to make decisions that are best for them. The students will begin to develop an awareness of their personal strengths, abilities and interests as they commit to graduate from high school. The students will additionally acknowledge the important role of good citizenship, school attendance and learn and use good study habits. The graduation plans will be part of each individual conference that the Guidance Counselor will have with each eighth grade student prior to their diploma selection and high school registration.

Impact Level: High Impact - Outside

Focus: General

Strategy Data

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

Required Strategies

F. Encourage Rigorous Curriculum: Reading Standards for Literacy Across the Curriculum

Percent of teachers formally incorporating at least two reading strategies into content lessons

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
			70	

I. Focused Academic Area: Constructed and Extended Response Practice Across the Curriculum

Percent of teachers submitting student writing samples

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
81%			100%	

U. Focused Student Group: Supporting the Indiana K-6 Reading Framework at the Middle

% of teachers who differentiate instruction based upon data regarding students' reading needs

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	20		75	

To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

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

Encourage Rigorous Curriculum

Apr 1, 2011: Collect baseline data: Percent of teachers formally incorporating at least two reading strategies into content lessons

Person: Karen Ault

Sep 15, 2011: Introduce all teachers to Reading Standards for Literacy in Science, Social Studies, and Technical Subjects during a faculty meeting **Person:** Karen Ault

Sep 15, 2011: Review reading related core standards for Math and English Language Arts during a faculty meeting. **Person:** Mendy Stahl

Sep 22, 2011: Introduce or review with all teachers at least four specific strategies to use before reading takes place during a scheduled prep period. **Person:** Peggy Cannon

Sep 22, 2011: Introduce or review with all teachers at least four specific strategies to use during reading in a scheduled prep period.

Person: Peggy Cannon

Sep 29, 2011: Introduce or review with all teachers at least four specific strategies to learn vocabulary during a scheduled prep period. **Person:** Peggy Cannon

Sep 29, 2011: Introduce or review with all teachers at least four specific strategies to use after reading during a scheduled prep period. **Person:** Peggy Cannon

Oct 6, 2011: Schedule a content area team meeting during Tribe to identify 3-4 of the strategies which teachers want to study in more depth. **Person:** Karen Ault

Oct 13, 2011: Conduct in-depth sessions for each of the strategies which teachers would attend during prep periods. **Person:** Peggy Cannon

Oct 13, 2011: Create a form requiring teachers to select the two strategies they plan to implement by the end of Trimester 2 as part of their Corporation Goal. **Person:** Karen Ault

Nov 10, 2011: Provide support as teachers create plans to implement the selected strategies in their classrooms including a pretest based on a short content area reading assessment. **Person:** Peggy Cannon

Nov 30, 2011: Collect fall data: Percent of teachers formally incorporating at least two reading strategies into content lessons

Person:

Dec 14, 2011: Create and share a schedule of class periods in which volunteer teachers use their lessons so that other teachers can observe the reading strategies being modeled. **Person:** Mendy Stahl

Jan 14, 2012: Provide support as teachers implement the two strategies into content area lessons. **Person:** Peggy Cannon

Feb 6, 2012: Create, distribute, and collect a form that teachers fill out to indicate the date, class, lesson and strategy that they implemented. **Person:** Peggy Cannon

Feb 14, 2012: Provide support as teachers design and complete a posttest based on another short content area passage to gauge the effectiveness of the strategies implemented **Person:** Peggy Cannon

Mar 6, 2012: Schedule content area meetings during Tribe to evaluate the effectiveness of the strategies implemented. **Person:** Karen Ault

May 13, 2012: Offer additional professional development as needed. **Person:** Peggy Cannon

May 17, 2012: Continue to implement effective strategies or implement new strategies introduced earlier. **Person:** Karen Ault

May 17, 2012: Share the strategies identified in each of the content areas as most effective during a faculty meeting. **Person:** Peggy Cannon

Jun 30, 2012: Collect spring data: Percent of teachers formally incorporating at least two reading strategies into content lessons

Person: Karen Ault

Focused Academic Area

Apr 1, 2011: Collect baseline data: Percent of teachers submitting student writing samples **Person:**

Nov 30, 2011: Collect fall data: Percent of teachers submitting student writing samples **Person:**

Jun 30, 2012: Collect spring data: Percent of teachers submitting student writing samples **Person:**

Focused Student Group

Apr 1, 2011: Collect baseline data: % of teachers who differentiate instruction based upon data regarding students' reading needs
Person: Peggy Cannon

May 20, 2011: Research curriculum for use with students with foundational reading needs **Person:** Pat Sovern

May 20, 2011: Research reading assessments for use for all students **Person:** Pat Sovern

Jun 30, 2011: Purchase foundational reading curriculum for use with students needing it **Person:** Peggy Cannon

Jun 30, 2011: Purchase reading assessment for use with all students **Person:** Peggy Cannon

Aug 26, 2011: Administer reading assessment to all students **Person:** Corey Lanier/Brandon Allman

Aug 26, 2011: Administer reading assessment to all students **Person:** Karla Rieckers

Aug 26, 2011: Administer reading assessment to all students **Person:** Mendy Stahl/Janet Neal

Aug 31, 2011: Select students for the foundational reading lab **Person:** Pat Sovern

Sep 2, 2011: Group students for the labs based on reading data **Person:** Pat Sovern

Sep 16, 2011: Assist students as they set individual reading goals **Person:** Pat Sovern

Sep 30, 2011: Hold progress meetings with the teachers of the 4 core subjects in each grade **Person:** Peggy Cannon

Oct 30, 2011: Hold professional development regarding the K-3 "how to read" IDOE Reading Framework goals **Person:** Peggy Cannon

Oct 30, 2011: Hold progress meetings with the teachers of the 4 core subjects in each grade **Person:** Peggy Cannon

Nov 15, 2011: Administer summative assessments to determine mastery **Person:** Pat Sovern

Nov 23, 2011: Track student progress during Trimester 1 **Person:** Pat Sovern

Nov 30, 2011: Collect fall data: % of teachers who differentiate instruction based upon data regarding students' reading needs

Person: Peggy Cannon

Nov 30, 2011: Hold progress meetings with the teachers of the 4 core subjects in each grade **Person:** Peggy Cannon

Dec 1, 2011: Offer assistance to core subject teachers on strategies to help foundational readers **Person:** Peggy Cannon

Dec 15, 2011: Administer summative assessments to determine mastery **Person:** Pat Sovern

Jan 1, 2012: Offer assistance to core subject teachers on strategies to help foundational readers **Person:** Peggy Cannon

Jan 15, 2012: Administer summative assessments to determine mastery **Person:** Pat Sovern

Jan 30, 2012: Hold progress meetings with the teachers of the 4 core subjects in each grade **Person:** Pat Sovern

Feb 1, 2012: Offer assistance to core subject teachers on strategies to help foundational readers **Person:** Peggy Cannon

Feb 15, 2012: Administer summative assessments to determine mastery **Person:** Pat Sovern

Feb 15, 2012: Track student progress during Trimester 2 **Person:** Pat Sovern

Mar 1, 2012: Offer assistance to core subject teachers on strategies to help foundational readers **Person:** Peggy Cannon

Mar 15, 2012: Administer summative assessments to determine mastery **Person:** Pat Sovern

Mar 30, 2012: Hold progress meetings with the teachers of the 4 core subjects in each grade **Person:** Pat Sovern

Apr 1, 2012: Offer assistance to core subject teachers on strategies to help foundational readers **Person:** Peggy Cannon

Apr 15, 2012: Administer summative assessments to determine mastery **Person:** Pat Sovern

May 15, 2012: Track student progress during Trimester 3 **Person:** Pat Sovern

Jun 30, 2012: Collect spring data: % of teachers who differentiate instruction based upon data regarding students' reading needs

Person: Peggy Cannon

Graduation Plan

Jun 2, 2011: Grade 8 -- Participate in the Indiana Career Explorer webinar **Person:** Karen Ault

Aug 9, 2011: Grade 6 - Facilitate the signing of the 6th grade graduation promises at 6th Grade Orientation **Person:** Terrye Davidson

Aug 9, 2011: Grade 6 -- Provide and explain to 6th grade parents and students about the 21st Century Scholars opportunity
Person: Terrye Davidson

Sep 23, 2011: Grade 6 -- Discuss the role of good citizenship, attendance, and good study habits with 6th grade students **Person:** Mendy Stahl

Sep 23, 2011: Grade 6 -- Visit 6th grade classrooms for follow-up on 21st Century Scholars applications **Person:** Terrye Davidson

Sep 30, 2011: Grade 8 -- Coordinate the Finance Park curriculum and field trip with Business Education department **Person:** Terrye Davidson

Sep 30, 2011: Grade 8 -- Organize a field trip to Ivy Tech, IUPUC, Jackson County Learning Center, and industries in Seymour
Person: Terrye Davidson

Oct 14, 2011: Grade 7 -- Contact student coordinator for 21st Century Scholars to set her presentations to 7th graders **Person:** Terrye Davidson

Oct 28, 2011: Grade --Conduct career interest inventory with Grade 8 students **Person:** Terrye Davidson

Oct 28, 2011: Grade 8 -- Deliver the previously prepared powerpoint presentation on the Global Economy and importance of high school education **Person:** Terrye Davidson

Oct 28, 2011: Grade 8 -- Present high school diploma types to all 8th graders **Person:** Terrye Davidson

Nov 12, 2011: Grade 8 -- Facilitate the completion of the Graduation Plan insert data with all 8th graders **Person:** Terrye Davidson

Dec 20, 2011: Grade 8 -- Complete individual 8th grade individual conferences to review Graduation Plan, select diploma choice, and prepare for high school scheduling **Person:** Terrye Davidson

Jan 3, 2012: Grade 8 -- Arrange with high school counselors for their presentation to 8th grade regarding scheduling for the next four years **Person:** Terrye Davidson

Jan 13, 2012: Grade 8 -- Transfer Graduation Plans of Grade 8 to the high school for use during parent/student scheduling appointments **Person:** Terrye Davidson

Jan 27, 2012: Grade 6 -- Conduct career interest inventory **Person:** Terrye Davidson

Jan 27, 2012: Grade 6 -- Start the graduation plan data insert **Person:** Terrye Davidson

Feb 17, 2012: Grade 7 -- Conduct learning styles assessment for all 7th graders **Person:** Terrye Davidson

Feb 17, 2012: Grade 8 -- Conduct career exploration via Learn More Indiana or The Indiana Career Explorer **Person:** John Lawson

Feb 17, 2012: Grade 8 -- Conduct classroom guidance for 8th graders on their personal strengths, abilities, and interests as they begin to explore careers for their future **Person:** Terrye Davidson

Feb 24, 2012: Grade 7 -- Review appropriate strategies for each student's learning style to actively use them in learning and studying **Person:** Terrye Davidson

Mar 2, 2012: Grade 7 -- Conduct the Drive of Your Life activity with all 7th graders **Person:** John Lawson

Apr 27, 2012: Grade 7 -- Conduct the Drive of Your Life activity with all 7th graders **Person:** John Lawson

Apr 27, 2012: Grade 7 -- Print out copy of personality style for 7th graders for filing in the Graduation Plan **Person:** John Lawson

May 11, 2012: Grade 7 -- Record learning styles and personality styles on Graduation Plan insert **Person:** Terrye Davidson

May 18, 2012: Evaluate the Graduation Plan components with the high school counselors and administrators **Person:** Terrye Davidson

May 18, 2012: Grade 7 -- Grade 8 -- Conduct career exploration via Learn More Indiana or The Indiana Career Explorer **Person:** John Lawson

May 18, 2012: Grade 7 -- Provide instruction on post-secondary funding sources to all 7th graders **Person:** John Lawson

Professional Development Summary

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

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

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

F. Encourage Rigorous Curriculum: Reading Standards for Literacy Across the Curriculum

Conduct in-depth sessions for each of the strategies which teachers would attend during prep periods

Brief Description: Conduct workshops in which reading strategies are modeled for teachers.

Intended Participants: Teachers, Administrators

Date: Oct 13, 2011

Activity Purpose: Skill Building

Activity Format: Presentation, Professional Reading

Funding: General Fund: PD

Does this activity occur during the school day? Yes

Introduce or review with all teachers at least for specific strategies to learn vocabulary during a

Brief Description: Introduce/review four reading strategies to learn vocabulary. Provide professional reading to describe and support this strategy.

Intended Participants: Teachers, Administrators

Date: Sep 29, 2011

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Professional Reading

Funding: General Fund: PD

Does this activity occur during the school day? Yes

Introduce or review with all teachers at least four specific strategies to use after reading during

Brief Description: Introduce/review four reading strategies to use after reading occurs. Provide professional reading to describe and support this strategy.

Intended Participants: Teachers, Administrators

Date: Sep 29, 2011

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Professional Reading

Funding: General Fund: PD

Does this activity occur during the school day? No

Introduce or review with all teachers at least four specific strategies to use before reading takes

Brief Description: Introduce/review four reading strategies to before reading occurs. Provide professional reading to describe and support this strategy.

Intended Participants: Teachers, Administrators

Date: Sep 22, 2011

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Professional Reading

Funding: General Fund: PD

Does this activity occur during the school day? Yes

Introduce or review with all teachers at least four specific strategies to use during reading in a s

Brief Description: Introduce/review four reading strategies to use as reading occurs. Provide professional reading to describe and support this strategy.

Intended Participants: Teachers, Administrators

Date: Sep 22, 2011

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Professional Reading

Funding: General Fund: PD

Does this activity occur during the school day? Yes

Offer additional professional development as needed.

Brief Description: As requested by teachers, the principal will seek selected professional development opportunities to develop, strengthen or refine reading strategies. This may include online webinars and professional conferences.

Intended Participants: Teachers, Administrators

Date: May 13, 2012

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Presentation, Professional Reading, Other

Funding: General Fund: PD

Does this activity occur during the school day? No

U. Focused Student Group: Supporting the Indiana K-6 Reading Framework at the Middle

Hold professional development regarding the K-3 "how to read" IDOE Reading Framework goals

Brief Description: Hold professional development regarding the K-3 "how to read" IDOE Reading Framework goals

Intended Participants: Teachers, Counselors, Administrators, Parents

Date: Oct 30, 2011

Activity Purpose: Information

Activity Format: Presentation

Funding:

Does this activity occur during the school day? No

Offer assistance to core subject teachers on strategies to help foundational readers

Brief Description: Teachers would attend short 20-25 minute sessions on their prep to help them understand the kinds of strategies they can use to assist the foundational readers with their core content

Intended Participants: Teachers, Administrators

Dates: Dec 1, 2011; Jan 1, 2012; Feb 1, 2012; Mar 1, 2012; Apr 1, 2012

Activity Purpose: Information, Skill Building

Activity Format: Study Group, Professional Reading

Funding: General Fund professional development monies

Does this activity occur during the school day? Yes

X. Graduation Plan

Grade 8 -- Participate in the Indiana Career Explorer webinar

Brief Description: The IDOE is hosting a webinar about the online tool called the Indiana Career Explorer website for 8th graders and parents to use.

Intended Participants: Teachers, Counselors

Date: Jun 2, 2011

Activity Purpose: Information

Activity Format: Presentation

Funding: none needed

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... Students get extra help when needed

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
- Special Needs students in the Class of 2017 -- % passing LA Standard #1 on ISTEP+ (not IMAST) --READING: Word Recognition, Fluency, and Vocabulary Development

Strategies to Impact This Concern:

- U. Focused Student Group: Supporting the Indiana K-6 Reading Framework at the Middle

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

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: Reading Standards for Literacy Across the Curriculum

I. Focused Academic Area (IN Rules)

Data Targets Influenced by This Concern:

- All Free/Reduced Students -- % passing LA ISTEP Tests--AYP
- Special Needs students in the Class of 2017 -- % passing LA Standard #1 on ISTEP+ (not IMAST) --READING: Word Recognition, Fluency, and Vocabulary Development

Strategies to Impact This Concern:

- I. Focused Academic Area: Constructed and Extended Response Practice Across the Curriculum

U. Focused Student Group (IN Rules)

Data Targets Influenced by This Concern:

- Special Needs students in the Class of 2017 -- % passing LA Standard #1 on ISTEP+ (not IMAST) --READING: Word Recognition, Fluency, and Vocabulary Development

Strategies to Impact This Concern:

- U. Focused Student Group: Supporting the Indiana K-6 Reading Framework at the Middle

X. Graduation Plan (IN Rules)

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:

- X. Graduation Plan

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 or staff member who might have a desire to see it or review it during a conference or team meeting.</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. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?</p>	<p>Yes, BCMS is averaging 96% attendance during 10-11. Students complete six-week goal setting activities in which, among other data pieces, they review their attendance and set new goals for the next cycle.</p>
<p>D. 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. Typically they are given to the students in extra support classes in language arts and math. 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 A, B, and C are given in all grades in math and language arts. In addition, in Grade 6, Acuity is given twice in science; and in Grade 7, Acuity is given twice in social studies.</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 2013-2014 school year