

# **School Improvement Plan - 2012-2013**

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## **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

- Kim Fentress
- Lisa Mendoza
- Cindy Scroggins
- Pam Smith

## Community Council

- Kelly Kompier - Parent
- Jean Lovasko - Librarian
- Tracy Lowe
- Brian Lowry - Community Agency
- Deann Mantich - Parent
- Susan Mills-Groninger - Parent and School Board President

- Kathy Murzyn - Business Representative
- Heidi Plavec - Youth Service/Community Agency
- Cynthia Scroggins - School Leader
- 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 - Passing Math ISTEP

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					89	90		92		93		100

## 6th Grade Spring MAP testing results - at or above grade level

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					35	40		45		50		100

## 7th Grade - Passing Math ISTEP

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		75	74	76	74	75		77		80		

**7th Grade - Spring MAP testing results - at or above grade level**

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		60	50	50	51	61		62		63		100

**8th Grade - Passing Math ISTEP**

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
74	81	70	68	75	68	78		80		82		100

**8th Grade Spring MAP testing results - at or above grade level**

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
64	72	74	75	76	37	50		52		54		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	73	73	68.2	73		75		77		80		100

**Hispanic Male Students in ELL program - Passing English / LA ISTEP**

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				50	60	62		64		66		100

**Hispanic Male Students in ELL program - Passing Math ISTEP**

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				80	85	86		87		88		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**

#### **Required Areas of Concern**

**F. Encourage Rigorous Curriculum**

**G. Attendance**

**I. Focused Academic Area**

**U. Focused Student Group**

**X. Graduation Plan**

# Strategies

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

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

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

The strategy titles and descriptions are listed below:

## Required Strategies

### F. Encourage Rigorous Curriculum: Math: Problem solving strategies

The two middle school math teachers will develop common vocabulary and key strategies related to multi-step problem solving to incorporate into instruction to increase students' mastery and achievement in accurately solving multiple step problems as evidenced by increased achievement on ISTEP.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### F. Encourage Rigorous Curriculum: 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

### 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:** Low Impact

**Focus:** General

### I. Focused Academic Area: Math Across the Curriculum

The two math teachers in the middle school will be curriculum consultants in the area of math for the middle school staff providing information, support, and materials for math remediation in advisory. The 7-8th grade social studies teacher, the 7-8th grade science teacher, the 6th grade science teacher, and the 6th grade social studies teacher will supplement this focus on math in their classrooms through the use of graphs, charts, formulas, computation, percents, and probability. This strategy will be implemented during the entire school year.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **U. Focused Student Group: Hispanic Male Students in ELL program**

Hispanic male students will be placed in the advisory class with the ELL teacher. Extra time and help will be given to the Hispanic male students in the areas of language arts and math. The ELL teacher will also consult with classroom teachers concerning modifications or instructional approaches that can be used by classroom teachers to assist the ELL students in learning.

**Impact Level:** High Impact - Inside

**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: Transition to Common Core Standards and Indiana Curriculum Maps

number of teachers making the shift to Common Core Standards

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	50		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.

## Attendance

**Nov 30, 2012:** Collect fall data: Student absenteeism, tardies, and truancy incidents **Person:**

**Jun 30, 2013:** Collect spring data: Student absenteeism, tardies, and truancy incidents **Person:**

## Encourage Rigorous Curriculum

**Apr 1, 2012:** Collect baseline data: ISTEP Scores 6th Grade **Person:**

**Apr 1, 2012:** Collect baseline data: ISTEP Scores 7th Grade **Person:**

**Apr 1, 2012:** Collect baseline data: ISTEP Scores 8th Grade **Person:**

**Apr 1, 2012:** Collect baseline data: number of teachers making the shift to Common Core Standards **Person:**

**Jun 5, 2012:** Analyze 6th grade 2012 ISTEP data to see exactly where students are on problem solving skills **Person:** Trish Wilder

**Jun 5, 2012:** Analyze 7th and 8th grade 2012 ISTEP data to see exactly where students are on problem solving skills **Person:** Kim Fentress

**Sep 1, 2012:** Aids will be developed to assist problem solving instruction schoolwide - 6th grade guidance on development **Person:** Trish Wilder

**Sep 1, 2012:** Analysis of social studies curriculum to see where problem solving can be emphasized **Person:** Alex Evon

**Sep 1, 2012:** Analysis of state standards to determine where problem solving occurs in the 7th and 8th grade curriculum **Person:** Kim Fentress

**Sep 1, 2012:** Analysis of state standards to determine where problem solving occurs in the 7th and 8th grade science curriculum **Person:** Megan McGee

**Sep 1, 2012:** Analysis of state standards to determine where problem solving occurs in the math 6th grade curriculum **Person:** Trish Wilder

**Sep 1, 2012:** Develop aids for 6th grade staff to reinforce common math vocabulary-key words etc. **Person:** Trish Wilder

**Sep 1, 2012:** Develop aids for 7th and 8th grade staff to reinforce common math vocabulary-key words etc. **Person:** Kim Fentress

**Sep 1, 2012:** Incorporate "bell ringer" type problem solving activities in the 6th grade math classes **Person:** Trish Wilder

**Sep 1, 2012:** Incorporate "bell ringer" type problem solving activities in the 7th and 8th grade math classes **Person:** Kim Fentress

**Sep 1, 2012:** Incorporate problem solving activities into all area of math - 7th and 8th **Person:** Kim Fentress

**Sep 1, 2012:** Incorporate problem solving activities into all areas of math - 6th grade **Person:** Trish Wilder

**Sep 1, 2012:** Search for and distribute materials to supplement problem solving, i.e. websites etc. - 6th grade **Person:** Trish Wilder

**Sep 1, 2012:** Search for and distribute materials to supplement problem solving, i.e. websites etc. - 7th and 8th **Person:** Kim Fentress

**Sep 15, 2012:** Plan more simulated timed-testing situations for students in the 6th grade math classes **Person:** Trish Wilder

**Sep 15, 2012:** Plan more simulated timed-testing situations for students in the 7th and 8th grade math classes **Person:** Kim Fentress

**Oct 15, 2012:** Collaboration time set aside for math teachers **Person:** Cindy Scroggins

**Oct 15, 2012:** Meetings to discuss progress **Person:** Cindy Scroggins

**Oct 15, 2012:** Work days (1/2 days split among staff) to work on shift to Common Core Standards **Person:** Cindy Scroggins

**Nov 5, 2012:** Present ideas and progress at faculty meetings **Person:** Kim Fentress

**Nov 30, 2012:** Collect fall data: ISTEP Scores 6th Grade **Person:**

**Nov 30, 2012:** Collect fall data: ISTEP Scores 7th Grade **Person:**

**Nov 30, 2012:** Collect fall data: ISTEP Scores 8th Grade **Person:**

**Nov 30, 2012:** Collect fall data: number of teachers making the shift to Common Core Standards **Person:**

**Dec 5, 2012:** Present ideas and progress at faculty meetings **Person:** Kim Fentress

**Dec 17, 2012:** Meetings to discuss progress **Person:** Cindy Scroggins

**Jan 5, 2013:** Present ideas and progress at faculty meetings **Person:** Kim Fentress

**Feb 5, 2013:** Present ideas and progress at faculty meetings **Person:** Kim Fentress  
**Feb 18, 2013:** Meetings to discuss progress **Person:** Cindy Scroggins  
**Mar 5, 2013:** Present ideas and progress at faculty meetings **Person:** Kim Fentress  
**Apr 5, 2013:** Present ideas and progress at faculty meetings **Person:** Kim Fentress  
**Apr 22, 2013:** Meetings to discuss progress **Person:** Cindy Scroggins  
**May 5, 2013:** Present ideas and progress at faculty meetings **Person:** Kim Fentress  
**Jun 30, 2013:** Collect spring data: ISTEP Scores 6th Grade **Person:**  
**Jun 30, 2013:** Collect spring data: ISTEP Scores 7th Grade **Person:**  
**Jun 30, 2013:** Collect spring data: ISTEP Scores 8th Grade **Person:**  
**Jun 30, 2013:** Collect spring data: number of teachers making the shift to Common Core Standards **Person:**

## Focused Academic Area

**Apr 1, 2012:** Collect baseline data: ISTEP scores for 6th grade students **Person:**  
**Apr 1, 2012:** Collect baseline data: ISTEP scores for 7th grade students **Person:**  
**Apr 1, 2012:** Collect baseline data: ISTEP scores for 8th grade students **Person:**  
**Apr 1, 2012:** Collect baseline data: [blank in "What will you count"] **Person:**  
**Jun 5, 2012:** Assess data from 2012 ISTEP for 6th grade math students **Person:** Kim Fentress  
**Jun 5, 2012:** Assess data from 2012 ISTEP for 7th and 8th grade math students **Person:** Trish Wilder  
**Jun 5, 2012:** Assess data from 6th grade NWEA scores **Person:** Trish Wilder  
**Jun 5, 2012:** Assess data from 7th and 8th grade NWEA scores **Person:** Kim Fentress  
**Aug 27, 2012:** Teach advisory class to support math strategies (science teacher) **Person:** Megan McGee  
**Aug 27, 2012:** Teach advisory class to support math strategies (social studies teacher) **Person:** Alex Evon  
**Aug 27, 2012:** Teach advisory class with lowest achieving math students in 6th grade **Person:** Trish Wilder  
**Aug 27, 2012:** Teach advisory class with lowest achieving math students in 7th and 8th grade **Person:** Kim Fentress  
**Sep 1, 2012:** Develop a binder for 7th and 8th grade math materials gathered for this strategy **Person:** Kim Fentress  
**Sep 1, 2012:** Develop a binder of 6th grade math materials gathered for this strategy **Person:** Trish Wilder  
**Sep 1, 2012:** Research website and other resources colleagues may use for advisory instruction **Person:** Kim Fentress  
**Sep 1, 2012:** Research websites and other resources colleagues may use for advisory instruction **Person:** Trish Wilder  
**Sep 8, 2012:** Develop a binder for 7th and 8th grade math materials gathered for this strategy **Person:** Kim Fentress  
**Sep 8, 2012:** Develop a binder of 6th grade math materials gathered for this strategy **Person:** Trish Wilder  
**Sep 10, 2012:** Deliberate focus on graphs, charts, formulas, computation, percents, probability, circle graphs, compare & contrast, temperature, venn diagrams, data tables, scientific analysis by 6th grade science teacher **Person:** Connie Thomas  
**Sep 10, 2012:** Deliberate focus on graphs, charts, formulas, computation, percents, probability, circle graphs, compare & contrast, temperature, venn diagrams, data tables, scientific analysis by 7th and 8th grade science teacher **Person:** Megan McGee  
**Sep 10, 2012:** Deliberate focus on graphs, charts, maps etc. in social studies classes to assist in this math strategy **Person:** Alex Evon  
**Sep 10, 2012:** Work time for math teachers to work on this strategy **Person:** Cindy Scroggins  
**Sep 15, 2012:** Develop a binder for 7th and 8th grade math materials gathered for this strategy **Person:** Kim Fentress  
**Sep 15, 2012:** Develop a binder of 6th grade math materials gathered for this strategy **Person:** Trish Wilder  
**Sep 15, 2012:** Generate a month-by-month calendar of skills to be taught in the advisory classes for 7th and 8th grade students **Person:** Kim Fentress  
**Sep 20, 2012:** Generate a month-by-month calendar of skills to be taught in the advisory classes for 6th grade **Person:** Trish Wilder  
**Sep 22, 2012:** Develop a binder for 7th and 8th grade math materials gathered for this strategy **Person:** Kim Fentress  
**Sep 22, 2012:** Develop a binder of 6th grade math materials gathered for this strategy **Person:** Trish Wilder  
**Sep 29, 2012:** Develop a binder for 7th and 8th grade math materials gathered for this strategy **Person:** Kim Fentress  
**Sep 29, 2012:** Develop a binder of 6th grade math materials gathered for this strategy **Person:** Trish Wilder  
**Oct 6, 2012:** Develop a binder for 7th and 8th grade math materials gathered for this strategy **Person:** Kim Fentress  
**Oct 6, 2012:** Develop a binder of 6th grade math materials gathered for this strategy **Person:** Trish Wilder  
**Oct 13, 2012:** Develop a binder for 7th and 8th grade math materials gathered for this strategy **Person:** Kim Fentress  
**Oct 13, 2012:** Develop a binder of 6th grade math materials gathered for this strategy **Person:** Trish Wilder  
**Oct 20, 2012:** Develop a binder for 7th and 8th grade math materials gathered for this strategy **Person:** Kim Fentress  
**Oct 20, 2012:** Develop a binder of 6th grade math materials gathered for this strategy **Person:** Trish Wilder  
**Oct 25, 2012:** Reevaluated advisory placement after analyzing Fall NWEA math results for 6th grade students **Person:** Trish Wilder  
**Oct 25, 2012:** Reevaluated advisory placement after analyzing Fall NWEA math results for 7th and 8th grade students **Person:** Kim Fentress  
**Oct 27, 2012:** Develop a binder for 7th and 8th grade math materials gathered for this strategy **Person:** Kim Fentress  
**Oct 27, 2012:** Develop a binder of 6th grade math materials gathered for this strategy **Person:** Trish Wilder  
**Oct 29, 2012:** Creation of specific learning pathways for Odyssey computerized remediation tool based on curriculum maps **Person:** Elva Sotello





**May 4, 2013:** Develop a binder for 7th and 8th grade math materials gathered for this strategy **Person:** Kim Fentress  
**May 4, 2013:** Develop a binder of 6th grade math materials gathered for this strategy **Person:** Trish Wilder  
**May 11, 2013:** Develop a binder for 7th and 8th grade math materials gathered for this strategy **Person:** Kim Fentress  
**May 11, 2013:** Develop a binder of 6th grade math materials gathered for this strategy **Person:** Trish Wilder  
**May 18, 2013:** Develop a binder for 7th and 8th grade math materials gathered for this strategy **Person:** Kim Fentress  
**May 18, 2013:** Develop a binder of 6th grade math materials gathered for this strategy **Person:** Trish Wilder  
**Jun 5, 2013:** Analysis of 2013 6th grade math results to gauge progress **Person:** Trish Wilder  
**Jun 5, 2013:** Analysis of 2013 7th and 8th grade math results to gauge progress **Person:** Kim Fentress  
**Jun 30, 2013:** Collect spring data: ISTEP scores for 6th grade students **Person:**  
**Jun 30, 2013:** Collect spring data: ISTEP scores for 7th grade students **Person:**  
**Jun 30, 2013:** Collect spring data: ISTEP scores for 8th grade students **Person:**  
**Jun 30, 2013:** Collect spring data: [blank in "What will you count"] **Person:**

## Focused Student Group

**Apr 1, 2012:** Collect baseline data: increase the percent of Hispanic males passing ISTEP English **Person:**  
**Apr 1, 2012:** Collect baseline data: increase the percent of Hispanic males passing ISTEP math **Person:**  
**Apr 1, 2012:** Collect baseline data: [blank in "What will you count"] **Person:**  
**Nov 30, 2012:** Collect fall data: increase the percent of Hispanic males passing ISTEP English **Person:**  
**Nov 30, 2012:** Collect fall data: increase the percent of Hispanic males passing ISTEP math **Person:**  
**Nov 30, 2012:** Collect fall data: [blank in "What will you count"] **Person:**  
**Jun 30, 2013:** Collect spring data: increase the percent of Hispanic males passing ISTEP English **Person:**  
**Jun 30, 2013:** Collect spring data: increase the percent of Hispanic males passing ISTEP math **Person:**  
**Jun 30, 2013:** Collect spring data: [blank in "What will you count"] **Person:**

## Graduation Plan

**Sep 10, 2012:** Career Research begins in English class for 8th graders **Person:** Pam Smith  
**Sep 15, 2012:** Interest inventory taken by 8th grade students **Person:** Elva Sotello  
**Oct 5, 2012:** Research paper done in English class for 8th graders **Person:** Pam Smith  
**Oct 15, 2012:** Drive of Your Life Activity for 8th grade students **Person:** Elva Sotello  
**Oct 20, 2012:** Junior Achievement speakers **Person:** Pam Smith  
**Dec 29, 2012:** Continued activities and reading about careers in English class for 8th grade **Person:** Pam Smith  
**Apr 15, 2013:** High School orientation night for parents and 8th graders **Person:** Michelle Duncan  
**Apr 21, 2013:** Shadow Days- 8th graders shadow a high school student for the day **Person:** Michelle Duncan  
**May 5, 2013:** Complete pre-high school scheduling survey on-line **Person:** Michelle Duncan  
**May 10, 2013:** Complete high school scheduling on-line **Person:** Michelle Duncan

## Professional Development Summary

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

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

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

### F. Encourage Rigorous Curriculum: Math: Problem solving strategies

No professional development is needed for this strategy.

### F. Encourage Rigorous Curriculum: Transition to Common Core Standards and Indiana Curriculum Maps

**Work days (1/2 days split among staff) to work on shift to Common Core Standards**

**Brief Description:** Work days (1/2 days split among staff) to work on shift to Common Core Standards

**Intended Participants:** Teachers

**Date:** Oct 15, 2012

**Activity Purpose:** Skill Building

**Activity Format:** Study Group

**Funding:**

**Does this activity occur during the school day?** Yes

### G. Attendance

No professional development is needed for this strategy.

### I. Focused Academic Area: Math Across the Curriculum

No professional development is needed for this strategy.

## **U. Focused Student Group: Hispanic Male Students in ELL program**

No professional development is needed for this strategy.

## **X. Graduation Plan: Indiana Graduation Plan**

No professional development is needed for this strategy.

# Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

## Local Areas of Concern

### Required Areas of Concern

#### F. Encourage Rigorous Curriculum (IN Rules)

**Data Targets Influenced by This Concern:**

**Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Transition to Common Core Standards and Indiana Curriculum Maps
- F. Encourage Rigorous Curriculum: Math: Problem solving strategies
- X. Graduation Plan: Indiana Graduation Plan

#### G. Attendance (IN Rules)

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- G. Attendance

#### I. Focused Academic Area (IN Rules)

**Data Targets Influenced by This Concern:**

- 8th Grade -- Passing Math ISTEP
- 8th Grade Spring MAP testing results -- at or above grade level
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

**Strategies to Impact This Concern:**

- I. Focused Academic Area: Math Across the Curriculum

#### U. Focused Student Group (IN Rules)

**Data Targets Influenced by This Concern:**

**Strategies to Impact This Concern:**

- U. Focused Student Group: Hispanic Male Students in ELL program

## **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?	Principal's Office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	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. Increased communication with parents of students who are exceeding attendance.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	NWEA- MAPS testing twice a year that gives us the data we need to direct instruction at all levels. LASS- Test which gives us ELL levels.

## 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
<b>First Year:</b> Rationale + Organizational Structure <b>After First Year:</b> 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