

School Improvement Plan - 2010-2011

Generated on July 21, 2010 at 1:18 PM

Clark Pleasant Middle Sch (3427)

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:



Indiana Student Achievement Institute
931 25th Street
Columbus, IN 47201
Phone: 812-669-0009
Email: asai@asainstitute.org
Website: <http://www.asainstitute.org>

Table of Contents

- School Improvement Plan Introduction 3
- Who Wrote this School Improvement Plan? 4
- Vision Statement 6
- Academic Goals 7
- Needs Assessment / Areas of Concern 10
- Strategies 11
- Strategy Data 13
- To-Do List 15
- Professional Development Summary 18
- Relationship Report: Areas of Concern / Strategies / Achievement Goals 20
- Force Field Excerpt 22
- Continuous Improvement Timeline 23

School Improvement Plan Introduction

Clark Pleasant Middle Sch

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

- Indiana Student Achievement Institute
- PL221

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Brad Arbuckle - Administrator
- Julie Bihl - School Counselor
- Kristin Getchell - Teacher
- Michele Hoke - Teacher
- Misty Joseph - Parent/Guardian
- Marjorie Pierce - Community Representative
- Tim Rinehold - Administrator
- Brenda Stevens -
- Tammy Stucker - Parent/Guardian
- Joseph Williams - Teacher

Strategy Chairs

- Brad Arbuckle
- Chandra Beers
- Jessaca Michaelson
- Libby Wyatt

Community Council

- - Parent
- Dan Callon - Community representative
- Debbie Callon - Parent-Teacher Organization
- Lois Flora

- Debbie Gold - Community
- Judy Harris - Business owner
- Kim Hugley - Parent
- Misty Joseph - Parent/PTO Officer
- Jamie Loyd
- Brenda Morgan - Business Representative
- Tom Muldoon
- Angie Patterson
- Jennie Polley - Parent
- Noemi Rios - Business Representative
- Leanne Rupard - Community Representative
- Sharron Staab
- Tina Stewart - Community Volunteer
- Lisa Stidham - Business Representative
- Judy Webb
- Michele Williams

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 safe and structured learning environment, quality individualized instruction, and positive relationships that promote responsibility, respect, high levels of success and achievement, and personal fulfillment.

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

patience, optimism, compassion, respect, self-efficacy and a sincere interest in students' lives. An example of this is educators, parents, and community members collaborating to enhance students' present and future opportunities.

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

have high expectations for themselves. They arrive at school each day with basic needs fulfilled and an eagerness to learn. They will strive to be at school each day with no behavioral referrals.

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

- % of students who are mastering 8th grade ISTEP Essential Skills: 100%
- % of students who are passing all classes: 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 7th and 8th grade boys - Literary Analysis and Response (seat data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
100%	71%	85%	75%	80%		85%		90%		95%		100%

All 7th and 8th grade boys - Percent passing ISTEP Language Arts (seat data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		83%	72%	76%		80%		85%		90%		100%

All 8th Grade - Percentage passing ISTEP Language Arts (seat data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
89%	75%	92%	71%	78%		81%		84%		88%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
87%	76.1%	90%	76.2%	93%		96%		99%		100%		100%

ELL students - Percent passing ISTEP Language Arts for AYP

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
58%	48%	64%	59%	70%		80%		90%		93%		100%

F/R students - Percentage passing ISTEP Language Arts for AYP

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
81%	68%	84%	75%	87%		90%		95%		98%		100%

F/R Students - Percentage passing ISTEP Math for AYP

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78%	71%	81%	75%	87%		95%		98%		99%		100%

Special Education students - Percentage of students passing ISTEP math for AYP

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	42%	45%	49%	50%		55%		60%		65%		100%

Special Education students - Percentage of students passing Language Arts for AYP

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
42%	31%	45%	31%	48%		51%		54%		60%		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 need differentiated instruction.

On the homeroom student survey, 84% of students indicated that they are more successful in classes which incorporate differentiated instruction techniques.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Differentiated instruction

Teachers will use a variety of differentiated instruction (DI) strategies and assessments in their classes weekly. To differentiate instruction and assessment is to recognize students' varying background knowledge, readiness, language, learning preferences, interests, and to react responsively. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.

Impact Level: High Impact - Inside

Focus: General

Required Strategies

F. Encourage Rigorous Curriculum: Acuity Assessment and Tutoring

All four core disciplines (English, Math, Science, and Social Studies) will use Acuity software to provide differentiated computer-based tutoring, diagnostic assessment based on expected learning standards, and better alignment with our corporation curriculum maps. Acuity is designed and owned by CTB, the same company that creates the ISTEP+ test.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Fast ForWord

Six sections of "Fast ForWord" will be taught, facilitated, and progress monitored daily by a licensed teacher. Fast ForWord is a software product that is research-based with proven results to dramatically improve student processing skills and overall reading ability. All 7th and 8th grade students will be identified for the program on the basis of 1) ISTEP scores; 2) the Acuity E/LA nine-weeks common assessment; and/or 3) grades in English class. Students will remain in Fast ForWord until they complete at least three of the five products and demonstrate proficiency in the program objectives.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Special Education

Six sections of "ALEKS" will be taught, facilitated, and progress monitored at least three times a week by special education teachers and instructional assistants. ALEKS is a web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics he or she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are comprehensive in their topic coverage and provide assessment items beyond multiple choice questions. A student who shows a high level of mastery

of an ALEKS course will be successful in the actual course he or she is taking. ALEKS also provides the advantages of one-on-one instruction, 24/7, from virtually any web-based computer for a fraction of the cost of a human tutor. Special education students will be identified for the course on the basis of the following criteria: 1) ISTEP scores; 2) Acuity math nine-weeks common assessments; and/or 3) grades in math classes. Students will remain in ALEKS until they demonstrate proficiency according to the program objectives.

Impact Level: High Impact - Inside

Focus: Specific

Strategy Data

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

Local Strategies

Differentiated instruction

Percentage of teachers who utilize at least one differentiated instruction strategy per week.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
73%	100%		100%	

Required Strategies

F. Encourage Rigorous Curriculum: Acuity Assessment and Tutoring

The percentage of core academic teachers that create additional learning opportunities specific to identified needs and deficiencies based on assessment results.

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

I. Focused Academic Area: Fast ForWord

Percentage of individualized instruction and activities created and implemented based on FF data and E/LA ISTEP+ scores.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
10%	75%		75%	

U. Focused Student Group: Special Education

Percent of individualized instruction and activities created and implemented based on ALEKS data and ISTEP+ need.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
25%	75%		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.

Differentiated instruction

Aug 13, 2010: Continue to refine our knowledge and understanding of impoverished students and their unique needs at school

Person: Gina Woodward

Aug 13, 2010: Teachers will take a teaching style survey **Person:** Tim Rinehold

Aug 20, 2010: Teachers will administer a survey that will assess multiple intelligences, learning styles, interests, etc... **Person:** Tim Rinehold

Sep 10, 2010: Embed intercultural activities and strategies in classrooms identified through the IDI survey and goal setting process.

Person: Gina Woodward and Annie Schneider

Sep 10, 2010: Survey will be linked to new management software **Person:** Nancy Antonack

Sep 10, 2010: Teachers will regularly utilize student information during instruction and assessment **Person:** Jessaca Michaelsen

Nov 30, 2010: Collect fall data: Percentage of teachers who utilize at least one differentiated instruction strategy per week. **Person:** Jessaca Michaelsen

Jun 30, 2011: Collect spring data: Percentage of teachers who utilize at least one differentiated instruction strategy per week.

Person: Jessaca Michaelsen

Encourage Rigorous Curriculum

Apr 26, 2010: Participate in a webex to learn more about predictive vs. diagnostic Acuity testing **Person:** Tim Rinehold

Aug 12, 2010: Continue to refine curriculum maps to align with Acuity Blueprints **Person:** Department Chairs

Sep 9, 2010: Continue to refine curriculum maps to align with Acuity Blueprints **Person:** Department Chairs

Sep 10, 2010: Regardless of whether we change to predictive assessments, provide additional time to train with Acuity software

Person: Lois Yocum

Oct 14, 2010: Continue to refine curriculum maps to align with Acuity Blueprints **Person:** Department Chairs

Nov 11, 2010: Continue to refine curriculum maps to align with Acuity Blueprints **Person:** Department Chairs

Nov 30, 2010: Collect fall data: The percentage of core academic teachers that create additional learning opportunities specific to identified needs and deficiencies based on assessment results. **Person:** Brad Arbuckle

Dec 9, 2010: Continue to refine curriculum maps to align with Acuity Blueprints **Person:** Department Chairs

Jan 13, 2011: Continue to refine curriculum maps to align with Acuity Blueprints **Person:** Department Chairs

Feb 10, 2011: Continue to refine curriculum maps to align with Acuity Blueprints **Person:** Department Chairs

Mar 10, 2011: Continue to refine curriculum maps to align with Acuity Blueprints **Person:** Department Chairs

Apr 14, 2011: Continue to refine curriculum maps to align with Acuity Blueprints **Person:** Department Chairs

May 12, 2011: Continue to refine curriculum maps to align with Acuity Blueprints **Person:** Department Chairs

Jun 30, 2011: Collect spring data: The percentage of core academic teachers that create additional learning opportunities specific to identified needs and deficiencies based on assessment results. **Person:** Brad Arbuckle

Focused Academic Area

May 27, 2010: Meet with F.F. trainer for close of the year training **Person:** Libby Wyatt

Jun 5, 2010: Utilize ISTEP+ data and RTI information to schedule students **Person:** Julie Bihl and Gina Woodward

Aug 15, 2010: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt

Aug 15, 2010: Provide progress monitoring training and Q&A **Person:** Tim Rinehold and Libby Wyatt

Aug 22, 2010: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt

Aug 29, 2010: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt

Aug 30, 2010: Provide regular updates to students and parents **Person:** Libby Wyatt

Sep 5, 2010: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt

Sep 12, 2010: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Sep 19, 2010: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Sep 26, 2010: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Oct 3, 2010: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Oct 10, 2010: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Oct 17, 2010: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Oct 24, 2010: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Oct 31, 2010: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Nov 7, 2010: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Nov 14, 2010: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Nov 21, 2010: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Nov 28, 2010: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Nov 30, 2010: Collect fall data: Percentage of individualized instruction and activities created and implemented based on FF data and E/LA ISTEP+ scores. **Person:**
Dec 5, 2010: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Dec 12, 2010: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Dec 19, 2010: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Dec 26, 2010: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Jan 2, 2011: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Jan 9, 2011: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Jan 16, 2011: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Jan 23, 2011: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Jan 30, 2011: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Feb 6, 2011: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Feb 13, 2011: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Feb 20, 2011: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Feb 27, 2011: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Mar 6, 2011: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Mar 13, 2011: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Mar 20, 2011: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Mar 27, 2011: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Apr 3, 2011: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Apr 10, 2011: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Apr 17, 2011: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Apr 24, 2011: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
May 1, 2011: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
May 8, 2011: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
May 15, 2011: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
May 22, 2011: Provide progress monitoring data to teacher bi-weekly **Person:** Libby Wyatt
Jun 30, 2011: Collect spring data: Percentage of individualized instruction and activities created and implemented based on FF data and E/LA ISTEP+ scores. **Person:**

Focused Student Group

Apr 1, 2010: Collect baseline data: **Person:**
Apr 1, 2010: Collect baseline data: Percent of individualized instruction and activities created and implemented based on ALEKS data and ISTEP+ need. **Person:**
May 29, 2010: Appropriate students will be placed into the program. **Person:** Julie Bihl and Gina Woodward
May 29, 2010: Double dosing of ALEKS will be made available by changing the time it is offered and lunch schedule. **Person:** Tim Rinehold
Aug 15, 2010: A new ALEKS program will be used that directly links with RTI **Person:** Scott Montgomery and Wendy Turow
Aug 15, 2010: Utilize software data to create individual learning opportunities. **Person:** Scott Montgomery and Wendy Turow
Aug 15, 2010: Utilize software data to create individualized learning opportunities in general education classrooms **Person:** Chandra Beers
Aug 20, 2010: Test students at the beginning of the year for appropriate ALEKS placement **Person:** Chandra Beers, Scott Montgomery, and Wendy Turow
Nov 30, 2010: Collect fall data: **Person:**
Nov 30, 2010: Collect fall data: Percent of individualized instruction and activities created and implemented based on ALEKS data and ISTEP+ need. **Person:**
Jun 30, 2011: Collect spring data: **Person:**

Jun 30, 2011: Collect spring data: Percent of individualized instruction and activities created and implemented based on ALEKS data and ISTEP+ need. **Person:**

Professional Development Summary

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

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

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

Differentiated instruction

Continue to refine our knowledge and understanding of impoverished students and their unique needs a

Brief Description: High impact reminders and strategies will be provided at faculty meetings and our administrative newsletters.

Intended Participants: Teachers, Counselors, Administrators, Parents, Community Members, Students

Date: Aug 13, 2010

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Talk to, Presentation, Professional Reading

Funding: Coke Fund

Does this activity occur during the school day? Yes

Teachers will take a teaching style survey

Brief Description: In order for teachers to fully understand student learning styles and multiple intelligences, they must understand themselves first.

Intended Participants: Teachers, Counselors, Administrators, Other

Date: Aug 13, 2010

Activity Purpose: Information, Skill Building

Activity Format: Other

Funding: Coke Fund

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Acuity Assessment and Tutoring

Participate in a webex to learn more about predictive vs. diagnostic Acuity testing

Brief Description: Our corporation is in the process of deciding whether to move to the predictive assessment. Our administrative team met and will continue to meet to make the best decision for our students. I will share regular updates with staff and ask for their input regarding the change.

Intended Participants: Teachers, Administrators

Date: Apr 26, 2010

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to, Presentation

Funding: n/a

Does this activity occur during the school day? Yes

Regardless of whether we change to predictive assessments, provide additional time to train with Acu

Brief Description: Staff would benefit from additional training on the use and implementation of Acuity Assessments, especially if the decision is made to move to the predictive product.

Intended Participants: Teachers, Administrators

Date: Sep 10, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: State Grant

Does this activity occur during the school day? Yes

I. Focused Academic Area: Fast ForWord

Provide progress monitoring training and Q&A

Brief Description: Because we are in the second year of F.F. implementation, teachers will need progress monitoring training so that they fully understand the data to help plan appropriate instruction in class.

Intended Participants: Teachers, Administrators

Date: Aug 15, 2010

Activity Purpose: Information, Feedback/Support, Refinement

Activity Format: Talk to, Presentation

Funding: N/A

Does this activity occur during the school day? Yes

U. Focused Student Group: Special Education

No professional development is needed for this strategy.

Relationship Report:

Areas of Concern / Strategies / Achievement Goals

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

Local Areas of Concern

We are concerned that... Students need differentiated instruction.

Data Targets Influenced by This Concern:

- All 7th and 8th grade boys -- Percent passing ISTEP Language Arts (seat data)
- All 8th Grade -- Percentage passing ISTEP Language Arts (seat data)

Strategies to Impact This Concern:

- Differentiated instruction

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All 7th and 8th grade boys -- Literary Analysis and Response (seat data)
- All 7th and 8th grade boys -- Percent passing ISTEP Language Arts (seat data)
- All 8th Grade -- Percentage passing ISTEP Language Arts (seat data)
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- ELL students -- Percent passing ISTEP Language Arts for AYP
- F/R students -- Percentage passing ISTEP Language Arts for AYP
- Special Education students -- Percentage of students passing Language Arts for AYP

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Acuity Assessment and Tutoring

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- All 7th and 8th grade boys -- Literary Analysis and Response (seat data)
- All 7th and 8th grade boys -- Percent passing ISTEP Language Arts (seat data)
- All 8th Grade -- Percentage passing ISTEP Language Arts (seat data)
- ELL students -- Percent passing ISTEP Language Arts for AYP
- F/R students -- Percentage passing ISTEP Language Arts for AYP
- Special Education students -- Percentage of students passing Language Arts for AYP

Strategies to Impact This Concern:

- I. Focused Academic Area: Fast ForWord

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- F/R students -- Percentage passing ISTEP Language Arts for AYP
- F/R Students -- Percentage passing ISTEP Math for AYP
- Special Education students -- Percentage of students passing ISTEP math for AYP
- Special Education students -- Percentage of students passing Language Arts for AYP

Strategies to Impact This Concern:

- U. Focused Student Group: Special Education

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>Principal's office, Website</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 at this time.</p>
<p>C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.</p>	<p>Our Corporation is using Acuity. Acuity was developed by CTB - the same company that creates the ISTEP+ test. This will be a better and more effective tool to use. It offers maps that are aligned with the ISTEP+ test, common assessments, predictor tests, and software tutoring that differentiates where the student is and where the student needs to go.</p>

Continuous Improvement Timeline

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

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