

## **School Improvement Plan - PL221 Version - 2008-2011**

**May 19, 2008 12:08:34**

### **Whiteland Community High Sch (3421)**

**Clark-Pleasant Com School Corp**

**Whiteland, 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

Whiteland Community High 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
- NCA

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

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

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

## **Using Data for Decision-Marking**

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

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

## **Implementation Next Year**

Our work next year will be guided by the to-do list that we have developed for each strategy. We will also maintain an Implementation Binder for each strategy that contains the following documents:

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

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

# Reviewer Guide

## Indiana Public Law 221

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

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

\* The full Force Field Report may be obtained from the school's online School Improvement Plan at [www.asainstitute.org/publicsip](http://www.asainstitute.org/publicsip)

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

# Who Wrote this School Improvement Plan?

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

## Steering Team

- Marty Bailey - Community Representative
- Jan Fredbeck - Teacher
- Tom Galovic - Administrator
- Dave McMillan - School Counselor
- Casey Moeller - Teacher
- Christa Rinehold - Teacher
- Melissa Suttles - Parent/Guardian

## Strategy Chairs

- Bart Austin
- Tom Galovic
- Heath Harrison
- Brent Holman
- Brian Lukich
- Dave McMillan
- Niki Morrison
- Dan Rector
- John Schilawski
- Kate Smola

## Community Council

- Susie Adams
- Marty Bailey - RN consultant
- Kevin Conder
- Cheryl Condra - owner
- Susan Coopman
- Art Copeland
- Meg Copeland - Registered Nurse
- Cindie Cottingham
- Phil Cottingham
- Karen Counts
- Maria Curry
- Barbra Divins
- Carmen Dougherty
- Dawn Drury
- Jackie Farris - CPA
- Annie Fletcher
- Kathy Hanger
- Curt Harris
- Becky Haveman
- Angie Knight
- Steve Knight
- Sarah Lipps
- Raul Luna

- Lisa Marrero
- Teresa Martin
- Joy McClain
- Kathy Meador
- Leah Messer
- Kim Mezger
- Cyndy Miller
- Theresa Minton - computer technology
- Dee Ann Nelson
- Melissa Pressler
- Pam Roark
- Laura Showalter
- Amanda Stadick
- Kurt Stucker
- Tammy Stucker
- Melissa Suttles
- Tammy Thompson - Dep U.S. Marshall
- Jill Venter
- John Venter
- Leanne Victory
- Kuldeep Waraitch - ESL
- Tony Waraitch
- Kelli Webb
- Cary Zietlow
- Kay Lynne Zietlow

# Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve. The third part of the vision statement describes the ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

## **We believe all students deserve:**

a safe, positive, pleasant, student-oriented learning environment that promotes responsibility, self-discipline, accountability and respect. Every student deserves a relevant, personalized, and rigorous academic, career, and technical curriculum taught by qualified, dedicated, and enthusiastic teachers. In building a culture of mutual respect and fairness, every student deserves to be treated with dignity and concern by staff and peers.

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

Adults serve as role models, offer positive encouragement and support, and are respectful of others. Personal attention is given to each student in developing personalized learning options, high goals, and a career plan. The curriculum is rigorous, challenging, and supplemented by outside resources. Instruction is delivered by enthusiastic, motivated staff and is varied to reach all learning styles. Expectations are clearly stated. The staff teaches and re-teaches when necessary, offering extra help when needed. There is an environment of pride and cooperation between school and community, with parents being encouraged to take an active and integral role in the learning community. The atmosphere is positive, and discipline is administered fairly, consistently, and with dignity.

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

are assisted in setting, working toward, and attaining high personal goals. Students are eager to learn and take personal responsibility for their actions and learning. They are respectful of each other, staff, school, family, and community. Students are confident and motivated. They encourage and support each other. Students will take part in service learning and show civic responsibility. Students will have no discipline referrals, have a high attendance rate as they pursue a relevant and rigorous curriculum, and are well prepared to continue in their post secondary education.

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

- % of students who graduate: 100%
- % of students who pass Core 40 end or course assessments: 100%
- % of students who pass all classes: 100%
- % of students who graduate with Core 40 diploma: 100%
- % of students who graduate with Academic Honors or Technical Honors diploma: 50%
- % of students who pass GQE or qualify for a waiver: 100%

# Academic Goals

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

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

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75	74	76	73	75	71	73		75		77		100

## 10th grade free and reduced students - % passing ISTEP Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			59	65	61	71		75		76		100

## 10th grade free and reduced students - % passing ISTEP Language Arts

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			55	65	55	60		65		68		100

## 10th grade ISTEP students - % passing the Writing Applications portion

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					73	75		77		79		100

## 10th grade limited English students - % passing ISTEP Language Arts

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			15	34	39	49		50		55		100

**10th grade limited English students - % passing ISTEP math**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			77	80	52	62		65		70		100

**10th grade Special Services Students - % passing ISTEP Language Arts**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
21	16	26	36	46	22	32		42		45		100

**10th grade Special Services Students - % passing ISTEP math**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
30	42	52	45	55	41	51		61		65		100

**10th grade students taking ISTEP Language Arts - % passing**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75	74	76	73	75	70	72		74		76		100

**10th grade students taking ISTEP math - % passing**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	73	75	74	76	72	74		76		78		100

**9th grade free and reduced students - % passing ISTEP Language Arts**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			55	65	62	72		74		76		100

**9th grade free and reduced students - % passing ISTEP Math**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			63	73	68	78		80		82		100

**9th grade limited English students - % passing ISTEP Language Arts**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			24	34	60	70		72		74		100

**9th grade limited English students - % passing ISTEP math**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			38	48	75	77		80		82		100

**9th grade special services students-% passing ISTEP math -**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
36	49	54	44	54	40	50		60		65		100

**9th grade special services students - % passing ISTEP Language Arts -**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
25	29	39	17	27	25	35		45		50		100

**9th grade students - % passing all classes semester 1**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	71	80	74	80	80	82		84		86		100

**9th grade students - % passing all classes: semester 2**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75	76	80	80	82		85		87		89		100

**9th grade students-% passing ISTEPLanguage Arts -**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78	73	75	71	73	72	74		76		78		100

**9th grade students--% passing ISTEP math -**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75	78	80	74	76	79	78	81	82		84		100

**AP Students taking an AP exam - % scoring a 3 or higher**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			56	60		62		65		68		100

**Seniors - graduation rate**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	85.9	86.9	85	88.9		90.9		92.9		93.0		100

# Areas of Concern

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

## Local Areas of Concern

### **Concern: Engagement of students, particularly freshmen, males, and lower achieving students**

Force Field survey data indicates that males, and students in the C,D, and F range are more likely to: NOT pay attention in class, NOT turn in homework on a regular basis, and NOT participate in class discussions.

### **Concern: Assessment: re-testing policy and its implementation**

While most students agreed or strongly agreed with the statement, " my teachers let me take tests more than one time," some students are not taking advantage of the re-test opprtunities.

### **Concern: Instruction does not push all students to do their best, and does not incorporate student interests and real world projects on a regular basis**

24% of all students disagreed or strongly disagreed with the statement, "my teachers push me to do my best." Only 58% of all students agreed or strongly agreed with the statement, " my teachers assign real-world projects at least once each marking period." 51% of all students disagreed or stronly disagreed with the statement, "my teachers relate what they are teaching to my personal interests."

### **Concern: The behavior of other students interferes with students' ability to learn.**

56% of all students agreed or strongly agreed with the statement, "the behavior of other students interferes with my ability to learn."

## Required Areas of Concern

### **A. Parent Involvement**

### **B. Technology Coordination**

### **C. Safe and Disciplined Learning Environment**

### **D. Attendance**

### **E. Offer Core 40 / Honors Courses**

**F. Encourage Core 40 / Honors Courses**

**G1. Exceptional Learners - Gifted**

**G2. Exceptional Learners - Special Education**

**H. Cultural Competency**

# Strategies

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

## Local Strategies

### Assessment: re-testing policy

This committee will continue to monitor the success of the re-testing policy. They will make recommendations and tips for encouraging students to participate in the program. An evaluation of the IRP schedule and procedures will be conducted to better implement the re-testing program.

### Differentiated Instruction: Engagement

During the 2008-2009 school year, our InSai committee will research gender-based learning during the fall of 2008 in order to better engage males in the classrooms. During the spring of 2009, our committee, through professional development, will educate the faculty on methods and ideas that will encourage increased motivation among our freshmen, males, and lower achieving students.

### Freshman Interventions: Guided Study Halls

Teachers and student mentors will teach study skills lessons in guided study halls for freshmen. Guided study hall will consist of freshmen students only, with upperclass mentors and faculty from the core areas present every day. Mentors will assist in study skills, answer questions, give tips on school life, and explain extracurricular activities. Students will be coached on the importance of achievement each year of high school, various forms of assessment, the importance of final exams, and different learning styles and instructional strategies. Guided study hall teachers will make weekly checks of grades and hold informal conferences with the students.

### Freshmen Interventions: Orientation

This committee will plan and direct the freshman orientation programs, and encourage participation in extracurricular activities. This committee will assist the administration in the planning and execution of the August orientation activities for freshmen and parents. A club fair promoting extracurricular involvement will be held, and the guided study hall and mentors will be working closely with this group. Mentors and faculty will encourage participation in all aspects of school life, to increase freshmen engagement.

### Rigor and Relevance

Teachers will receive training to create within their PLCs (Professional Learning Communities) common assessments (including activities, benchmark tests, projects, etc) that have a high level of rigor and engagement by connecting the curriculum to the relevant world. Development of an "8th" period will offer students the opportunity to be involved in structured tutoring that will occur after school. A guest speaker database program will be built up to bring career related information associated with the curriculum into the classroom.

## Required Strategies

### A. Parent Involvement

Administrators and faculty will invite and encourage parents to attend school functions including freshmen orientation, open house, conferences, PTO meetings, and special events. Teachers will make three positive parent phone calls per week.

### B. Technology Coordination

Technology will continue to be incorporated into instruction, curriculum, and assessment. Technology help is readily available via the helpdesk, and regular trainings on how to include technology in lesson plans and assessments are held by the technology staff. Summer training sessions are offered to teachers by the technology department. Teachers are encouraged to use the computer labs for benchmark common assessments, and all students must complete a computer class as a graduation requirement.

### **C. Safe and Disciplined Learning Environment**

This committee will continue to monitor the % of students receiving discipline referrals, particularly those due to tardies, and review and make recommendations for the attendance and discipline policies. Expectations for student behavior will be clearly stated by the administration during class meetings in August, and reinforced by reminders from teachers and features on Warrior TV, as needed.

### **D. Attendance**

The attendance policy as listed in the student handbook will be reviewed with students in August, published in the parent newsletter, and enforced by the administration. During class meetings at the beginning of the school year, it will be clearly stated that students are expected to attend school whenever possible, and that there is a direct correlation between attendance and mastery of academic standards. Many hands-on instructional strategies cannot be duplicated at home or made up.

### **E. Offer Core 40 / Honors Courses**

The Curriculum and Course Selection guide provides a complete listing all courses offered at Whiteland Community High School. All courses needed to complete a Core 40 and Honors Diploma, with a wide variety of electives, are offered.

### **F. Encourage Core 40 / Honors Courses**

Core 40 is the default diploma, and guidance counselors and advisors will encourage the Core 40 and Honors Diploma curriculum during 8th grade scheduling meetings and scheduling conferences with all students. Advisors will encourage students to take a rigorous curriculum in their individual meetings with advisees.

### **G1. Exceptional Learners - Gifted**

The Differentiated Instruction committee will incorporate strategies for gifted students into our professional development sessions. The sessions will be part of our corporation professional development days, and will include tips, examples, and practice time. Faculty will be encouraged to provide enrichment opportunities for gifted students, and to explore tiered assignments and projects.

### **G2. Exceptional Learners - Special Education**

The Differentiated Instruction Committee will conduct training on our online system of IEP's at the beginning of each semester (August and January.)The committee will plan and carry out professional development sessions highlighting instructional strategies aimed at special education students. The sessions will be held on the corporation provided professional developments days.

### **H. Cultural Competency**

These efforts are to raise awareness and appreciate the diversity of our community, particularly our increasing population of Punjabi families. Bobbie Wayman will publish a monthly newsletter focused on Punjabi culture; a cultural awareness component will be part of freshman orientation, and our building will participate in the corporation's Cultural Celebration Week in February. John Schilawski will coordinate the planning of dance demonstrations, guest speakers, and ethnic foods.

# Professional Development

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

## Differentiated Instruction: Engagement

Professional Development Activity	Funding	Activity Purpose
<i>staff development presentation</i>	Source: none Amount: \$none	Information Skill Building
Brief Description	Intended Participants	Activity Format
presentation and skill building on strategies aimed at reaching males and lower achieving students	Teachers Counselors Administrators	Presentation/Workshop Study Group Peer Coaching Professional Reading

Professional Development Activity	Funding	Activity Purpose
<i>professional develop follow-up on strategies provided in our staff development presentation</i>	Source: na Amount: \$none	Feedback/Support
Brief Description	Intended Participants	Activity Format
Strategies will be re-visited and specific examples will be shared	Teachers Counselors Administrators	Peer Coaching Action Research

Professional Development Activity	Funding	Activity Purpose
<i>Professional reading: The Minds of Boys and Girls</i>	Source: local funds Amount: \$ 200.00	Information
Brief Description	Intended Participants	Activity Format
Committee members will read the book and prepare for discussion	Teachers Counselors Administrators	Professional Reading

Professional Development Activity	Funding	Activity Purpose
<i>Gender based learning workshop</i>	Source: na Amount: \$na	Information Skill Building
Brief Description	Intended Participants	Activity Format
Committee will present a workshop on gender based learning; teachers will develop lesson plans based on new information	Teachers Counselors Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Distribute books to faculty</i>	Source: local funds Amount: \$ 150.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Interested faculty may obtain a copy of the book for individual reading	Teachers Counselors Administrators	Professional Reading

Professional Development Activity	Funding	Activity Purpose
<i>Share strategies</i>	Source: na Amount: \$na	Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will share successes in their classrooms	Teachers Counselors Administrators	Collaborative Problem Solving Action Research

## Freshman Interventions: Guided Study Halls

Professional Development Activity	Funding	Activity Purpose
<i>Why Try PD Training for Freshmen Intervention: Guided study halls</i>	Source: na Amount: \$na	Information Skill Building
Brief Description	Intended Participants	Activity Format
Study hall teachers will be provided training	Teachers Administrators	Presentation/Workshop

## Rigor and Relevance

Professional Development Activity	Funding	Activity Purpose
<i>Speaker Bureau: Rigor and Relevance</i>	Source: na Amount: \$na	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Committee will give examples of how to use the speaker's bureau, and provide step by step instructions on how to use the career data base	Teachers Counselors Administrators	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Higher Level Bloom's on Common Assessments for Rigor and Relevance</i>	Source: na Amount: \$na	Feedback/Support
Brief Description	Intended Participants	Activity Format
provide guidance and time to alter and include more upper Bloom's in common assessments	Teachers Counselors Administrators	Presentation/Workshop Collaborative Problem Solving

## A. Parent Involvement

No professional development is needed for this strategy.

## G1. Exceptional Learners - Gifted

Professional Development Activity	Funding	Activity Purpose
<i>Tiered assignments and projects for gifted students</i>	Source: na Amount: \$na	Information Skill Building
Brief Description	Intended Participants	Activity Format
Committee will present examples of tiered assignments to enhance learning of gifted students	Teachers Counselors Administrators	Presentation/Workshop Collaborative Problem Solving

## G2. Exceptional Learners - Special Education

Professional Development Activity	Funding	Activity Purpose
<i>Tips for exceptional needs students</i>	Source: na Amount: \$na	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Committee will continue to present strategies to benefit students with exceptional needs.	Teachers Counselors Administrators	Presentation/Workshop Peer Coaching Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>IEP instruction</i>	Source: na Amount: \$na	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will learn how to access and print the IEP's for their students	Teachers Counselors Administrators	Talk to Presentation/Workshop



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

## Former Areas of Concern Summary

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

## Local Areas of Concern

### **Concern: Engagement of students, particularly freshmen, males, and lower achieving students**

#### **Data Targets Influenced by This Concern:**

- 10th grade free and reduced students -- % passing ISTEP Math
- 10th grade free and reduced students -- % passing ISTEP Language Arts
- 9th grade free and reduced students -- % passing ISTEP Language Arts
- 9th grade free and reduced students -- % passing ISTEP Math
- 9th grade students -- % passing all classes semester 1
- 9th grade students -- % passing all classes: semester 2
- 9th grade students-% passing ISTEP Language Arts --
- 9th grade students--% passing ISTEP math --

#### **Strategies to Impact This Concern:**

- Differentiated Instruction: Engagement
- Freshman Interventions: Guided Study Halls
- Freshmen Interventions: Orientation
- Rigor and Relevance
- A. Parent Involvement

### **Concern: Assessment: re-testing policy and its implementation**

#### **Data Targets Influenced by This Concern:**

- 9th grade students -- % passing all classes semester 1
- 9th grade students -- % passing all classes: semester 2
- Seniors -- graduation rate

#### **Strategies to Impact This Concern:**

- Assessment: re-testing policy
- Freshman Interventions: Guided Study Halls

### **Concern: Instruction does not push all students to do their best, and does not incorporate student interests and real world projects on a regular basis**

#### **Data Targets Influenced by This Concern:**

- 10th grade students taking ISTEP Language Arts -- % passing
- 10th grade students taking ISTEP math -- % passing
- 9th grade students -- % passing all classes semester 1
- 9th grade students -- % passing all classes: semester 2
- 9th grade students-% passing ISTEP Language Arts --
- 9th grade students--% passing ISTEP math --

- Seniors -- graduation rate

**Strategies to Impact This Concern:**

- Freshman Interventions: Guided Study Halls
- Rigor and Relevance

**Concern: The behavior of other students interferes with students' ability to learn.**

**Data Targets Influenced by This Concern:**

- 10th grade students taking ISTEP Language Arts -- % passing
- 10th grade students taking ISTEP math -- % passing
- 9th grade students -- % passing all classes semester 1
- 9th grade students -- % passing all classes: semester 2
- 9th grade students-% passing ISTEP Language Arts --
- 9th grade students--% passing ISTEP math --

**Strategies to Impact This Concern:**

- Freshmen Interventions: Orientation

**Required Areas of Concern**

**A. Parent Involvement (PL221)**

**Data Targets Influenced by This Concern:**

- 9th grade students -- % passing all classes semester 1
- 9th grade students -- % passing all classes: semester 2
- Seniors -- graduation rate

**Strategies to Impact This Concern:**

- A. Parent Involvement

**B. Technology Coordination (PL221)**

**Data Targets Influenced by This Concern:**

- 10th grade free and reduced students -- % passing ISTEP Math
- 10th grade free and reduced students -- % passing ISTEP Language Arts
- 9th grade free and reduced students -- % passing ISTEP Language Arts
- 9th grade free and reduced students -- % passing ISTEP Math

**Strategies to Impact This Concern:**

- B. Technology Coordination

**C. Safe and Disciplined Learning Environment (PL221)**

**Data Targets Influenced by This Concern:**

- 9th grade students -- % passing all classes semester 1
- 9th grade students -- % passing all classes: semester 2
- Seniors -- graduation rate

**Strategies to Impact This Concern:**

- C. Safe and Disciplined Learning Environment

## **D. Attendance (PL221)**

**Data Targets Influenced by This Concern:**

- 10th grade students taking ISTEP Language Arts -- % passing
- 10th grade students taking ISTEP math -- % passing
- Seniors -- graduation rate

**Strategies to Impact This Concern:**

- D. Attendance

## **E. Offer Core 40 / Honors Courses (PL221)**

**Data Targets Influenced by This Concern:**

- 9th grade free and reduced students -- % passing ISTEP Language Arts
- 9th grade free and reduced students -- % passing ISTEP Math
- 9th grade limited English students -- % passing ISTEP Language Arts
- 9th grade limited English students -- % passing ISTEP math

**Strategies to Impact This Concern:**

- E. Offer Core 40 / Honors Courses

## **F. Encourage Core 40 / Honors Courses (PL221)**

**Data Targets Influenced by This Concern:**

- 10th grade ISTEP students -- % passing the Writing Applications portion
- 10th grade students taking ISTEP Language Arts -- % passing
- 10th grade students taking ISTEP math -- % passing
- 9th grade students--% passing ISTEPLanguage Arts --
- 9th grade students--% passing ISTEP math --

**Strategies to Impact This Concern:**

- F. Encourage Core 40 / Honors Courses

## **G1. Exceptional Learners - Gifted (PL221)**

**Data Targets Influenced by This Concern:**

- AP Students taking an AP exam -- % scoring a 3 or higher

**Strategies to Impact This Concern:**

- Rigor and Relevance
- G1. Exceptional Learners - Gifted

## **G2. Exceptional Learners - Special Education (PL221)**

### **Data Targets Influenced by This Concern:**

- 10th grade Special Services Students -- % passing ISTEP Language Arts
- 10th grade Special Services Students -- % passing ISTEP math
- 9th grade special services students--% passing ISTEP math --
- 9th grade speical services students - % passing ISTEP Language Arts --

### **Strategies to Impact This Concern:**

- G2. Exceptional Learners - Special Education

## **H. Cultural Competency (PL221)**

### **Data Targets Influenced by This Concern:**

- 10th grade limited English students -- % passing ISTEP Language Arts
- 10th grade limited English students -- % passing ISTEP math
- 9th grade limited English students -- % passing ISTEP Language Arts
- 9th grade limited English students -- % passing ISTEP math

### **Strategies to Impact This Concern:**

- H. Cultural Competency

## Force Field Excerpt

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

Description and location of curriculum:	administrative offices	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	ISTP is given to all grade levels. PSAT, ACT, and SAT are given to students in grades 10-12. NWEA is used in math and English lab classes.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	At principal's discretion, waive requirement for instructional time for on-line virtual courses for credit acceleration; and for cooperative educational experiences including CoFACS, Business Coop, and Supervised Agricultural Experience	Force Field Report G: Environment Additional Data #2

# To-Do List

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

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

## Differentiated Instruction: Engagement

**Aug 15, 2008:** Distribute Gurian's book to committee members

**Person:** Nicole Fewell

**Activity:** Professional reading: The Minds of Boys and Girls

**Aug 30, 2008:** Read two chapters and lead discussion

**Person:** Jared Huckstep

**Activity:** Professional reading: The Minds of Boys and Girls

**Sep 6, 2008:** Read two chapters and lead discussion

**Person:** Christina Hudacin

**Activity:** Professional reading: The Minds of Boys and Girls

**Sep 14, 2008:** Read article, : Smart Boys, Bad Grades." and lead discussion

**Person:** Raenell Smith

**Activity:** Professional reading: The Minds of Boys and Girls

**Sep 21, 2008:** Read and discuss article, "The boys are all right"

**Person:** Niki Morrison

**Activity:** Professional reading: The Minds of Boys and Girls

**Sep 30, 2008:** Read and discuss article, "Cover: The trouble with Boys"

**Person:** Nicole Fewell

**Activity:** Professional reading: The Minds of Boys and Girls

**Oct 15, 2008:** Compile information gathered from group discussions

**Person:** Fewell and Morrison

**Activity:** Gender based learning workshop

**Oct 30, 2008:** Create presentation for staff

**Person:** Gene Willard

**Activity:** Gender based learning workshop

**Oct 30, 2008:** Create a presentation to educate staff on what we have learned on gender-based learning.

**Person:** Gene Willard

**Activity:** staff development presentation

**Nov 14, 2008:** Individual Professional Learning Communities will discuss the above topic and give written feedback.

**Person:** Janet Garner

**Activity:** provide discussion prompt for PLC's: gender based strategies and their impact on grades.

**Dec 10, 2008:** Use the information received from PLC's to prepare the staff for the professional development in the winter.

**Person:** Steve Spinks

**Activity:** provide discussion prompt for PLC's: gender based strategies and their impact on grades.

**Jan 26, 2009:** Present facts and theories on how to better engage males and lower achieving students

**Person:** Jared Huckstep, Debbie Gill

**Activity:** Gender based learning workshop

**Jan 26, 2009:** Present education facts and theories on how to better engage males and lower achieving students in the classroom.

**Person:** Jared Huckstep, Niki Morrison, Nicole Fewell, Debbie Gill

**Activity:** staff development presentation

**Apr 10, 2009:** distribute books

**Person:** Dana Griffin

**Activity:** Distribute books to faculty

**Apr 10, 2009:** Ask staff to share successes with strategies used that target males and lower achieving students.

**Person:** Niki Morrison

**Activity:** professional develop follow-up on strategies provided in our staff development presentation

**Apr 10, 2009:** Give interested staff members copy of gender based learning information.

**Person:** Dana Griffin

**Activity:** professional develop follow-up on strategies provided in our staff development presentation

**Apr 10, 2009:** Staff shares successes used that target males and lower achieving students

**Person:** Niki Morrison

**Activity:** Share strategies

## Exceptional Learners - Gifted

**Oct 27, 2008:** present examples to faculty to focus on gifted students

**Person:** Niki Morrison

**Activity:** Tiered assignments and projects for gifted students

## Exceptional Learners - Special Education

**Jan 10, 2008:** Exceptional needs staff will present the online IEP system to faculty

**Person:** Marianne Hedrick

**Activity:** IEP instruction

**Aug 15, 2008:** Exceptional needs staff will present the online IEP system to faculty

**Person:** Marianne Hedrick

**Activity:** IEP instruction

**Oct 15, 2008:** committee will include strategies aimed at students with special needs

**Person:** Nicole Fewell

**Activity:** Tips for exceptional needs students

## Freshman Interventions: Guided Study Halls

**Apr 22, 2008:** Study Hall teachers will attend a workshop in which they will be trained in the "Why Try" program to be implemented in the Study Hall Program

**Person:** Tom Galovic

**Activity:** Why Try PD Training for Freshmen Intervention: Guided study halls

**May 11, 2008:** survey students

**Person:** Brent Holman

**Activity:** Collect baseline data

**Aug 1, 2008:** Meet with the upperclass mentors

**Person:** Brent Holman

**Activity:** Monitor Success

**Aug 7, 2008:** Train Upperclassmen to become Mentors

**Person:** David Bechinski

**Activity:** Study Skills

**Aug 22, 2008:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Aug 29, 2008:** Discussion with Study Hall Teachers  
**Person:** Brent Holman  
**Activity:** Monitor Success

**Aug 29, 2008:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Aug 29, 2008:** Facilitate mentors delivering study skills modules  
**Person:** Brent Holman  
**Activity:** Study Skills

**Sep 5, 2008:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Sep 12, 2008:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Sep 19, 2008:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Sep 26, 2008:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Oct 3, 2008:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Oct 3, 2008:** Facilitate mentors delivering study skills modules  
**Person:** Brent Holman  
**Activity:** Study Skills

**Oct 10, 2008:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Oct 17, 2008:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Oct 24, 2008:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Oct 31, 2008:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Oct 31, 2008:** Facilitate mentors delivering study skills modules  
**Person:** Brent Holman  
**Activity:** Study Skills

**Nov 7, 2008:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Nov 14, 2008:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Nov 21, 2008:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Nov 28, 2008:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Dec 4, 2008:** Facilitate mentors delivering study skills modules  
**Person:** Brent Holman  
**Activity:** Study Skills

**Dec 5, 2008:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Dec 12, 2008:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Dec 17, 2008:** survey students  
**Person:** Brent Holman  
**Activity:** Collect final semester/trimester follow up data

**Dec 17, 2008:** compile conference data  
**Person:** Brent Holman  
**Activity:** Collect first semester/trimester follow up data

**Dec 19, 2008:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Dec 26, 2008:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Jan 2, 2009:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Jan 2, 2009:** Facilitate mentors delivering study skills modules  
**Person:** Brent Holman  
**Activity:** Study Skills

**Jan 9, 2009:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Jan 15, 2009:** study hall teachers will attend a workshop in whicha they will be trained in the "Why Try" program  
**Person:** Tom Galovic  
**Activity:** Why Try PD Training for Freshmen Intervention: Guided study halls

**Jan 16, 2009:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Jan 23, 2009:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Jan 30, 2009:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Jan 30, 2009:** Facilitate mentors delivering study skills modules  
**Person:** Brent Holman  
**Activity:** Study Skills

**Feb 6, 2009:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Feb 13, 2009:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Feb 20, 2009:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Feb 27, 2009:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Feb 27, 2009:** Facilitate mentors delivering study skills modules  
**Person:** Brent Holman  
**Activity:** Study Skills

**Mar 6, 2009:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Mar 13, 2009:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Mar 20, 2009:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Mar 27, 2009:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Apr 3, 2009:** Facilitate mentors checking freshman grades  
**Person:** Brent Holman  
**Activity:** Study Skills

**Apr 3, 2009:** Facilitate mentors delivering study skills modules  
**Person:** Brent Holman  
**Activity:** Study Skills

**Apr 10, 2009:** Facilitate mentors checking freshman grades

**Person:** Brent Holman

**Activity:** Study Skills

**Apr 17, 2009:** Facilitate mentors checking freshman grades

**Person:** Brent Holman

**Activity:** Study Skills

**Apr 24, 2009:** Facilitate mentors checking freshman grades

**Person:** Brent Holman

**Activity:** Study Skills

**May 1, 2009:** Facilitate mentors checking freshman grades

**Person:** Brent Holman

**Activity:** Study Skills

**May 1, 2009:** Facilitate mentors delivering study skills modules

**Person:** Brent Holman

**Activity:** Study Skills

**May 8, 2009:** Facilitate mentors checking freshman grades

**Person:** Brent Holman

**Activity:** Study Skills

**May 11, 2009:** survey students

**Person:** Brent Holman

**Activity:** Collect final semester/trimester follow up data

**May 11, 2009:** In order to be able to recruit the positive role models needed to run the program successfully, we are offering a field trip to the Indianapolis Zoo at the end of the year.

**Person:** Brent Holman

**Activity:** Mentor Field Trip

**May 15, 2009:** compile conference data

**Person:** Brent Holman

**Activity:** Collect first semester/trimester follow up data

**May 15, 2009:** Facilitate mentors checking freshman grades

**Person:** Brent Holman

**Activity:** Study Skills

**May 22, 2009:** Facilitate mentors checking freshman grades

**Person:** Brent Holman

**Activity:** Study Skills

## Parent Involvement

**Jul 31, 2008:** Letter and information packet

**Person:** Dave Bechinski

**Activity:** Invite parents to freshmen orientation

**Jul 31, 2008:** Plan parent program

**Person:** Dave Bechinski

**Activity:** Invite parents to freshmen orientation

**Aug 1, 2008:** Publicize in newsletter

**Person:** Denise Snyder

**Activity:** Meet the Teacher Night

**Aug 11, 2008:** Remind at opening faculty meeting  
**Person:** Tom Galovic  
**Activity:** Encourage positive phone calls home to parents

**Aug 14, 2008:** Information sent home with students  
**Person:** John Schilawski  
**Activity:** Meet the Teacher Night

**Oct 10, 2008:** Mailing home to parents  
**Person:** John Schilawski  
**Activity:** Parent Teacher Conferences

**Oct 15, 2008:** Sign up sheets and teacher instructions  
**Person:** John Schilawski  
**Activity:** Parent Teacher Conferences

**Oct 20, 2008:** faculty call parents of at risk students  
**Person:** faculty  
**Activity:** Faculty encourage parents to attend conferences

## Rigor and Relevance

**Aug 13, 2008:** Encourage teacher use of speakers  
**Person:** Kate Smola  
**Activity:** Speakers Bureau

**Sep 15, 2008:** collect data on % classes hosting guest speaker  
**Person:** Rigor and Relevance Committee  
**Activity:** Collect baseline data

**Sep 15, 2008:** survey students re interests  
**Person:** Rigor and Relevance Committee  
**Activity:** Collect baseline data

**Oct 15, 2008:** collect data on teachers who report using higher level Bloom's taxonomy  
**Person:** Rigor and Relevance Committee  
**Activity:** Collect baseline data

**Oct 15, 2008:** offer 8th period where students will be encouraged to do their best  
**Person:** Luke Skobel/Kate Smola  
**Activity:** Create 8th period for structured tutoring for students

**Oct 15, 2008:** Give good example of how to use speaker database  
**Person:** Kate Smola  
**Activity:** Speaker Bureau: Rigor and Relevance

**Oct 15, 2008:** Increase number of entries in data base  
**Person:** teachers  
**Activity:** Speakers Bureau

**Nov 15, 2008:** Provide in-service and time for teachers to alter and include more Bloom's in their common assessments  
**Person:** Rigor/Relevance committee  
**Activity:** Higher Level Bloom's on Common Assessments for Rigor and Relevance

**Nov 15, 2008:** Provide step-by-step instructions of how to use career data base  
**Person:** Kate Smola  
**Activity:** Speaker Bureau: Rigor and Relevance

**Dec 15, 2008:** % classes who host guest speaker  
**Person:** Luke Skobel  
**Activity:** Collect first semester/trimester follow up data

**Dec 15, 2008:** % Jr and Sr taking AP courses

**Person:** Luke Skobel

**Activity:** Collect first semester/trimester follow up data

**Dec 15, 2008:** % students who feel individual interests are being met

**Person:** Luke Skobel

**Activity:** Collect first semester/trimester follow up data

**Dec 15, 2008:** % teachers who report using higher level Bloom's taxonomy

**Person:** Luke Skobel

**Activity:** Collect first semester/trimester follow up data

**Dec 15, 2008:** collect % teachers who report assigning real world projects each grading period

**Person:** Luke Skobel

**Activity:** Collect first semester/trimester follow up data

**Dec 17, 2008:** Provide real world examples of different projects that other teachers use

**Person:** Rigor/Relevance committee

**Activity:** Improve Rigor and Relevance in Teachers' classroom

**Feb 15, 2009:** Follow up practice on Bloom's taxonomy

**Person:** Smola/Skobel

**Activity:** Higher Level Bloom's on Common Assessments for Rigor and Relevance

**Apr 15, 2009:** % Jr/Sr taking AP courses

**Person:** Kate Smola

**Activity:** Collect final semester/trimester follow up data

**Apr 15, 2009:** % teachers who report using higher level Bloom's taxonomy

**Person:** Kate Smola

**Activity:** Collect final semester/trimester follow up data

**Apr 15, 2009:** collect data on % classes who host a guest speaker

**Person:** Kate Smola

**Activity:** Collect final semester/trimester follow up data

**Apr 15, 2009:** obtain % teachers who report assigning real world projects each grading period

**Person:** Kate Smola

**Activity:** Collect final semester/trimester follow up data

**Apr 15, 2009:** survey students for % who feel individual interests are being met

**Person:** Kate Smola

**Activity:** Collect final semester/trimester follow up data

## Continuous Improvement Timeline

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

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