

School Improvement Plan - 2011-2012

Generated on September 12, 2011 at 2:36 PM

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
- Indiana Rules and Regulations

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Making

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Chris Duncan - Teacher
- Kim Fentress - Teacher
- Jane Laurincik - Teacher
- Brian Lowry - Community Representative (Business)
- Sue Mills-Groninger - Parent/Guardian
- Cindy Scroggins - Administrator
- Pam Smith - Teacher
- Elva Sotello - Teacher

Strategy Chairs

- Chris Duncan
- Lisa Mendoza
- Cindy Scroggins
- Pam Smith

Community Council

- Anna Irvine - Parent
- Kelly Kompier - Parent
- Jean Lovasko - Librarian
- Brian Lowry - Community Agency
- Deann Mantich - Parent
- Julie Michniewicz - Parent

- Susan Mills-Groninger - Parent and School Board President
- Pam Smith - Community
- Cheryl Sopo - Business Owner
- Elva Sotello - Teacher

Vision Statement

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

We believe all students deserve:

Whiting Middle School Vision Statement

Whiting Middle School exists to serve the unique educational, physical, social, and emotional needs of students who are transitioning from childhood to adolescence. The staff at WMS is committed to creating and maintaining a safe, caring, and challenging learning environment that promotes self-discipline, motivation, and excellence in learning. We believe that all students can learn. We believe that our students deserve a curriculum that teaches academic standards, life skills, team work, and higher order thinking skills. We believe in setting high expectations for all students and in meeting individual students' needs through differentiation and remediation. The WMS staff is committed to using assessment data to guide the curriculum development and instructional methods. Whiting Middle School strives to provide all students with the skills and knowledge needed to be successful global citizens who are able to respectfully interact with people from diverse culture. We believe that our students deserve fair and consistent rules which are enforced equitably to hold them responsible and accountable for their behavior. Students feel respected by the staff and their peers. Parents are viewed as active partners in the educational process and are kept informed of their student's progress. We believe that students need to be recognized and praised for all of their accomplishments, both academic and non-academic. The WMS staff works together toward this shared vision for the best possible educational experience for their students.

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. Community members mentor and nurture relationships with students that help lead them to wise career choices, and life decisions. Community members support school activities with their presence and with funds.

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%
- % of students who achieve grade level reading and math scores on MAP testing: 100%

Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The "vision data" represents our ideal data. It is the mission of our school to work toward this ideal.

6th Grade Students - Reading Comprehension at grade level on NWEA by the spring

| 2008-2009 | | 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 66 | 67 | 68 | 69 | 71 | | 73 | | 75 | | 77 | | |

7th Grade Students - Reading Comprehension at grade level on NWEA by the spring

| 2008-2009 | | 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 68 | 67 | 68 | 69 | 71 | | 73 | | 75 | | 77 | | |

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

| 2008-2009 | | 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 62 | 63 | 64 | 72 | 74 | | 76 | | 78 | | 80 | | |

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

| 2008-2009 | | 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 62 | 63 | 64 | 69 | 71 | | 73 | | 75 | | 77 | | 100 |

8th Grade - Pass All Classes First Semester

| 2008-2009 | | 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 86 | 87 | 88 | 90 | 91 | | 92 | | 93 | | 9 | | 100 |

8th Grade - Pass English/LA ISTEP

| 2008-2009 | | 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 75 | 73 | 70 | 74 | 76 | | 78 | | 80 | | 82 | | 100 |

8th Grade - Pass Math ISTEP

| 2008-2009 | | 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 72 | 73 | 74 | 81 | 82 | | 84 | | 86 | | 88 | | 100 |

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

| 2008-2009 | | 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 68 | 70 | 70 | 73 | 74 | 74 | 75 | | 76 | | 77 | | 100 |

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

| 2008-2009 | | 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 66 | 61.6 | 68 | 70.6 | 71 | | 72 | | 74 | | 75 | | 100 |

Grades 6, 7, and 8 - Pass Math ISTEP

| 2008-2009 | | 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 70 | 83 | 83 | | 85 | | 87 | | 89 | | 90 | | 100 |

Special Education - Special Education students passing ISTEP

| 2008-2009 | | 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| na | na | na | na | 50 | | 55 | | 60 | | 65 | | 100 |

Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these "Areas of Concern" through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

Local Areas of Concern

We are concerned that... Teachers need to use data to drive instructional decision making

40% of students are above grade level in reading/language arts and 30% are below grade level, therefore textbooks, and grade level instructional materials, need to be looked assessed as to how effective they are.

We are concerned that... Parents/teachers/students being informed - assessment data used well to drive instruction

Understanding (by parents, students and teachers) why students are placed in classes, advisories, summer school settings. ISTEP, MAPS, grades.

We are concerned that... Need to increase Communication between school and home

Efforts made this year to reach parent through available technology has worked well, and needs to continue for more parent involvement. Monthly principal's meetings will occur to increase the line of communication. Meetings will be staggered am/pm so that maximum parent involvement may occur.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

X. Graduation Plan

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Assessment Data

Data gained through the following assessments used at Whiting Middle School will be effectively used by the teaching staff and administration to properly guide student learning during the regular school year and summer school: ISTEP, MAPS(NWEA)-reading, language, and math levels are given. User-friendly charts will continue to be made for use in instruction, groupings, etc. One teacher in each grade level will compile the data charts. The 6th (Connie Thomas), 7th (Kim Fentress), and 8th (Pam Smith) grade teacher will design, turn in to principal, and distribute these charts. These charts will be completed for use by the October faculty meeting.

Impact Level: Low Impact

Focus: Specific

Transition to Common Core Standards and Indiana Curriculum Maps

Staff will work throughout the school year on aligning the current curriculum with the common core standards. We will examine all current cross curricular units in place to check that they are aligned with the common core standards and make revisions as necessary. We will begin to implement the Indiana curriculum maps to guide our classroom instruction and long range instructional planning. Our Social Studies, Science, and Technical subjects will integrate the Indiana Literacy standards into their curriculum.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

F. Encourage Rigorous Curriculum: Differentiated Instruction (RTI effort)

Instruction in all subject areas will be differentiated by classroom teachers based on student achievement data throughout the school year. Students will be placed in flexible groupings within each subject area matched to their ability level/areas of need. Current assessment data will be used to select students in need of Rtl. Students who tested at 2 or more grade levels behind on MAP testing will be assigned to our Rtl skillslab for 30 mins of remediation daily.

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance

Student attendance will be tracked daily by the attendance secretary and principal to identify students at risk of school failure due to exceeding the amount of allowable absences per semester and having truancy incidents. Students identified will be referred to the positive life skills program, in school counseling with social worker, behavior interventionist to assist with make-up work, and juvenile authorities as needed. Students' parents will be asked to attend conference with principal to

discuss attendance issues and participate in plan to improve their child's attendance. Referrals to child protective services and local court system will be made by principal and school social worker as needed.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Language Arts support and remediation for Limited English Students

Limited English students will be identified through our current LAS links testing data. Student identified at level 4 or less will be assigned to our ESL advisory period to receive support and remediation in reading comprehension, vocabulary, and writing instruction. All staff will receive Individual language plans and LAS links scores for identified ESL students at the beginning of the school year in order to help them with planning instruction, modifications, and accommodations within the general education classroom.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Students who are Special Education

Special Education instruction will be data driven with the intention of increasing the students' abilities to pass ISTEP and find success in learning. The Special Education leader (Chris Duncan) will collaborate with classroom teachers to provide them with individual students' IEP goals, strengths and weaknesses, and strategies for learning. Classroom teachers will provide instructional supports for students with special needs in the general education setting through differentiation, modified curriculum, and increased scaffolding and guided practice

Impact Level: Low Impact

Focus: Specific

X. Graduation Plan: Indiana Graduation Plan

All students in the 6th, 7th, and 8th grades at WMS will create or update the Indiana Graduation Plan annually. Students will complete the Graduation Promise statement (intent to graduate from high school) contained in their permanent file. Students will complete the Graduation Promise in the file which states that the student promises the following: I understand that education is key to my future and therefore commit to graduate from high school. I will also take the time to plan and prepare for life after high school by: being a responsible citizen and making good decisions, going to school and actively participating in my learning, studying hard and turning in my homework, good attendance, pushing myself to complete Core 40 and considering going beyond it to complete an advanced diploma like Core 40 with Academic Honors or Core 40 with Technical Honors, exploring different careers and learning how college includes many options; two- and four-year degrees, certificates, apprenticeship programs and the military, and by asking for help when I need it. Student will sign this pledge and so will their parents. The parent and child together, choose among the three choices: Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors as their ultimate goal upon completion of high school.

Impact Level: High Impact - Inside

Focus: Specific

Strategy Data

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

Required Strategies

F. Encourage Rigorous Curriculum: Differentiated Instruction (RTI effort)

% of teachers showing evidence of differentiation in lesson planning.

| Baseline 10-11 | Follow Up 11-12 1st Semester / 1st Trimester | | Follow Up 11-12 2nd Semester / Last Trimester | |
|-------------------|--|--------|---|--------|
| Actual | Target | Actual | Target | Actual |
| 75% | 100% | | 100% | |

% of faculty members providing differentiated instruction daily.

| Baseline 10-11 | Follow Up 11-12 1st Semester / 1st Trimester | | Follow Up 11-12 2nd Semester / Last Trimester | |
|-------------------|--|--------|---|--------|
| Actual | Target | Actual | Target | Actual |
| 75% | 100% | | 100% | |

G. Attendance

Student absenteeism, tardies, and truancy incidents

| Baseline 10-11 | Follow Up 11-12 1st Semester / 1st Trimester | | Follow Up 11-12 2nd Semester / Last Trimester | |
|-------------------|--|--------|---|--------|
| Actual | Target | Actual | Target | Actual |
| 96.7 | 98 | | 100 | |

I. Focused Academic Area: Language Arts support and remediation for Limited English Students

Percentage of teachers providing remediation, modified tests and classroom assignments, and accommodations to identified ESL students.

| | | | | |
|-------------------|--|--------|---|--------|
| Baseline 10-11 | Follow Up 11-12 1st Semester / 1st Trimester | | Follow Up 11-12 2nd Semester / Last Trimester | |
| Actual | Target | Actual | Target | Actual |
| 50% | 75% | | 100% | |

U. Focused Student Group: Students who are Special Education

Percentage of teachers providing differentiated instruction, modifications, and accommodations to students with special needs in the general education setting

| | | | | |
|-------------------|--|--------|---|--------|
| Baseline 10-11 | Follow Up 11-12 1st Semester / 1st Trimester | | Follow Up 11-12 2nd Semester / Last Trimester | |
| Actual | Target | Actual | Target | Actual |
| 50% | 75% | | 100% | |

To-Do List

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

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

Assessment Data

Jun 2, 2011: ISTEP results for the 2010-2011 school year will be given to Connie Thomas (6th charts), Kim Fentress (7th charts), Pam Smith (8th charts) **Person:** Cynthia Scroggins
Jun 2, 2011: LAS results for the 2010-2011 school year will be given to Connie Thomas (6th charts), Kim Fentress (7th charts), Pam Smith (8th charts) **Person:** Cynthia Scroggins
Jun 15, 2011: NWEA data will be given to Connie Thomas (6th charts), Kim Fentress (7th charts), Pam Smith (8th charts) **Person:** Elva Sotello
Sep 20, 2011: Connie Thomas (6th charts), Kim Fentress (7th charts), Pam Smith (8th charts) will be almost done, with the exception of the non-resident students which will be added by October **Person:** Pam Smith / Kim Fentress/ Connie Thomas
Oct 10, 2011: Colored copies of the data charts will be given to all staff members and the principal **Person:** Pam Smith / Kim Fentress/ Connie Thomas
Oct 10, 2011: Connie Thomas (6th charts), Kim Fentress (7th charts), Pam Smith (8th charts) will have the charts ready for the October faculty meeting **Person:** Pam Smith / Kim Fentress/ Connie Thomas
Jun 10, 2012: Data is used to drive instruction for the entire school year and summer school **Person:** Cynthia Scroggins
Jun 10, 2012: NWEA, ISTEP, LAS results/charts are used frequently **Person:** Cynthia Scroggins
Jun 10, 2012: Teachers will use this data for various instruction purposes **Person:** Cynthia Scroggins

Attendance

Apr 1, 2011: Collect baseline data: Student absenteeism, tardies, and truancy incidents **Person:**
Aug 10, 2011: Principal will send home attendance letter at registration **Person:** Cynthia Scroggins
Aug 25, 2011: Principal will discuss attendance policy with students at student assembly **Person:** Cynthia Scroggins
Aug 31, 2011: Principal will discuss current attendance policy at parent open house **Person:** Cynthia Scroggins
Sep 5, 2011: Student attendance, tardies, and truanancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins
Sep 6, 2011: Students identified as having high incidence of tardies will be enrolled in positive life skill program **Person:** Michelle Duncan
Sep 12, 2011: Student attendance, tardies, and truanancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins
Sep 19, 2011: Student attendance, tardies, and truanancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins
Sep 25, 2011: Students with high incidence of absenteeism and truanancies will be referred to cps and juvenile court **Person:** Cynthia Scroggins and Cheryl Sopo
Sep 26, 2011: Student attendance, tardies, and truanancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins
Sep 30, 2011: Attendance letters sent home to parents on student's 6th, 8th, and 9th incidence of absence **Person:** Kristi Greer
Oct 3, 2011: Student attendance, tardies, and truanancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins
Oct 6, 2011: Students identified as having high incidence of tardies will be enrolled in positive life skill program **Person:** Michelle Duncan
Oct 10, 2011: Student attendance, tardies, and truanancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins
Oct 17, 2011: Student attendance, tardies, and truanancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins
Oct 24, 2011: Student attendance, tardies, and truanancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Oct 30, 2011: Attendance letters sent home to parents on student's 6th, 8th, and 9th incidence of absence **Person:** Kristi Greer

Oct 31, 2011: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Nov 6, 2011: Students identified as having high incidence of tardies will be enrolled in positive life skill program **Person:** Michelle Duncan

Nov 6, 2011: Students will high incidence of absenteeism and truancies will be referred to cps and juvenile court **Person:** Cynthia Scroggins and Cheryl Sopo

Nov 7, 2011: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Nov 14, 2011: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Nov 21, 2011: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Nov 28, 2011: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Nov 30, 2011: Attendance letters sent home to parents on student's 6th, 8th, and 9th incidence of absence **Person:** Kristi Greer

Nov 30, 2011: Collect fall data: Student absenteeism, tardies, and truancy incidents **Person:**

Dec 5, 2011: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Dec 6, 2011: Students identified as having high incidence of tardies will be enrolled in positive life skill program **Person:** Michelle Duncan

Dec 12, 2011: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Dec 18, 2011: Students will high incidence of absenteeism and truancies will be referred to cps and juvenile court **Person:** Cynthia Scroggins and Cheryl Sopo

Dec 19, 2011: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Dec 26, 2011: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Dec 30, 2011: Attendance letters sent home to parents on student's 6th, 8th, and 9th incidence of absence **Person:** Kristi Greer

Jan 2, 2012: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Jan 6, 2012: Students identified as having high incidence of tardies will be enrolled in positive life skill program **Person:** Michelle Duncan

Jan 9, 2012: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Jan 16, 2012: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Jan 23, 2012: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Jan 29, 2012: Students will high incidence of absenteeism and truancies will be referred to cps and juvenile court **Person:** Cynthia Scroggins and Cheryl Sopo

Jan 30, 2012: Attendance letters sent home to parents on student's 6th, 8th, and 9th incidence of absence **Person:** Kristi Greer

Jan 30, 2012: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Feb 6, 2012: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Feb 6, 2012: Students identified as having high incidence of tardies will be enrolled in positive life skill program **Person:** Michelle Duncan

Feb 13, 2012: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Feb 20, 2012: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Feb 27, 2012: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Mar 1, 2012: Attendance letters sent home to parents on student's 6th, 8th, and 9th incidence of absence **Person:** Kristi Greer

Mar 5, 2012: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Mar 6, 2012: Students identified as having high incidence of tardies will be enrolled in positive life skill program **Person:** Michelle Duncan

Mar 11, 2012: Students with high incidence of absenteeism and truancies will be referred to cps and juvenile court **Person:** Cynthia Scroggins and Cheryl Sopo

Mar 12, 2012: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Mar 19, 2012: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Mar 26, 2012: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Apr 1, 2012: Attendance letters sent home to parents on student's 6th, 8th, and 9th incidence of absence **Person:** Kristi Greer

Apr 2, 2012: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Apr 6, 2012: Students identified as having high incidence of tardies will be enrolled in positive life skill program **Person:** Michelle Duncan

Apr 9, 2012: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Apr 16, 2012: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Apr 22, 2012: Students with high incidence of absenteeism and truancies will be referred to cps and juvenile court **Person:** Cynthia Scroggins and Cheryl Sopo

Apr 23, 2012: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Apr 30, 2012: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

May 1, 2012: Attendance letters sent home to parents on student's 6th, 8th, and 9th incidence of absence **Person:** Kristi Greer

May 6, 2012: Students identified as having high incidence of tardies will be enrolled in positive life skill program **Person:** Michelle Duncan

May 7, 2012: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

May 14, 2012: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

May 21, 2012: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

May 28, 2012: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Jun 1, 2012: Attendance letters sent home to parents on student's 6th, 8th, and 9th incidence of absence **Person:** Kristi Greer

Jun 4, 2012: Student attendance, tardies, and truancies will be tracked weekly to identify students in need of intervention **Person:** Cynthia Scroggins

Jun 30, 2012: Collect spring data: Student absenteeism, tardies, and truancy incidents **Person:**

Encourage Rigorous Curriculum

Aug 24, 2011: Creation and distribution of teacher rubric to evaluate effectiveness of current differentiation and clarify administrative expectations **Person:** Cynthia Scroggins

Sep 12, 2011: Quarterly classroom observations to look for evidence of differentiated instruction **Person:** Cynthia Scroggins

Sep 12, 2011: Seek out professional development for teaching staff not proficient in differentiation of instruction and RtI **Person:** Cynthia Scroggins

Oct 27, 2011: Evaluation of quarterly failure reports to analysis that greater than 80% of students are passing classes **Person:** Cynthia Scroggins

Nov 14, 2011: Quarterly classroom observations to look for evidence of differentiated instruction **Person:** Cynthia Scroggins

Nov 30, 2011: Collect fall data: % of faculty members providing differentiated instruction daily. **Person:**

Nov 30, 2011: Collect fall data: % of teachers showing evidence of differentiation in lesson planning. **Person:**

Dec 29, 2011: Evaluation of quarterly failure reports to analysis that greater than 80% of students are passing classes **Person:** Cynthia Scroggins

Jan 16, 2012: Quarterly classroom observations to look for evidence of differentiated instruction **Person:** Cynthia Scroggins

Mar 1, 2012: Evaluation of quarterly failure reports to analysis that greater than 80% of students are passing classes **Person:** Cynthia Scroggins

Mar 19, 2012: Quarterly classroom observations to look for evidence of differentiated instruction **Person:** Cynthia Scroggins

May 3, 2012: Evaluation of quarterly failure reports to analysis that greater than 80% of students are passing classes **Person:** Cynthia Scroggins

May 21, 2012: Quarterly classroom observations to look for evidence of differentiated instruction **Person:** Cynthia Scroggins

Jun 30, 2012: Collect spring data: % of faculty members providing differentiated instruction daily. **Person:**
Jun 30, 2012: Collect spring data: % of teachers showing evidence of differentiation in lesson planning. **Person:**

Focused Academic Area

Apr 1, 2011: Collect baseline data: Percentage of teachers providing remediation, modified tests and classroom assignments, and accommodations to identified ESL students. **Person:**
Jul 9, 2011: Scheduling of identified ESL students needing language support into ESL advisory period **Person:** Cynthia Scroggins
Jul 16, 2011: Dissaggregation of Spring 2011 Istep scores for identified ESL students **Person:** Cynthia Scroggins
Aug 24, 2011: Distribution of Spring 2011 Istep and NWEA data to staff **Person:** Cynthia Scroggins
Aug 24, 2011: Distribution of Spring 2011 LAS links scores to staff **Person:** Cynthia Scroggins
Aug 24, 2011: Inclusive ESL support delivered by ESL personnel in 6th, 7th, and 8th grade reading classes **Person:** Lisa Mendoza
Aug 26, 2011: Distribution of individual ILP's for identified students to general education teachers **Person:** Lisa Mendoza
Sep 15, 2011: Inservice of language arts accommodations for ESL students in the general education setting **Person:** Lisa Mendoza
Oct 20, 2011: Quarterly monitoring of ESL students language arts grades to assess needs and progress **Person:** Cynthia Scroggins, Lisa Mendoza
Nov 30, 2011: Collect fall data: Percentage of teachers providing remediation, modified tests and classroom assignments, and accommodations to identified ESL students. **Person:**
Dec 22, 2011: Quarterly monitoring of ESL students language arts grades to assess needs and progress **Person:** Cynthia Scroggins, Lisa Mendoza
Feb 23, 2012: Quarterly monitoring of ESL students language arts grades to assess needs and progress **Person:** Cynthia Scroggins, Lisa Mendoza
Apr 26, 2012: Quarterly monitoring of ESL students language arts grades to assess needs and progress **Person:** Cynthia Scroggins, Lisa Mendoza
Jun 8, 2012: Evaluation of spring 2012 NWEA and ISTEP scores to evaluate student growth **Person:** Cynthia Scroggins
Jun 30, 2012: Collect spring data: Percentage of teachers providing remediation, modified tests and classroom assignments, and accommodations to identified ESL students. **Person:**

Focused Student Group

Apr 1, 2011: Collect baseline data: Percentage of teachers providing differentiated instruction, modifications, and accommodations to students with special needs in the general education setting **Person:**
Aug 24, 2011: Distribution of students' IEP goals and appropriate classroom modifications to all general education teachers **Person:** Chris Duncan
Aug 24, 2011: Monthly collaboration between the special education teacher and general education teachers **Person:** Chris Duncan
Sep 15, 2011: Teacher inservice covering student disabilities and modifications to meet students' needs in the general education setting **Person:** Chris Duncan
Sep 24, 2011: Monthly collaboration between the special education teacher and general education teachers **Person:** Chris Duncan
Oct 20, 2011: Analysis of quarterly core curriculum grades **Person:** Cynthia Scroggins
Oct 24, 2011: Monthly collaboration between the special education teacher and general education teachers **Person:** Chris Duncan
Nov 24, 2011: Monthly collaboration between the special education teacher and general education teachers **Person:** Chris Duncan
Nov 30, 2011: Collect fall data: Percentage of teachers providing differentiated instruction, modifications, and accommodations to students with special needs in the general education setting **Person:**
Dec 22, 2011: Analysis of quarterly core curriculum grades **Person:** Cynthia Scroggins
Dec 24, 2011: Monthly collaboration between the special education teacher and general education teachers **Person:** Chris Duncan
Jan 24, 2012: Monthly collaboration between the special education teacher and general education teachers **Person:** Chris Duncan
Feb 23, 2012: Analysis of quarterly core curriculum grades **Person:** Cynthia Scroggins
Feb 24, 2012: Monthly collaboration between the special education teacher and general education teachers **Person:** Chris Duncan
Mar 24, 2012: Monthly collaboration between the special education teacher and general education teachers **Person:** Chris Duncan
Apr 12, 2012: Annual Case review and changes to current IEPs based on individual students' progress and needs **Person:** Chris Duncan
Apr 24, 2012: Monthly collaboration between the special education teacher and general education teachers **Person:** Chris Duncan
Apr 26, 2012: Analysis of quarterly core curriculum grades **Person:** Cynthia Scroggins
May 24, 2012: Monthly collaboration between the special education teacher and general education teachers **Person:** Chris Duncan
Jun 30, 2012: Collect spring data: Percentage of teachers providing differentiated instruction, modifications, and accommodations to students with special needs in the general education setting **Person:**

Graduation Plan

Jun 8, 2011: Throughout the year, 8th grade students will explore careers through career profiles on www.learnmoreindiana.org

Person: Pam Smith / Elva Sotello / Candi Menchaca

Jun 15, 2011: Meet with all responsible persons for this strategy at the end of the 2011 school year to inform them about what this strategy entails. **Person:** Pam Smith

Jun 24, 2011: Give out OnTrack mini-magazines for activity completion by the students; an explanation of how this magazine has been used in the past for 7th and 8th- explain to 6th grade teachers. **Person:** Pam Smith

Jun 24, 2011: Meet with all responsible persons for this strategy at the beginning of the 2011-2012 school year to remind them about what this strategy entails. **Person:** Pam Smith

Jun 24, 2011: Offer assistance to 6th grade teachers **Person:** Pam Smith

Aug 29, 2011: 7th grade students will take a Career Interest Inventory in their computer class. Results will be printed out by Elva Sotello- computer teacher, and given to Mrs. Smith- language arts teacher to be used by students to complete the Graduation Plan file fo **Person:** Elva Sotello / Pam Smith

Sep 6, 2011: 7th grade students will fill in the front of the Graduation Plan file folder that will be part of each student's permanent file held in the main office under lock and key. Next the student will go to the second page of the four page of the Indiana Grad

Person: Pam Smith/ Candi Menchaca

Sep 13, 2011: 7th grade students will explore the college options; four year/two year/ apprent/military at www.learnmoreindiana.org. then fill in portfolio file. **Person:** Pam Smith

Sep 20, 2011: 7th grade students will look at their Indiana Graduation Plan file and look at their ISTEP test scores that have been put the Testing Plan section. Next the students will write a paragraph explaining the testing charts and the importance of doing well i **Person:** Pam Smith

Sep 20, 2011: 8th grade students will take a Career Interest Inventory in their computer class. Results will be printed out by Elva Sotello- computer teacher, and given to Mrs. Menchaca- language arts teacher to be used by students to complete the Graduation Plan file **Person:** Elva Sotello

Sep 20, 2011: Students will also do the DRIVE OF YOUR LIFE activity in computer class to explore careers. This information will be used on a research project in the literature class in October. **Person:** Elva Sotello

Sep 30, 2011: 6th grade students will fill in the front of the Graduation Plan file folder that will be part of each student's permanent file held in the main office under lock and key. Next the student will go to the second page of the four page of the Indiana Grad

Person: Connie Thomas, Trisha Wilder, Jane Laurincik

Sep 30, 2011: 6th grade students will take a Career Interest Inventory during their rotational computer time. Results will be printed out by Elva Sotello- computer teacher, and given to the 6th grade language arts teachers to be used by students to complete the Gradu **Person:** Elva Sotello

Sep 30, 2011: 7th grade students will read the On Track mini-magazine and completed its activities. Read the information for the Twenty-first Century Scholars GEAR UP program. Eighth grade course options, including Algebra I will be discussed. **Person:** Pam Smith

Oct 25, 2011: 8th grade language arts class- Mrs. Menchaca. Once the students complete the mini-magazine, it will be passed on to the 8th grade literature teacher- Mrs. Smith, and the students will do a research paper on a career. **Person:** Pam Smith/ Candi Menchaca

Oct 25, 2011: 8th grade students will also make sure they have qualified, if possible, for the 21st Century Scholars Program by June 30th since this is the last year for them to qualify. **Person:** Pam Smith

Oct 25, 2011: 8th grade students will read and discuss the Graduation Promise signed by them in 6th grade. Next the student will go to the second page of the four page of the Indiana Graduation Plan and answer/ fill in the following questions for 8th grade:

Person: Pam Smith

Oct 28, 2011: 6th grade students will read the On Track mini-magazine and completed its activities. Read the information for the Twenty-first Century Scholars GEAR UP program. **Person:** Connie Thomas, Trisha Wilder, Jane Laurincik

Nov 23, 2011: 6th students, will complete the interest inventory and learning style assessment on www.learnmoreindiana.org in the computer rotation or in the language arts classes using the mobile laptop lab. Results will be recorded in the file folder for the Graduat **Person:** Connie Thomas, Trisha Wilder, Jane Laurincik

Nov 23, 2011: 8th grade students will explore the many college options such as: four-year colleges and universities, two-year community colleges, apprenticeship programs and the military. Students will go to www.learnmoreindiana.org **Person:** Elva Sotello / Pam Smith

Dec 16, 2011: 6th grade students will generate a list of post-high school option to explore at a later time, then complete the (1) What do I want to study after high school section and the (2) What specific college options do I want to learn more about? In the 6th gra **Person:** Connie Thomas, Trisha Wilder, Jane Laurincik

Jan 31, 2012: 6th grade student will explore careers through career profiles and job shadowing, etc. Career profiles on www.learnmoreindiana.org may be used. **Person:** Connie Thomas, Trisha Wilder, Jane Laurincik

May 10, 2012: 8th grade students will create their four-year course plan and sign up for their 9th grade classes with Mrs. Duncan and Mrs. Smith. **Person:** Pam Smith / Michelle Duncan

May 10, 2012: 8th grade students will look at their Indiana Graduation Plan file and look at their ISTEP test scores that have been put in the Testing Plan section. Next the students will write a paragraph explaining the testing charts and the importance of doing well **Person:** Candi Menchaca/ Pam Smith

May 25, 2012: career exposure- profiles on www.learnmoreindiana.org etc. Guest speakers. **Person:** Connie Thomas, Trisha Wilder, Jane Laurincik

May 25, 2012: More inservice and updates for online graduation plan **Person:** Cynthia Scroggins

May 31, 2012: 7th grade students will be exposed to career development through Junior Achievement, classroom projects, and guest speakers **Person:** Pam Smith

May 31, 2012: 8th grade students will be exposed to career development through Junior Achievement, classroom projects, and guest speakers **Person:** Pam Smith / Elva Sotello

Jun 8, 2012: (when ISTEP scores come in a 6th grade students will look at their Indiana Graduation Plan file and look at their ISTEP test scores that have been put the Testing Plan section. **Person:** Connie Thomas, Trisha Wilder, Jane Laurincik

Jun 8, 2012: *New students will be completing the Indiana Graduation Plan folder for the first time if it does not accompany them from their previous school.. **Person:** Pam Smith / Elva Sotello

Jun 8, 2012: ISTEP scores will be added to the Indiana Graduation Plan by the student and language arts teacher a Mrs. Smith during a conference. A reflection writing activity will be done by the student in which they discuss their ISTEP achievements.

Person: Pam Smith

Jun 10, 2012: All students have Graduation Plan file updated at the end of each school year **Person:** Pam Smith

Transition to Common Core Standards and Indiana Curriculum Maps

Aug 24, 2011: Distribution of the common core standards and curriculum maps to all teaching staff. **Person:** Cynthia Scroggins

Aug 24, 2011: Implementation of common core literacy standards in social studies, science, and technical subjects **Person:** Alex Evon, Megan Coyne, Jane Laurincik

Sep 12, 2011: Registration of key staff members to attend Transition to common core standards workshop **Person:** Cynthia Scroggins

Sep 12, 2011: Teaching staff will create long range plans to submit to the administrator showing alignment of classroom curriculum with indiana curriculum maps **Person:** All teachers

Oct 3, 2011: Analysis of current crosscurricular units to check alignment with common core standards **Person:** Pam Smith, Candi Menchaca, Alex Evon, Elva Sotello, Connie Thomas

Oct 27, 2011: Quarterly evaluation of long range plan completion to monitor progress of meeting standards **Person:** All Teachers

Dec 29, 2011: Quarterly evaluation of long range plan completion to monitor progress of meeting standards **Person:** All Teachers

Mar 1, 2012: Quarterly evaluation of long range plan completion to monitor progress of meeting standards **Person:** All Teachers

Jun 4, 2012: Analysis of Spring ISTEP results to evaluate effectiveness of student mastery of standards **Person:** Cynthia Scroggins

Professional Development Summary

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

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

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

Assessment Data

No professional development is needed for this strategy.

Transition to Common Core Standards and Indiana Curriculum Maps

Registration of key staff members to attend Transition to common core standards workshop

Brief Description: Key staff members chosen by the administrator will attend a local workshop on the transition to the common core standards.

Intended Participants: Teachers, Administrators

Date: Sep 12, 2011

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding:

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Differentiated Instruction (RTI effort)

Seek out professional development for teaching staff not proficient in differentiation of instructio

Brief Description: Teaching staff not showing evidence of differentiation in lesson planning and instruction will be sent to local workshop on differentiation in order to gain additional knowledge and skill in this area.

Intended Participants: Teachers

Date: Sep 12, 2011

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: professional development funds

Does this activity occur during the school day? Yes

G. Attendance

No professional development is needed for this strategy.

I. Focused Academic Area: Language Arts support and remediation for Limited English Students

Inservice of language arts accommodations for ESL students in the general education setting

Brief Description: Inservice of language arts accommodations for ESL students in the general education setting

Intended Participants: Teachers, Administrators

Date: Sep 15, 2011

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding:

Does this activity occur during the school day? Yes

U. Focused Student Group: Students who are Special Education

Teacher inservice covering student disabilities and modifications to meet students' needs in the gen

Brief Description: Teacher inservice covering student disabilities and modifications to meet students' needs in the general education setting

Intended Participants: Teachers, Administrators

Date: Sep 15, 2011

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding:

Does this activity occur during the school day? Yes

X. Graduation Plan: Indiana Graduation Plan

More inservice and updates for online graduation plan

Brief Description: Teachers receive inservice and updates for online graduation plan

Intended Participants: Teachers

Date: May 25, 2012

Activity Purpose: Refinement

Activity Format: Presentation

Funding: DOE provided

Does this activity occur during the school day? Yes

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... Teachers need to use data to drive instructional decision making

Data Targets Influenced by This Concern:

- 6th Grade Students -- Reading Comprehension at grade level on NWEA by the spring
- 7th Grade Students -- Reading Comprehension at grade level on NWEA by the spring
- 8th Grade -- At/above mean RIT on fall NWEA Reading

Strategies to Impact This Concern:

- Assessment Data
- Transition to Common Core Standards and Indiana Curriculum Maps
- F. Encourage Rigorous Curriculum: Differentiated Instruction (RTI effort)
- I. Focused Academic Area: Language Arts support and remediation for Limited English Students
- U. Focused Student Group: Students who are Special Education

We are concerned that... Parents/teachers/students being informed - assessment data used well to drive instruction

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- X. Graduation Plan: Indiana Graduation Plan

We are concerned that... Need to increase Communication between school and home

Data Targets Influenced by This Concern:

- 8th Grade -- Pass All Classes First Semester
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Grades 6, 7, and 8 -- Pass English/Language Arts ISTEP
- Grades 6, 7, and 8 -- Pass Math ISTEP

Strategies to Impact This Concern:

- G. Attendance
- X. Graduation Plan: Indiana Graduation Plan

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

Data Targets Influenced by This Concern:

- 6th Grade Students -- Reading Comprehension at grade level on NWEA by the spring
- 7th Grade Students -- Reading Comprehension at grade level on NWEA by the spring
- 8th Grade -- At/above mean RIT on fall NWEA Reading
- 8th Grade -- Pass All Classes First Semester
- Grades 6, 7, and 8 -- Pass English/Language Arts ISTEP

Strategies to Impact This Concern:

- Assessment Data
- Transition to Common Core Standards and Indiana Curriculum Maps
- F. Encourage Rigorous Curriculum: Differentiated Instruction (RTI effort)
- X. Graduation Plan: Indiana Graduation Plan

I. Focused Academic Area (IN Rules)

Data Targets Influenced by This Concern:

- 6th Grade Students -- Reading Comprehension at grade level on NWEA by the spring
- 7th Grade Students -- Reading Comprehension at grade level on NWEA by the spring
- 8th Grade -- At/above mean RIT on fall NWEA Math
- 8th Grade -- At/above mean RIT on fall NWEA Reading
- 8th Grade -- Pass All Classes First Semester
- 8th Grade -- Pass English/LA ISTEP
- 8th Grade -- Pass Math ISTEP
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Grades 6, 7, and 8 -- Pass English/Language Arts ISTEP
- Grades 6, 7, and 8 -- Pass Math ISTEP
- Special Education -- Special Education students passing ISTEP

Strategies to Impact This Concern:

- Assessment Data
- I. Focused Academic Area: Language Arts support and remediation for Limited English Students

U. Focused Student Group (IN Rules)

Data Targets Influenced by This Concern:

- 6th Grade Students -- Reading Comprehension at grade level on NWEA by the spring
- 7th Grade Students -- Reading Comprehension at grade level on NWEA by the spring
- 8th Grade -- At/above mean RIT on fall NWEA Math
- 8th Grade -- At/above mean RIT on fall NWEA Reading
- 8th Grade -- Pass All Classes First Semester
- 8th Grade -- Pass English/LA ISTEP
- 8th Grade -- Pass Math ISTEP
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Grades 6, 7, and 8 -- Pass English/Language Arts ISTEP
- Grades 6, 7, and 8 -- Pass Math ISTEP
- Special Education -- Special Education students passing ISTEP

Strategies to Impact This Concern:

- U. Focused Student Group: Students who are Special Education

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- X. Graduation Plan: Indiana Graduation Plan

Force Field Excerpt

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

| | |
|---|---|
| A. Where is the public copy of your school's curriculum located? | Whiting Middle School office |
| B. What rules or statutes would you like to waive in order to promote student learning? <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. | None |
| C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate? | Yes, 96.8 % more parent involvement would help increase |
| D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each. | NWEA / MAP testing - computerized assessment tool |

Continuous Improvement Timeline

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

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2013-2014 school year