

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

**May 16, 2008 15:59:47**

### **Whiting Middle School (4356)**

**Whiting School City**

**Whiting, 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

## Whiting Middle School

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

- Indiana Student Achievement Institute
- PL221

### **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

### **Process**

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

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

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

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

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

### **Implementation Next Year**

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

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

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

# Reviewer Guide

## Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at [www.asainstitute.org/publicsip](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

- Kathy Baxter - Teacher
- Kim Fentress - Teacher
- Jay Harker - Administrator
- Bob Klosek - School Counselor
- Jane Laurincik - Teacher
- Michelle Mazeika - Teacher
- Candi Menchaca - Teacher
- Sue Mills-Groninger - Parent
- Cindy Scroggins - Administrator
- Pam Smith - Teacher
- Cheryl Sopo - Community Representative (Business)
- Elva Sotello - Teacher (Media Specialist)

## Strategy Chairs

- Kathy Baxter
- Alexander Evon
- Kim Fentress
- Piedad Kerr
- Jane Laurincik
- Candi Menchaca
- Patrick Pecher
- Cindy Scroggins
- Pam Smith
- Elva Sotello
- Connie Thomas

## Community Council

- Deann Mantich - Parent
- Julie Michniewicz - parent of 6th grade student
- Susan Mills-Groninger - School Board President
- Maria Pescina - parent
- Mayra Robledo - Professional in Chicago
- Pam Smith - Teacher
- Cheryl Sopo - Social Worker
- Elva Sotello - teacher
- Jennifer Walsko - Chamber of Commerce Rep.

# 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:**

Whiting Middle School Vision Statement We believe that all students deserve a supportive and structured home life that values education. We believe that all students deserve parents with high expectations, who recognize the importance of a good education and who work closely with schools to ensure that all children experience success. We believe that all students deserve a secure, respectful, and nurturing school environment that teaches and reinforces self-discipline. We believe that ESL students deserve the services and attention needed to get them English proficient in the shortest amount of time possible. We believe that ESL parents should encourage their children to use English skills in the school, as well as in the home. We believe that all students deserve an engaging and rigorous curriculum that addresses individual learning styles and guarantees mastery of basic skills. We believe that all students deserve access to social, emotional, behavioral, and career counseling. We believe that all students deserve to be taught by caring teachers. We believe that all students deserve to be recognized and encouraged, directed along appropriate career paths, and instructed in those social skills needed to achieve success with satisfaction. We believe that all students deserve to be taught in a structured environment that emphasizes the personal responsibility needed to master basic proficiencies and achieve higher-order thinking skills. We believe that all students deserve extra time and extra help through an Advisory class, which offers quality time with teachers for homework guidance. We believe that students should become technology literate by the end of middle school so that they can compete in the global setting of the real computer world. We believe that transient students should be evaluated at in-take for educational levels and placed according to achievement standards.

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

All adults in the community live by these core convictions and, as a result, exhibit the following attitudes and actions: Educators provide advisory opportunities. They provide alternative classroom settings for at-risk students whose needs cannot be met in a conventional setting. Teachers provide reading and writing reinforcement across the curriculum, along with individualized attention to help students acquire an age-appropriate, grade-level education. Parents motivate, encourage, and support school decisions, while providing a structured, supportive home environment that meets students' basic needs and instills personal responsibility, including punctuality and attendance. All adults provide mentoring and career development opportunities. They also support and ensure a safe environment, while expecting students to assume personal responsibility and treat others with respect.

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

In this environment, where all adults live by their core convictions, all students have high expectations of themselves. All students are fed, clean, and rested. They are active learners, avid readers and computer savvy children. They are prepared for class, attentive, and motivated. All students are excited about school. They are inquisitive, proactive, and follow directions. All students are respectful and nice to everyone in this environment, which then has a positive effect on their home and community life. Students in middle school are age appropriate for the safety and well-being of all other middle school students.

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

- % of students who pass all classes: 100%
- % of students who pass ISTEP: 100%
- % of students who pass the 9th grade ISTEP: 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	
62	61.28	64		66		68		70		72		100

## 6th Grade Students - Reading Comprehension

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	62		64		66		68		70		100

## 7th Grade Students - Reading Comprehension

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	
	58	62		64		66		68		70		100

## 8th Grade - At/above mean RIT on fall NWEA 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	
57	57	58		60		62		64		66		100

## 8th Grade - At/above mean RIT on fall NWEA Reading

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	
57	54	58		60		62		64				100

**8th Grade - Pass All Classes First Semester**

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	80	82		84		86		88		89		100

**8th Grade - Pass English/LA ISTEP**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
62	61	64		66		68		70		71		100

**8th Grade - Pass Math ISTEP**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65	76	67		70		72		74		75		100

**8th grade students on Free/Reduced Lunch - Pass English/LA ISTEP**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
54	58	56		58		60		62		63		100

**8th Grade Students on Free/Reduced Lunch - Pass 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	
64	71	65		66		68		70		71		100

**Grades 6, 7, and 8 - Pass English/Language Arts ISTEP**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60	59	62		64		66		68		70		100



**Grades 6, 7, and 8 - Pass Math ISTEP**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65	65	67		68		70		72		73		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: Low Reading Levels of many 6th 7th and 8th grade students at Whiting Middle School.**

Low MAPS scores, low ISTEP comprehension scores

### **Concern: Inability to complete homework**

Percentage of missing assignments in the majority of the classes in 6th, 7th and 8th grades.

### **Concern: Poor problem-solving and critical thinking skills**

ISTEP scores and final grades for 2nd semester

### **Concern: Transit Population below grade level**

Low ISTEP scores of students that have not been in the Whiting School system for more than 3 years

## Required Areas of Concern

### **A. Parent Involvement**

### **B. Technology Coordination**

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

### **D. Attendance**

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

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

### **H. Cultural Competency**

# Strategies

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

## Local Strategies

### Addressing our Transit Population of Students

The students involved will be the new students to our school once the school year has begun. When a new student comes to our school we will administer the MAPS proficiency test to find out the student's levels of reading and math. Once the new student completes the MAPS proficiency test, the student will be placed in the appropriate math and language level classes. Also, the student will follow a learning path during the advisory period to address and deficiencies. All students will be given the MAPS testing three times per year for evaluative purposes, i.e., remediation, placement, summer school etc.

### Encouraging Students to Improve their Reading Levels in 6th, 7th and 8th grades

Mrs. Smith, Mrs. Menchaca the 7th and 8th grade literature teachers, and Miss Sheldon (or her replacement) (media specialist) will keep track of the 7th and 8th grade students' Read Up book levels. Many times student simply read a low level book to fulfill the Read Up requirements. In this effort, we plan to keep the students reading at level or above. The very valuable printout, received from the media specialist will help us see, at a glance, what reading level the students' books should be. Mrs. Smith and Mrs. Menchaca will conference with students regularly to make sure that they are reading books that are challenge to them.

### Improve Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

The sixth grade students at WMS, along with the teachers, will focus on reading strategies that will improve oral reading fluency. This will also increase comprehension. Fluency practice will take place in all subject areas, including Science, Social Studies, Math, and Language Arts classes. These activities will occur all year long. The oral reading fluency and reading comprehension strategies will follow the Indiana State standards and the aligned textbook that we use.

### Significance of GPA and Class Rank

In each 6th, 7th, and 8th grade math course, the teacher will devote two lessons per semester to figuring out the students' grade point averages based upon their report cards. This will help the student to see that getting a passing grade of "D" is just not good enough in the scheme of things for a successful life and future educational goals.

## Required Strategies

### A. Parent Involvement: Beginning of the Year Open House

This is an Open House at the beginning of the year to inform parents of expectations of the teachers. The administration, faculty, staff, and PTO take part in this activity. Open House is always held on the Thursday of the second week of school. It takes place in the middle school with break-out sessions for parents in each classroom.

### A. Parent Involvement: Parent - Teacher Conferences

This is a conference day set up for parents to come to school to get pick up the first report card of the year and to speak to each teacher about their child's progress. All faculty, staff, and administration members are involved. Conferences are held the Thursday after the end of the first grading period. It is held in the gym so that all the teachers can be together making it easier for parents to speak to any teachers they would like

### B. Technology Coordination: Increasing knowledge and ability to use computers to enhance learning and presentation for all WMS students

Computers are available in the computer classroom, and Odyssey (a computer tutorial/testing program) is a component of this computer class. Odyssey is also available in the library. During the 2007-2008 school year, a computer class for the 6th grade was added. This 6th grade computer class should continue for the 2007-2008 school year, giving the 6th grade students much needed computer skills at an earlier age. Now, the former 6th graders, and soon to be 2007-2008 7th graders, will be off and running in the computer class. Basic computer and typing skills were taught in the 6th grade computer class in order to make

this possible. 7th and 8th grade teachers will continue to team with Mrs. Sotello in the following: Power Point presentations for literature and language projects, various formats for presentations i.e., Excel charts, typing papers in book form, etc. Enhancement with photos is another goal in the computer classes.

### **C. Safe and Disciplined Learning Environment: After-School Behavior Modification Program**

The Afterschool Behavior Modification class provides a very structured environment to address chronic tardy behavior and other behavioral issues as they arise. The goal of this consequence is to reduce the number of tardies with a logical consequence (come late, stay late), impart a sense of responsibility, explore reasons for the behavior, and consider alternatives that can change negative behaviors into positive results. Jane Laurincik, a sixth grade Whiting Middle School teacher, oversees the class, which meets from 3:15 - 5:00 P.M. on designated days. Students are required to bring homework or Read-Up materials to class. One-to-one tutoring is offered during this time. Student interaction is severely limited until work is completed.

### **C. Safe and Disciplined Learning Environment: Alternative Classroom**

The alternative classroom consists of students whose behavior needs to be modified and or corrected in the areas of academics (missing assignments) or poor behavior. There is an adult supervisor in charge of the alternative classroom who instructs the students. The adult supervisor has a behavior modification plan he follows in this classroom to help the students become more aware of the areas that they could improve upon. Students are sent to the alternative classroom based on behavior and academics.

### **C. Safe and Disciplined Learning Environment: Behavior / Dress Code**

This year the option of Ensweller Academy was offered, thus placing students in a smaller, more self-contained environment for their success, and for the success of others they might have otherwise distracted from learning in the regular classroom. It is our hope that the funding for the Ensweller Academy placements will continue for the 2008-2009 school year. ISS and OSS are still options in our quest to provide a safe and disciplined learning environment here at WMS. The uniformity of colors dress code is working well to help eliminate any visual display of gang involvement.

### **D. Attendance: Curb extended absences during the school year**

Grades, test scores and attendance statistics will be collected for students who have taken during-the-school-year-trips and missed much valuable learning time in school. Pam Smith will collect this data and provide it to the administration to show the need for curbing during-the-school-year trips. Also, a letter will be sent home to the parents of middle school students appealing to the parents to take family trips during planned school vacations or during the three summer months that we are off school. Statistics will be gathered and an Excel spreadsheet will be made with all the pertinent statistics.

### **G1. Exceptional Learners - Gifted: Exploring Shakespeare at an early age**

6th, 7th, and 8th graders with above grade-level reading MAPS scores will be invited to attend a week-long summer session where they will study a Shakespearean play and attend a live performance of that play for enrichment. Students will engage in higher order thinking skills, which will enable them to better comprehend the literature. As a result, the participating students will maintain their high academic achievement. The course will be taught at Whiting Middle School, and the play will be attended either at a local theatre or in Chicago at the Shakespeare Theatre at Navy Pier.

### **G1. Exceptional Learners - Gifted: Summer Science Camp**

WMS offers a Summer Science Enrichment camp each year to students from 4th - 8th grade. The class meets each summer for the first two weeks of summer vacation in the middle school science lab. Topics vary from year to year.

### **G2. Exceptional Learners - Special Education: Increasing Reading Comprehension Skills in small group settings for Special Education Students**

Special Education students with very low reading skills will be given one-on-one help from the Special Education teacher or aide during the advisory time or during the school day when appropriate. Read Up books will be used for the extra reading help.

### **H. Cultural Competency: Cultures and Experiences Unit**

The ESL teacher and social studies teacher will work with all 8th grade students with an emphasis on male students performing below grade level in language. The students will be given the opportunity to understand the cultures of immigrants and their immediate present and past. Students will be able to understand that human settlement as an "outsider" creates common experiences across all ethnic groups relocating to a new country. From the curriculum presented, students will be able to understand how point of view can influence and effect historical understanding. The project will engage students and have them connect people and events from the past with their lives, the lives of their families, and their experiences. Language Skills Students will have the opportunity to experience genuine oral history and preservation of that history. Students will need to

prepare interviews, questions and presentations of interviews with different ethnic groups from the community. The students will make the initial contact and will set up the interviews. This gives students the opportunity to obtain information from immigrants in the community who are "ordinary people". Preparations for interviews and presentations will take place in class. The curriculum covered in this project includes: immigrant waves in the History of the United States, that immigrants have come from Eastern, Central, and Southern Europe, Asia, and Central and South America, and the blending of these immigrant cultures has greatly expanded the spectrum of American cultural, ethnic, and religious diversity while at the same time bringing about ethnic and racial prejudice.

## Professional Development

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

### Addressing our Transit Population of Students

Professional Development Activity	Funding	Activity Purpose
<i>MAP training for administrators</i>	Source: Title 3 Amount: \$1,000.00	Refinement
Brief Description	Intended Participants	Activity Format
Keeping MAPS coordinator updated on new trends	Teachers Administrators	Presentation/Workshop Peer Coaching Networking/Site Visit

### Encouraging Students to Improve their Reading Levels in 6th, 7th and 8th grades

No professional development is needed for this strategy.

### Improve Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

Professional Development Activity	Funding	Activity Purpose
<i>Reading workshops attended if we can find any that are good</i>	Source: General Fund Amount: \$ 2,000.00	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
The local service center provides valuable workshops on various topics including fluency and other techniques teachers can use to promote reading.	Teachers	Presentation/Workshop

### Significance of GPA and Class Rank

No professional development is needed for this strategy.

### B. Technology Coordination: Increasing knowledge and ability to use computers to enhance learning and presentation for all WMS students

Professional Development Activity	Funding	Activity Purpose
<i>Attend Professional Development Conferences - ICE conference</i>	Source: Technology Fund Amount: \$600.00	Information Refinement
Brief Description	Intended Participants	Activity Format
Computer teacher, Elva Sotello and a staff member will attend the Annual ICE conference	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Attend Professional Development Conferences-NWIESC workshops</i>	Source: Technology Fund Amount: \$1,000.00	Information
Brief Description	Intended Participants	Activity Format
Technology conferences will be attended by those teachers using technology in their classroom, or to enhance classroom projects.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Elva Sotello/Jeff Cain 1/2 day in-service on computer programs available to make teachers more apt</i>	Source: Amount: \$	Skill Building
Brief Description	Intended Participants	Activity Format
1/2 day in-service on computer programs available to make teachers more apt	Teachers	Presentation/Workshop

### C. Safe and Disciplined Learning Environment: Alternative Classroom

Professional Development Activity	Funding	Activity Purpose
<i>Adult Supervisor Training</i>	Source: Intervention Specialist Grant Amount: \$500.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Intervention Specialist in charge of in-school suspension will be trained to counsel and advise students on ways to change behaviors so that they do not end up in in-school suspension.	Other	Presentation/Workshop Professional Reading Action Research Networking/Site Visit

### C. Safe and Disciplined Learning Environment: Behavior / Dress Code

No professional development is needed for this strategy.

### D. Attendance: Curb extended absences during the school year

Professional Development Activity	Funding	Activity Purpose
<i>Attend Conferences on attendance enhancing procedures</i>	Source: General Fund Amount: \$300.00	Information Refinement
Brief Description	Intended Participants	Activity Format
Conferences will be sought out by the principal that will focus on curbing attendance problems for middle school students.	Administrators	Presentation/Workshop

## G1. Exceptional Learners - Gifted: Exploring Shakespeare at an early age

No professional development is needed for this strategy.

## G2. Exceptional Learners - Special Education: Increasing Reading Comprehension Skills in small group settings for Special Education Students

No professional development is needed for this strategy.

## H. Cultural Competency: Cultures and Experiences Unit

Professional Development Activity	Funding	Activity Purpose
<i>ESL Conferences</i>	Source: Title 3 Fund Amount: \$300.00	Information Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Piedad Kerr will attend the fall ESL conference	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>ESL Conference</i>	Source: Title 3 Fund Amount: \$500.00	Information Refinement
Brief Description	Intended Participants	Activity Format
Piedad Kerr, and possibly, Alex Evon will attend the ELS conference in January.	Teachers	Presentation/Workshop Networking/Site Visit



# 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: Low Reading Levels of many 6th 7th and 8th grade students at Whiting Middle School.

#### Data Targets Influenced by This Concern:

- 6th Grade Students -- Reading Comprehension
- 7th Grade Students -- Reading Comprehension
- 8th Grade -- Pass English/LA ISTEP
- Grades 6, 7, and 8 -- Pass English/Language Arts ISTEP

#### Strategies to Impact This Concern:

- Addressing our Transit Population of Students
- Encouraging Students to Improve their Reading Levels in 6th, 7th and 8th grades
- Improve Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

### Concern: Inability to complete homework

#### Data Targets Influenced by This Concern:

- 6th Grade Students -- Reading Comprehension
- 7th Grade Students -- Reading Comprehension
- 8th Grade -- Pass All Classes First Semester

#### Strategies to Impact This Concern:

- Significance of GPA and Class Rank

### Concern: Poor problem-solving and critical thinking skills

#### Data Targets Influenced by This Concern:

- 8th Grade -- Pass Math ISTEP
- Grades 6, 7, and 8 -- Pass English/Language Arts ISTEP
- Grades 6, 7, and 8 -- Pass Math ISTEP

#### Strategies to Impact This Concern:

- Significance of GPA and Class Rank

### Concern: Transit Population below grade level

#### Data Targets Influenced by This Concern:

- 6th Grade Students -- Reading Comprehension
- 7th Grade Students -- Reading Comprehension
- 8th Grade -- At/above mean RIT on fall NWEA Math

- 8th Grade -- At/above mean RIT on fall NWEA Reading

**Strategies to Impact This Concern:**

- Addressing our Transit Population of Students

## Required Areas of Concern

### A. Parent Involvement (PL221)

**Data Targets Influenced by This Concern:**

- 6th Grade Students -- Reading Comprehension
- 7th Grade Students -- Reading Comprehension
- 8th Grade -- Pass All Classes First Semester
- 8th grade students on Free/Reduced Lunch -- Pass English/LA ISTEP
- 8th Grade Students on Free/Reduced Lunch -- Pass ISTEP Math
- Grades 6, 7, and 8 -- Pass English/Language Arts ISTEP
- Grades 6, 7, and 8 -- Pass Math ISTEP

**Strategies to Impact This Concern:**

- A. Parent Involvement: Parent - Teacher Conferences
- A. Parent Involvement: Beginning of the Year Open House

### B. Technology Coordination (PL221)

**Data Targets Influenced by This Concern:**

- 8th Grade -- At/above mean RIT on fall NWEA Math
- 8th Grade -- At/above mean RIT on fall NWEA Reading

**Strategies to Impact This Concern:**

- B. Technology Coordination: Increasing knowledge and ability to use computers to enhance learning and presentation for all WMS students

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

**Data Targets Influenced by This Concern:**

- Grades 6, 7, and 8 -- Pass English/Language Arts ISTEP
- Grades 6, 7, and 8 -- Pass Math ISTEP

**Strategies to Impact This Concern:**

- C. Safe and Disciplined Learning Environment: Behavior / Dress Code
- C. Safe and Disciplined Learning Environment: Alternative Classroom
- C. Safe and Disciplined Learning Environment: After-School Behavior Modification Program

### D. Attendance (PL221)

**Data Targets Influenced by This Concern:**

- 6th Grade Students -- Reading Comprehension
- 7th Grade Students -- Reading Comprehension
- 8th Grade -- Pass All Classes First Semester

**Strategies to Impact This Concern:**

- D. Attendance: Curb extended absences during the school year

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

**Data Targets Influenced by This Concern:**

- 6th Grade Students -- Reading Comprehension
- 7th Grade Students -- Reading Comprehension
- 8th Grade -- Pass All Classes First Semester

**Strategies to Impact This Concern:**

- G1. Exceptional Learners - Gifted: Summer Science Camp
- G1. Exceptional Learners - Gifted: Exploring Shakespeare at an early age

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

**Data Targets Influenced by This Concern:**

- 6th Grade Students -- Reading Comprehension
- 7th Grade Students -- Reading Comprehension
- 8th Grade -- Pass All Classes First Semester

**Strategies to Impact This Concern:**

- G2. Exceptional Learners - Special Education: Increasing Reading Comprehension Skills in small group settings for Special Education Students

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

**Data Targets Influenced by This Concern:**

- 8th grade students on Free/Reduced Lunch -- Pass English/LA ISTEP

**Strategies to Impact This Concern:**

- H. Cultural Competency: Cultures and Experiences Unit

## 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:	Superintendents' Office or Principal's office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Yes, ISTEP and NWEA are both administered to all 6th, 7th and 8th grade Whiting Middle School students. The NWEA test is given 3 different times throughout the year to give the teachers more tools to help the students raise achievement.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	Renew student improvement plan every 2-3 years, not every year so teachers can gain back valuable time to team and plan for students, not the report.	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.

## Addressing our Transit Population of Students

, 0: training on MAPS for more teachers

**Person:** Patrick Pecher

**Activity:** MAP training for administrators

**Aug 25, 2008:** shortened version of the MAP testing will be given to all in-comin students from other schools

**Person:** Patrick Pecher

**Activity:** MAP tests given to new students for placement

**Sep 1, 2008:** shortened version of the MAP testing will be given to all in-comin students from other schools

**Person:** Patrick Pecher

**Activity:** MAP tests given to new students for placement

**Sep 8, 2008:** shortened version of the MAP testing will be given to all in-comin students from other schools

**Person:** Patrick Pecher

**Activity:** MAP tests given to new students for placement

**Sep 15, 2008:** shortened version of the MAP testing will be given to all in-comin students from other schools

**Person:** Patrick Pecher

**Activity:** MAP tests given to new students for placement

**Sep 22, 2008:** shortened version of the MAP testing will be given to all in-comin students from other schools

**Person:** Patrick Pecher

**Activity:** MAP tests given to new students for placement

**Sep 29, 2008:** shortened version of the MAP testing will be given to all in-comin students from other schools

**Person:** Patrick Pecher

**Activity:** MAP tests given to new students for placement

**Oct 6, 2008:** shortened version of the MAP testing will be given to all in-comin students from other schools

**Person:** Patrick Pecher

**Activity:** MAP tests given to new students for placement

**Oct 13, 2008:** shortened version of the MAP testing will be given to all in-comin students from other schools

**Person:** Patrick Pecher

**Activity:** MAP tests given to new students for placement

**Oct 20, 2008:** shortened version of the MAP testing will be given to all in-comin students from other schools

**Person:** Patrick Pecher

**Activity:** MAP tests given to new students for placement

**Oct 27, 2008:** shortened version of the MAP testing will be given to all in-comin students from other schools

**Person:** Patrick Pecher

**Activity:** MAP tests given to new students for placement

**Nov 3, 2008:** shortened version of the MAP testing will be given to all in-comin students from other schools

**Person:** Patrick Pecher

**Activity:** MAP tests given to new students for placement

**Nov 10, 2008:** shortened version of the MAP testing will be given to all in-comin students from other schools

**Person:** Patrick Pecher

**Activity:** MAP tests given to new students for placement



- Mar 2, 2009:** shortened version of the MAP testing will be given to all in-comin students from other schools  
**Person:** Patrick Pecher  
**Activity:** MAP tests given to new students for placement
- Mar 9, 2009:** shortened version of the MAP testing will be given to all in-comin students from other schools  
**Person:** Patrick Pecher  
**Activity:** MAP tests given to new students for placement
- Mar 16, 2009:** shortened version of the MAP testing will be given to all in-comin students from other schools  
**Person:** Patrick Pecher  
**Activity:** MAP tests given to new students for placement
- Mar 23, 2009:** shortened version of the MAP testing will be given to all in-comin students from other schools  
**Person:** Patrick Pecher  
**Activity:** MAP tests given to new students for placement
- Mar 30, 2009:** shortened version of the MAP testing will be given to all in-comin students from other schools  
**Person:** Patrick Pecher  
**Activity:** MAP tests given to new students for placement
- Apr 6, 2009:** shortened version of the MAP testing will be given to all in-comin students from other schools  
**Person:** Patrick Pecher  
**Activity:** MAP tests given to new students for placement
- Apr 13, 2009:** shortened version of the MAP testing will be given to all in-comin students from other schools  
**Person:** Patrick Pecher  
**Activity:** MAP tests given to new students for placement
- Apr 20, 2009:** shortened version of the MAP testing will be given to all in-comin students from other schools  
**Person:** Patrick Pecher  
**Activity:** MAP tests given to new students for placement

## Attendance

- Apr 21, 2008:** Revision of the handbook to include vacation leave guidelines and possible attendance consequences for students.  
**Person:** Cindy Scroggins  
**Activity:** Revision and Implementation of vacation leave policy for students
- May 27, 2008:** Create handout to distribute at registration outlining attendance guidelines and vacation leaves.  
**Person:** Cindy Scroggins  
**Activity:** Revision and Implementation of vacation leave policy for students
- Jun 15, 2008:** Number of extend vacations taken during the 2007-2008 school year  
**Person:** Jay Harker  
**Activity:** Collect baseline data
- Aug 24, 2008:** Parent meeting with Administrator prior to vacation leave to discuss students' attendance, achievement and possible consequences.  
**Person:** Cindy Scroggins  
**Activity:** Revision and Implementation of vacation leave policy for students
- Sep 10, 2008:** Seek out conferences for staff to attend concerning attendance enhancement  
**Person:** Cindy Scroggins  
**Activity:** Attend Conferences on attendance enhancing procedures
- Sep 12, 2008:** Have reminder letter or posters made reminding students and parents to curb during-the-school-year trips for Open House  
**Person:** Cindy Scroggins  
**Activity:** Revisit issues with parents at Open House and Parent - Teacher Conferences if there are questions

- Oct 1, 2008:** Seek out conferences for staff to attend concerning attendance enhancement  
**Person:** Cindy Scroggins  
**Activity:** Attend Conferences on attendance enhancing procedures
- Nov 1, 2008:** Have reminder letter or posters made reminding students and parents to curb during-the-school-year trips for Parent-Teacher conferences  
**Person:** Cindy Scroggins  
**Activity:** Revisit issues with parents at Open House and Parent - Teacher Conferences if there are questions
- Nov 5, 2008:** Seek out conferences for staff to attend concerning attendance enhancement  
**Person:** Cindy Scroggins  
**Activity:** Attend Conferences on attendance enhancing procedures
- Dec 3, 2008:** Seek out conferences for staff to attend concerning attendance enhancement  
**Person:** Cindy Scroggins  
**Activity:** Attend Conferences on attendance enhancing procedures
- Jan 7, 2009:** Seek out conferences for staff to attend concerning attendance enhancement  
**Person:** Cindy Scroggins  
**Activity:** Attend Conferences on attendance enhancing procedures
- Jan 20, 2009:** Number of extending vacations taken this year, compared to the same time last year  
**Person:** Jay Harker  
**Activity:** Collect first semester/trimester follow up data
- Feb 4, 2009:** Seek out conferences for staff to attend concerning attendance enhancement  
**Person:** Cindy Scroggins  
**Activity:** Attend Conferences on attendance enhancing procedures
- Mar 4, 2009:** Seek out conferences for staff to attend concerning attendance enhancement  
**Person:** Cindy Scroggins  
**Activity:** Attend Conferences on attendance enhancing procedures
- Jun 15, 2009:** Number of extending vacations taken this year, compared to the same time last year  
**Person:** Jay Harker  
**Activity:** Collect final semester/trimester follow up data

## Cultural Competency

- , **2008:** Have students work in an informal group setting to exchange similiar family experiences.  
**Person:**  
**Activity:** Design a specific day that relates the information back into the students life.
- , **2008:** Speak to the students about how the experiences of the individuals they read about are not unlike the experiences of their own families.  
**Person:**  
**Activity:** Design a specific day that relates the information back into the students life.
- , **2008:** Find an immigrant who came to this country over 30 years ago and have them speak to the class.  
**Person:**  
**Activity:** ESL Conferences
- , **2008:** Have an immigrant who came to the country within the last 5 years and have them speak to the class.  
**Person:**  
**Activity:** ESL Conferences
- , **2008:** Have an question and answer session with the students and discuss the experiences of both speakers.  
**Person:**  
**Activity:** ESL Conferences



- Sep 6, 2008:** check calendar in planning process for 1/2 day conflicts, etc.  
**Person:** Piedad Kerr  
**Activity:** scheduling conflicts
- Sep 6, 2008:** Parent objection to teaching immigration - explanation needed  
**Person:**  
**Activity:** scheduling conflicts
- Sep 21, 2008:** letter send home needs to explain multicultural immigration is taught, not just immigration from Mexico  
**Person:**  
**Activity:** scheduling conflicts
- Oct 10, 2008:** Teachers will plan weekly the continued units for second year  
**Person:** Piedad Kerr  
**Activity:** Planning and implementation
- Oct 10, 2008:** Teaching units in Social Studies classes weekly  
**Person:** Alex Evon  
**Activity:** Planning and implementation
- Nov 6, 2008:** Fall Multicultural conference #1  
**Person:** Piedad Kerr  
**Activity:** ESL Conference
- Nov 13, 2008:** Teachers will plan weekly the continued units for second year  
**Person:** Piedad Kerr  
**Activity:** Planning and implementation
- Nov 13, 2008:** Teaching units in Social Studies classes weekly  
**Person:** Alex Evon  
**Activity:** Planning and implementation
- Nov 20, 2008:** Fall Multicultural conference #2  
**Person:** Piedad Kerr  
**Activity:** ESL Conference
- Dec 12, 2008:** Teachers will plan weekly the continued units for second year  
**Person:** Piedad Kerr  
**Activity:** Planning and implementation
- Dec 12, 2008:** Teaching units in Social Studies classes weekly  
**Person:** Alex Evon  
**Activity:** Planning and implementation
- Jan 9, 2009:** Teachers will plan weekly the continued units for second year  
**Person:** Piedad Kerr  
**Activity:** Planning and implementation
- Jan 9, 2009:** Teaching units in Social Studies classes weekly  
**Person:** Alex Evon  
**Activity:** Planning and implementation
- Feb 6, 2009:** Teachers will plan weekly the continued units for second year  
**Person:** Piedad Kerr  
**Activity:** Planning and implementation
- Feb 6, 2009:** Teaching units in Social Studies classes weekly  
**Person:** Alex Evon  
**Activity:** Planning and implementation

**Mar 13, 2009:** Teachers will plan weekly the continued units for second year

**Person:** Piedad Kerr

**Activity:** Planning and implementation

**Mar 13, 2009:** Teaching units in Social Studies classes weekly

**Person:** Alex Evon

**Activity:** Planning and implementation

**Mar 21, 2009:** attend ESL Conference

**Person:** Piedad Kerr

**Activity:** ESL Conference

**Apr 10, 2009:** Teachers will plan weekly the continued units for second year

**Person:** Piedad Kerr

**Activity:** Planning and implementation

**Apr 10, 2009:** Teaching units in Social Studies classes weekly

**Person:** Alex Evon

**Activity:** Planning and implementation

## **Encouraging Students to Improve their Reading Levels in 6th, 7th and 8th grades**

**Aug 28, 2008:** Communicate to the new librarian our wishes about MAPS reading levels correlating to the Read Up book level

**Person:** Pam Smith

**Activity:** MAP Test results / Read Up Coordination

**Sep 5, 2008:** Literature students in 7th and 8th grade will be directed to get a Read Up book that is challenging to them, according to MAP scores

**Person:** Pam Smith / Candi Menchaca

**Activity:** MAP Test results / Read Up Coordination

**Oct 5, 2008:** Literature students in 7th and 8th grade will be directed to get a Read Up book that is challenging to them, according to MAP scores

**Person:** Pam Smith / Candi Menchaca

**Activity:** MAP Test results / Read Up Coordination

**Oct 10, 2008:** First MAPS test is given, one book will need to be selected based on last year's test scores until ISTEP is complete

**Person:** Patrick Pecher

**Activity:** MAP Test results / Read Up Coordination

**Oct 24, 2008:** The Student Record Report will be given to the teachers by the librarian each nine weeks

**Person:** new librarian

**Activity:** MAP Test results / Read Up Coordination

**Nov 5, 2008:** Literature students in 7th and 8th grade will be directed to get a Read Up book that is challenging to them, according to MAP scores

**Person:** Pam Smith / Candi Menchaca

**Activity:** MAP Test results / Read Up Coordination

**Dec 5, 2008:** Literature students in 7th and 8th grade will be directed to get a Read Up book that is challenging to them, according to MAP scores

**Person:** Pam Smith / Candi Menchaca

**Activity:** MAP Test results / Read Up Coordination

**Dec 25, 2008:** The Student Record Report will be given to the teachers by the librarian each nine weeks

**Person:** new librarian

**Activity:** MAP Test results / Read Up Coordination

**Jan 5, 2009:** Literature students in 7th and 8th grade will be directed to get a Read Up book that is challenging to them, according to MAP scores

**Person:** Pam Smith / Candi Menchaca

**Activity:** MAP Test results / Read Up Coordination

**Jan 20, 2009:** Second MAP test will be given to the students to show progress in reading level

**Person:** Patrick Pecher

**Activity:** MAP Test results / Read Up Coordination

**Feb 5, 2009:** Literature students in 7th and 8th grade will be directed to get a Read Up book that is challenging to them, according to MAP scores

**Person:** Pam Smith / Candi Menchaca

**Activity:** MAP Test results / Read Up Coordination

**Feb 26, 2009:** The Student Record Report will be given to the teachers by the librarian each nine weeks

**Person:** new librarian

**Activity:** MAP Test results / Read Up Coordination

**Mar 5, 2009:** Literature students in 7th and 8th grade will be directed to get a Read Up book that is challenging to them, according to MAP scores

**Person:** Pam Smith / Candi Menchaca

**Activity:** MAP Test results / Read Up Coordination

**Apr 5, 2009:** Literature students in 7th and 8th grade will be directed to get a Read Up book that is challenging to them, according to MAP scores

**Person:** Pam Smith / Candi Menchaca

**Activity:** MAP Test results / Read Up Coordination

**Apr 30, 2009:** The Student Record Report will be given to the teachers by the librarian each nine weeks

**Person:** new librarian

**Activity:** MAP Test results / Read Up Coordination

**May 5, 2009:** Literature students in 7th and 8th grade will be directed to get a Read Up book that is challenging to them, according to MAP scores

**Person:** Pam Smith / Candi Menchaca

**Activity:** MAP Test results / Read Up Coordination

**May 20, 2009:** Final MAP test will be given to the students in the Spring

**Person:** Patrick Pecher

**Activity:** MAP Test results / Read Up Coordination

## Exceptional Learners - Gifted

**Feb 15, 2008:** Email Dr. Sandy Martinez to ask if there is money available for a gifted and talented program.

**Person:** Candi Menchaca

**Activity:** Preparation for Shakespeare Summer Enrichment Program

**Feb 15, 2008:** Fill out a Gifted/Talented Grant Proposal

**Person:** Candi Menchaca

**Activity:** Preparation for Shakespeare Summer Enrichment Program

**Feb 19, 2008:** Review 6th, 7th, and 8th grade reading MAPS scores.

**Person:** Candi Menchaca

**Activity:** Preparation for Shakespeare Summer Enrichment Program

**Feb 25, 2008:** Mail home permission slip and information letter to parents of chosen students.

**Person:** Candi Menchaca

**Activity:** Preparation for Shakespeare Summer Enrichment Program

- Mar 3, 2008:** Create lesson plans for the summer enrichment program.  
**Person:** Candi Menchaca  
**Activity:** Preparation for Shakespeare Summer Enrichment Program
- Mar 17, 2008:** Record names and the MAPS reading scores of participating students.  
**Person:** Candi Menchaca  
**Activity:** Collect baseline data
- Apr 21, 2008:** Number of students attending the Shakespeare summer enrichment program for multiple years  
**Person:** Candi Menchaca  
**Activity:** Collect first semester/trimester follow up data
- Jul 14, 2008:** Students will engage in higher order thinking skills that will increase their comprehension.  
**Person:** Candi Menchaca  
**Activity:** Maintain higher than grade-level reading MAPS scores and encourage continued participation in the su
- Jul 14, 2008:** Students will engage in kinesthetic activities that will enhance their enrollment motivation for the future.  
**Person:** Candi Menchaca  
**Activity:** Maintain higher than grade-level reading MAPS scores and encourage continued participation in the su
- Jul 14, 2008:** Students will interpret old English and translate it into modern English, which will increase their vocabulary skills.  
**Person:** Candi Menchaca  
**Activity:** Maintain higher than grade-level reading MAPS scores and encourage continued participation in the su
- Jul 14, 2008:** Students will read literature (Shakespeare play) above grade level.  
**Person:** Candi Menchaca  
**Activity:** Maintain higher than grade-level reading MAPS scores and encourage continued participation in the su
- Jul 18, 2008:** Record the grades for literature from the spring semester.  
**Person:** Candi Menchaca/Pam Smith  
**Activity:** Collect baseline data
- Jul 18, 2008:** Field trip to see the performance of the play is included in the program.  
**Person:** Candi Menchaca  
**Activity:** Maintain higher than grade-level reading MAPS scores and encourage continued participation in the su
- Jul 18, 2008:** Students will fill out a survey which will detail their likes and dislikes of the program.  
**Person:** Candi Menchaca  
**Activity:** Maintain higher than grade-level reading MAPS scores and encourage continued participation in the su
- Sep 17, 2008:** Percentage of students who maintained higher than grade-level reading MAPS scores.  
**Person:** Candi Menchaca  
**Activity:** Collect first semester/trimester follow up data
- Dec 7, 2008:** Percentage of students who maintained/increased their grades in the fall semester of their literature course.  
**Person:** Candi Menchaca/Pam Smith  
**Activity:** Collect first semester/trimester follow up data

## Exceptional Learners - Special Education

- Sep 10, 2008:** Make a list of those students being pulled out for services with Read UP  
**Person:** Kathy Baxter  
**Activity:** Read Up pull out program for extra help for Spec. Ed. students
- Sep 20, 2008:** Talk to teachers about pulling out students for advisory  
**Person:** Kathy Baxter  
**Activity:** Read Up pull out program for extra help for Spec. Ed. students
- Sep 23, 2008:** A conference will take place with student and Spec. Ed. Teacher about pull out Read Up program  
**Person:** Kathy Baxter  
**Activity:** Student behavior - not wanting to come for help

**Jan 20, 2009:** How many student actually received the services  
**Person:** Kathy Baxter  
**Activity:** Collect first semester/trimester follow up data

**Jun 8, 2009:** How many student actually received services for both semesters  
**Person:** Kathy Baxter  
**Activity:** Collect final semester/trimester follow up data

## **Improve Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade**

**Feb 26, 2008:** MAP testing will be administered in February  
**Person:** Patrick Pecher  
**Activity:** Collect final semester/trimester follow up data

**Aug 29, 2008:** 7th and 8th grade teachers meet with new librarian  
**Person:** Pam Smith  
**Activity:** Get the new librarian up to speed with the Read Up program and the Student Record Report

**Aug 30, 2008:** Given a short passage, students will read 117-134 words correctly per minute  
**Person:** C. Thomas/ J. Laruincik / T. Wilder  
**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Sep 9, 2008:** Students will read silently for 30 minutes during Advisory every Friday.  
**Person:** C. Thomas/ J. Laruincik / T. Wilder  
**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Sep 16, 2008:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.  
**Person:** C. Thomas/ J. Laruincik / T. Wilder  
**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Sep 23, 2008:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.  
**Person:** C. Thomas/ J. Laruincik / T. Wilder  
**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Sep 30, 2008:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.  
**Person:** C. Thomas/ J. Laruincik / T. Wilder  
**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Oct 7, 2008:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.  
**Person:** C. Thomas/ J. Laruincik / T. Wilder  
**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Oct 14, 2008:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.  
**Person:** C. Thomas/ J. Laruincik / T. Wilder  
**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

- Oct 21, 2008:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.  
**Person:** C. Thomas/ J. Laruincik / T. Wilder  
**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade
- Oct 24, 2008:** New principal will get involved with the process if necessary  
**Person:** new principal  
**Activity:** Get the new librarian up to speed with the Read Up program and the Student Record Report
- Oct 28, 2008:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.  
**Person:** C. Thomas/ J. Laruincik / T. Wilder  
**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade
- Nov 1, 2008:** Given a short passage, students will read 117-134 words correctly per minute  
**Person:** C. Thomas/ J. Laruincik / T. Wilder  
**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade
- Nov 4, 2008:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.  
**Person:** C. Thomas/ J. Laruincik / T. Wilder  
**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade
- Nov 10, 2008:** MAP scores from fall administration  
**Person:** Pam Smith  
**Activity:** Collect first semester/trimester follow up data
- Nov 10, 2008:** Look for reading workshops to attend at the service center  
**Person:** Pam Smith / Candi Menchaca  
**Activity:** Reading workshops attended if we can find any that are good
- Nov 11, 2008:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.  
**Person:** C. Thomas/ J. Laruincik / T. Wilder  
**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade
- Nov 18, 2008:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.  
**Person:** C. Thomas/ J. Laruincik / T. Wilder  
**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade
- Nov 25, 2008:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.  
**Person:** C. Thomas/ J. Laruincik / T. Wilder  
**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade
- Dec 2, 2008:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.  
**Person:** C. Thomas/ J. Laruincik / T. Wilder  
**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade
- Dec 9, 2008:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.  
**Person:** C. Thomas/ J. Laruincik / T. Wilder  
**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Dec 16, 2008:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.

**Person:** C. Thomas/ J. Laruincik / T. Wilder

**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Dec 23, 2008:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.

**Person:** C. Thomas/ J. Laruincik / T. Wilder

**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Dec 30, 2008:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.

**Person:** C. Thomas/ J. Laruincik / T. Wilder

**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Jan 2, 2009:** Given a short passage, students will read 117-134 words correctly per minute

**Person:** C. Thomas/ J. Laruincik / T. Wilder

**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Jan 6, 2009:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.

**Person:** C. Thomas/ J. Laruincik / T. Wilder

**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Jan 13, 2009:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.

**Person:** C. Thomas/ J. Laruincik / T. Wilder

**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Jan 20, 2009:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.

**Person:** C. Thomas/ J. Laruincik / T. Wilder

**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Jan 27, 2009:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.

**Person:** C. Thomas/ J. Laruincik / T. Wilder

**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Feb 3, 2009:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.

**Person:** C. Thomas/ J. Laruincik / T. Wilder

**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Feb 10, 2009:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.

**Person:** C. Thomas/ J. Laruincik / T. Wilder

**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Feb 17, 2009:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.

**Person:** C. Thomas/ J. Laruincik / T. Wilder

**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Feb 24, 2009:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.

**Person:** C. Thomas/ J. Laruincik / T. Wilder

**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Mar 3, 2009:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.

**Person:** C. Thomas/ J. Laruincik / T. Wilder

**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Mar 6, 2009:** Given a short passage, students will read 117-134 words correctly per minute

**Person:** C. Thomas/ J. Laruincik / T. Wilder

**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Mar 10, 2009:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.

**Person:** C. Thomas/ J. Laruincik / T. Wilder

**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Mar 17, 2009:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.

**Person:** C. Thomas/ J. Laruincik / T. Wilder

**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Mar 24, 2009:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.

**Person:** C. Thomas/ J. Laruincik / T. Wilder

**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Mar 31, 2009:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.

**Person:** C. Thomas/ J. Laruincik / T. Wilder

**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Apr 7, 2009:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.

**Person:** C. Thomas/ J. Laruincik / T. Wilder

**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Apr 14, 2009:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.

**Person:** C. Thomas/ J. Laruincik / T. Wilder

**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**Apr 21, 2009:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.

**Person:** C. Thomas/ J. Laruincik / T. Wilder

**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade



**Apr 28, 2009:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.

**Person:** C. Thomas/ J. Laruincik / T. Wilder

**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**May 5, 2009:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.

**Person:** C. Thomas/ J. Laruincik / T. Wilder

**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**May 8, 2009:** MAP testing will be administered for the final time in May

**Person:** Patrick Pecher

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

**May 8, 2009:** Given a short passage, students will read 117-134 words correctly per minute

**Person:** C. Thomas/ J. Laruincik / T. Wilder

**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**May 12, 2009:** Teachers will read aloud a novel chosen from the Indiana Department of Education Recommended Reading List, to each Reading class for 10 minutes per day. Teachers will model appropriate timing, pronunciation, intonation, pauses, and stops.

**Person:** C. Thomas/ J. Laruincik / T. Wilder

**Activity:** Improving Oral Reading Fluency to Increase Reading Comprehension Levels in 6th Grade

**May 25, 2010:** Final Student Record Report will be given to the 7th and 8th grade literature teachers by the librarian

**Person:** Pam Smith / Candi Menchaca, and new librarian

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

**Oct 24, 2010:** Get Student Record Report from the new librarian for the 1st and 2nd 9 week grading periods

**Person:** Pam Smith / Candi Menchaca

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

## Safe and Disciplined Learning Environment

, **2008:** Check all first hour students to make sure that all students have identification

**Person:**

**Activity:** Continuation of dress code

, **2008:** Check all first hour students to make sure that all students have identification

**Person:** Mr. Evon

**Activity:** Continuation of dress code

Jun , **2008:** 1. Check students each morning as they enter the school

**Person:** Mr. Evon

**Activity:** Continuation of dress code

Jun , **2008:** 1. Check students each morning as they enter the school

**Person:** Mr. Evon

**Activity:** Continuation of dress code

Jun 2, **2008:** Principal will meet and discuss expectations

**Person:** Cindy Scroggins

**Activity:** Adult Supervisor Training

Aug 10, **2008:** Principal will meet weekly with adult supervisor to go over list

**Person:** Cindy Scroggins

**Activity:** Monitoring Program

**Aug 16, 2008:** Provide written guidelines  
**Person:** Cindy Scroggins  
**Activity:** Adult Supervisor Training

**Aug 20, 2008:** Write letter and send home  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Aug 29, 2008:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Sep 5, 2008:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Sep 12, 2008:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Sep 14, 2008:** Principal will meet weekly with adult supervisor to go over list  
**Person:** Cindy Scroggins  
**Activity:** Monitoring Program

**Sep 19, 2008:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Sep 26, 2008:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Oct 3, 2008:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Oct 10, 2008:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Oct 12, 2008:** Principal will meet weekly with adult supervisor to go over list  
**Person:** Cindy Scroggins  
**Activity:** Monitoring Program

**Oct 17, 2008:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Oct 24, 2008:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Oct 31, 2008:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Nov 7, 2008:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Nov 8, 2008:** Principal will meet weekly with adult supervisor to go over list  
**Person:** Cindy Scroggins  
**Activity:** Monitoring Program

**Nov 14, 2008:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Nov 21, 2008:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Nov 28, 2008:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Dec 5, 2008:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Dec 7, 2008:** Principal will meet weekly with adult supervisor to go over list  
**Person:** Cindy Scroggins  
**Activity:** Monitoring Program

**Dec 12, 2008:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Dec 19, 2008:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Dec 26, 2008:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Jan 2, 2009:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Jan 9, 2009:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Jan 11, 2009:** Principal will meet weekly with adult supervisor to go over list  
**Person:** Cindy Scroggins  
**Activity:** Monitoring Program

**Jan 16, 2009:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Jan 23, 2009:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Jan 30, 2009:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Feb 6, 2009:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Feb 8, 2009:** Principal will meet weekly with adult supervisor to go over list  
**Person:** Cindy Scroggins  
**Activity:** Monitoring Program

**Feb 13, 2009:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Feb 20, 2009:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Feb 27, 2009:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Mar 6, 2009:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Mar 13, 2009:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Mar 15, 2009:** Principal will meet weekly with adult supervisor to go over list  
**Person:** Cindy Scroggins  
**Activity:** Monitoring Program

**Mar 20, 2009:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Mar 27, 2009:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Apr 3, 2009:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Apr 10, 2009:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Apr 12, 2009:** Principal will meet weekly with adult supervisor to go over list  
**Person:** Cindy Scroggins  
**Activity:** Monitoring Program

**Apr 17, 2009:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

**Apr 24, 2009:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

- May 1, 2009:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend
- May 8, 2009:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend
- May 10, 2009:** Principal will meet weekly with adult supervisor to go over list  
**Person:** Cindy Scroggins  
**Activity:** Monitoring Program
- May 15, 2009:** Keep track of students in After-School Behavior Program  
**Person:** Jane Laurincik  
**Activity:** Parent letter for compliance explaining consequences if students don't attend

## Significance of GPA and Class Rank

- Sep 22, 2008:** Mrs. Smith and Mrs. Menchaca will involve a discussion of GPA in their career unit  
**Person:** Pam Smith / Candi Menchaca  
**Activity:** The 6th 7th and 8th grade Math teachers conduct the lesson on GPA / averaging grades
- Oct 24, 2008:** Miss Widler and Miss Fentress will discuss the lesson plan again this year  
**Person:** Kim Fentress  
**Activity:** The 6th 7th and 8th grade Math teachers conduct the lesson on GPA / averaging grades
- Dec 25, 2008:** Miss Widler and Miss Fentress will discuss the lesson plan again this year  
**Person:** Kim Fentress  
**Activity:** The 6th 7th and 8th grade Math teachers conduct the lesson on GPA / averaging grades
- Feb 26, 2009:** Miss Widler and Miss Fentress will discuss the lesson plan again this year  
**Person:** Kim Fentress  
**Activity:** The 6th 7th and 8th grade Math teachers conduct the lesson on GPA / averaging grades
- Apr 30, 2009:** Miss Widler and Miss Fentress will discuss the lesson plan again this year  
**Person:** Kim Fentress  
**Activity:** The 6th 7th and 8th grade Math teachers conduct the lesson on GPA / averaging grades

## Technology Coordination

- Mar 18, 2008:** two teachers attend the ICE conference  
**Person:** Elva Sotello / another teacher  
**Activity:** Attend Professional Development Conferences - ICE conference
- Sep 9, 2008:** Teachers who used Power Point on projects in 2008  
**Person:** Elva Sotello  
**Activity:** Collect baseline data
- Oct 9, 2008:** Plan in-service for teachers to familiarize themselves/ refresh themselves on Power Point  
**Person:** Elva Sotello  
**Activity:** Collect baseline data
- Oct 10, 2008:** Teachers will become more comfortable with Power Point  
**Person:** Elva Sotello  
**Activity:** Elva Sotello/Jeff Cain 1/2 day in-service on computer programs available to make teachers more apt
- Nov 14, 2008:** Teachers will become more comfortable with Scrapbook program so this program can be used by teachers to enhance the classroom projects  
**Person:** Elva Sotello

**Activity:** Elva Sotello/Jeff Cain 1/2 day in-service on computer programs available to make teachers more apt

**Nov 29, 2008:** Students learn Power Point and make a presentation in one of their core classes

**Person:** Elva Sotello/Jeff Cain

**Activity:** Technology used to enhance projects

**Jan 20, 2009:** Poll teachers as to how many used a Power Point presentation to enhance a classroom project

**Person:** Elva Sotello

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

**Jan 24, 2009:** Two Teachers attend the ICE conference

**Person:** Elva Sotello/another teacher

**Activity:** Attend Professional Development Conferences-NWIESC workshops

**Feb 10, 2009:** Students use cameras to enhance projects

**Person:** Elva Sotello / Jeff Cain

**Activity:** Technology used to enhance projects

**Apr 27, 2009:** Student do their own 8th grade graduation slide show using technology learned in computers

**Person:** Elva Sotello/Jeff Cain

**Activity:** Technology used to enhance projects

**Jun 6, 2009:** Poll teachers as to how many used a Power Point presentation to enhance a classroom project

**Person:** Elva Sotello

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