

School Improvement Plan - 2013-2014

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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
- Cindy Scroggins
- Pam Smith

Community Council

- Kelly Kompier - Parent
- Jane Laurincik - faculty point person
- Jean Lovasko - Librarian
- Tracy Lowe - parent
- Brian Lowry - Community Agency
- Deann Mantich - Parent
- Megan McGee - student body point person

- Eileen Mills-Groninger - Community member / former student/ elem. teacher now
- 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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			89	90		92		93		94		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			35	40		45		50		60		100

7th Grade - Passing Math ISTEP

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75	74	76	74	75		77		80		82		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60	50	50	51	61		62		63		70		100

8th Grade - Passing Math ISTEP

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	68	75	68	78		80		82		83		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
74	75	76	37	50		52		54		60		100

All Students (126 days) - ISTEP Performance

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73	68.2	73		75		77		80		82		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		50	60	62		64		66		67		100

Hispanic Male Students in ELL program - Passing Math ISTEP

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		80	85	86		87		88		89		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. Teachers will list common core standards covered on lesson plan template in addition to Indiana standards.

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: Specific

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: 7th and 8th grade male students identified as at risk of expulsion

Using the 2012/2013 discipline data, we will identify 7th and 8th grade male students that had at least one out of school suspension during the 2012/2013 school year. These students will be referred to the Positive Life Skills program and each assigned a teacher mentor to meet with weekly. Students will be placed in the smaller behavior interventionist advisory and participate in the twice monthly lunch group with the social worker. Students will also receive monthly services from school social worker.

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: General

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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual

Number of staff effectively using common core standards, curriculum maps, and correctly identifying the common core standards taught on the lesson plans

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
30%	60%		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

Sep 27, 2013: Refer students with general attendance issues to Positive Life Skills program **Person:** Cynthia Scroggins

Sep 27, 2013: Refer students with tardy problems to Positive Life Skills Program, new school day hours where students will arrive 15 minutes earlier than they are accustomed to **Person:** Ryan Spitzer

Oct 24, 2013: Refer students with truancy issues to Lake County truancy court **Person:** Cynthia Scroggins

Nov 22, 2013: Send letters to parents at 6,8, and 9 absences alerting them of possible lost credits **Person:** Cynthia Scroggins

Nov 27, 2013: Collect fall data: Student absenteeism, tardies, and truancy incidents **Person:** Cynthia Scroggins

Dec 19, 2013: Refer students with attendance issues to Positive Life Skills program **Person:** Cynthia Scroggins

Dec 19, 2013: Refer students with truancy issues to Lake County truancy court **Person:** Cynthia Scroggins

Feb 28, 2014: Refer students with truancy issues to Lake County truancy court **Person:** Cynthia Scroggins

Mar 28, 2014: Refer students with attendance issues to Positive Life Skills program **Person:** Cynthia Scroggins

May 1, 2014: Refer students with truancy issues to Lake County truancy court **Person:** Cynthia Scroggins

Jun 30, 2014: Collect spring data: Student absenteeism, tardies, and truancy incidents **Person:** Cynthia Scroggins

Encourage Rigorous Curriculum

Apr 1, 2013: Collect baseline data: Number of staff effectively using common core standards, curriculum maps, and correctly identifying the common core standards taught on the lesson plans **Person:**

Aug 17, 2013: Teacher will review Indiana curriculum maps and use for alignment activities/collaboration/lesson planning **Person:** Teaching staff

Aug 20, 2013: Review of teacher lesson plans **Person:** Cindy Scroggins

Aug 30, 2013: Analyze 6th grade 2013 ISTEP data to see exactly where students are on problem solving skills **Person:** Trish Wilder

Aug 30, 2013: Analyze 7th & 8th grade 2013 ISTEP data to see exactly where students are on problem solving skills **Person:** Kim Fentress

Aug 30, 2013: Collaboration time set aside for math teachers to update problem solving binders **Person:** Kim Fentress

Aug 30, 2013: collaboration with science sub for the first semester might be difficult, pregnancy leave, sub won't be teaming after school **Person:** Kim Fentress

Sep 3, 2013: Collaboration focused on common core standard implementation **Person:** Cindy Scroggins

Sep 3, 2013: Collaboration focused on common core standard implementation **Person:** Cindy Scroggins

Sep 10, 2013: Attendance at commoncore conference **Person:** Cindy Scroggins

Sep 17, 2013: Teacher will review Indiana curriculum maps and use for alignment activities/collaboration/lesson planning **Person:** Teaching staff

Sep 30, 2013: Additional instructional activities will be developed to assist problem solving instruction schoolwide **Person:** Kim Fentress

Sep 30, 2013: Additional instructional activities will be developed to assist problem solving instruction schoolwide **Person:** Trish Wilder

Sep 30, 2013: Additional problem solving skills (maps and charts) will be added to the problem solving strategies for advisory classes **Person:** Alex Evon

Sep 30, 2013: Analysis of state standards to determine where problem solving occurs in the math 6th grade curriculum **Person:** Trish Wilder

Sep 30, 2013: Incorporate problem solving activities into all areas of math 7th and 8th **Person:** Kim Fentress

Sep 30, 2013: Search for and distribute materials to supplement problem solving, i.e., websites etc., for 6th grade **Person:** Trish Wilder

Sep 30, 2013: Search for and distribute materials to supplement problem solving, i.e., websites etc., for 7th & 8th grade **Person:** Kim Fentress

Oct 1, 2013: Review of teacher lesson plans **Person:** Cindy Scroggins

Oct 3, 2013: Collaboration focused on common core standard implementation **Person:** Cindy Scroggins

Oct 17, 2013: Teacher will review Indiana curriculum maps and use for alignment activities/collaboration/lesson planning **Person:** Teaching staff

Nov 3, 2013: Collaboration focused on common core standard implementation **Person:** Cindy Scroggins

Nov 12, 2013: Review of teacher lesson plans **Person:** Cindy Scroggins

Nov 14, 2013: Problem solving skills conference **Person:** Cindy Scroggins

Nov 17, 2013: Teacher will review Indiana curriculum maps and use for alignment activities/collaboration/lesson planning **Person:** Teaching staff

Nov 22, 2013: Collect fall data: ISTEP Scores & MAPS scores 6th grade **Person:** Trish Wilder

Nov 22, 2013: Collect fall data: ISTEP Scores & MAPS scores 7th and 8th grade **Person:** Kim Fentress

Nov 30, 2013: Collect fall data: Number of staff effectively using common core standards, curriculum maps, and correctly identifying the common core standards taught on the lesson plans **Person:**

Nov 30, 2013: Collect fall data: number of teachers making the shift to Common Core Standards **Person:**

Dec 3, 2013: Collaboration focused on common core standard implementation **Person:** Cindy Scroggins

Dec 17, 2013: Teacher will review Indiana curriculum maps and use for alignment activities/collaboration/lesson planning **Person:** Teaching staff

Dec 24, 2013: Review of teacher lesson plans **Person:** Cindy Scroggins

Jan 3, 2014: Collaboration focused on common core standard implementation **Person:** Cindy Scroggins

Jan 17, 2014: Teacher will review Indiana curriculum maps and use for alignment activities/collaboration/lesson planning **Person:** Teaching staff

Feb 3, 2014: Collaboration focused on common core standard implementation **Person:** Cindy Scroggins

Feb 4, 2014: Review of teacher lesson plans **Person:** Cindy Scroggins

Feb 17, 2014: Teacher will review Indiana curriculum maps and use for alignment activities/collaboration/lesson planning **Person:** Teaching staff

Mar 3, 2014: Collaboration focused on common core standard implementation **Person:** Cindy Scroggins

Mar 17, 2014: Teacher will review Indiana curriculum maps and use for alignment activities/collaboration/lesson planning **Person:** Teaching staff

Mar 18, 2014: Review of teacher lesson plans **Person:** Cindy Scroggins

Apr 3, 2014: Collaboration focused on common core standard implementation **Person:** Cindy Scroggins

Apr 17, 2014: Teacher will review Indiana curriculum maps and use for alignment activities/collaboration/lesson planning **Person:** Teaching staff

Apr 29, 2014: Review of teacher lesson plans **Person:** Cindy Scroggins

May 3, 2014: Collaboration focused on common core standard implementation **Person:** Cindy Scroggins

May 17, 2014: Teacher will review Indiana curriculum maps and use for alignment activities/collaboration/lesson planning **Person:** Teaching staff

May 23, 2014: Collect spring data: ISTEP & MAPS scores for 6th grade **Person:** Trish Wilder

May 23, 2014: Collect spring data: ISTEP & MAPS scores for 7th and 8th grade **Person:** Kim Fentress

Jun 30, 2014: Collect spring data: Number of staff effectively using common core standards, curriculum maps, and correctly identifying the common core standards taught on the lesson plans **Person:**

Jun 30, 2014: Collect spring data: number of teachers making the shift to Common Core Standards **Person:**

Focused Academic Area

Jun 30, 2013: Assess data from 7th and 8th grade NWEA scores **Person:** Kim Fentress

Aug 19, 2013: Teach advisory class to support math strategies (science teacher - there will be sub until November) **Person:** Megan McGee

Aug 19, 2013: Teach advisory class to support math strategies (social studies) focusing on charts and maps **Person:** Alex Evon

Aug 19, 2013: Teach advisory class with lowest achieving math students in 7th and 8th grade **Person:** Kim Fentress

Aug 19, 2013: Teach advisory class with lowest math students in 6th grade **Person:** Trish Wilder

Aug 27, 2013: Generate a month-by-month calendar of skills to be taught in the advisory classes for 6th grade **Person:** Trish Wilder

Aug 29, 2013: Deliberate focus on graphs, charts, circle graphs, compare & contrast, venn diagrams, data tables in social studies **Person:** Alex Evon

Aug 30, 2013: Assess data from 6th grade NWEA scores **Person:** Trish Wilder

Aug 30, 2013: 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 13, 2013: Work time for math teachers to work on this strategy **Person:** Ryan Spittler

Sep 27, 2013: Generate a month-by-month calendar of skills to be taught in the advisory classes for 7th and 8th grade **Person:** Kim Fentress

Sep 29, 2013: Assess data from 2013 ISTEP for 7th and 8th grade math students **Person:** Kim Fentress

Sep 30, 2013: Assess data from 2013 ISTEP for 6th grade math students **Person:** Trish Wilder

Sep 30, 2013: Continue to research new and innovative websites to share with colleagues to use for advisory instruction **Person:** Kim Fentress

Sep 30, 2013: Continue to research new and innovative websites to share with colleagues to use for advisory instruction **Person:** Trish Wilder

Oct 16, 2013: Collaboration and peer tutoring **Person:** Kim Fentress

Oct 17, 2013: add activities and websites to the binder **Person:** Kim Fentress

Oct 17, 2013: add activities and websites to the binder **Person:** Trish Wilder

Oct 27, 2013: Make additions to the remediation binder created for this continued strategy **Person:** Kim Fentress

Oct 29, 2013: Make additions to the remediation binder created for this continued strategy **Person:** Trish Wilder

Oct 31, 2013: Creation of specific learning pathways for Odyssey computerized remediation tool based on curriculum maps **Person:** Elva Sotello

Oct 31, 2013: Reevaluate advisory placement after analyzing Fall NWEA math results for 7th and 8th grade students **Person:** Kim Fentress

Oct 31, 2013: Reevaluate advisory placement after analyzing Fall NWEA math results for 7th and 8th grade students **Person:** Trish Wilder

Nov 17, 2013: add activities and websites to the binder **Person:** Kim Fentress

Nov 27, 2013: Collect fall data: ISTEP & NWEA scores for 7th and 8th grade **Person:** Kim Fentress

Dec 17, 2013: add activities and websites to the binder **Person:** Kim Fentress

Jan 17, 2014: add activities and websites to the binder **Person:** Kim Fentress

Feb 17, 2014: add activities and websites to the binder **Person:** Kim Fentress

Mar 17, 2014: add activities and websites to the binder **Person:** Kim Fentress

Apr 17, 2014: add activities and websites to the binder **Person:** Kim Fentress

May 15, 2014: Analysis of 2013-2014 6th grade math results to critique this strategy's impact **Person:** Trish Wilder

May 20, 2014: Collect spring data: ISTEP & NWEA scores for 6th grade students **Person:** Trish Wilder

May 20, 2014: Collect spring data: ISTEP & NWEA scores for 7th and 8th grade students **Person:** Kim Fentress

May 21, 2014: Analysis of 2013-2014 7th and 8th grade math results to critique this strategy's impact **Person:** Kim Fentress

May 21, 2014: Collect fall data: ISTEP & NWEA scores for 6th grade students **Person:** Trish Wilder

Focused Student Group

Jul 15, 2013: Scheduling of identified students into Interventionist advisory **Person:** Cindy Scrogging

Aug 5, 2013: Dissaggregation of 2012/2013 discipline data **Person:** Cindy Scrogging

Aug 5, 2013: Identification of 7th and 8th grade students at risk of expulsion **Person:** Cindy Scrogging

Aug 11, 2013: PBIS inservice **Person:** Cindy Scrogging

Sep 4, 2013: Teacher mentors meet monthly with assigned students **Person:** Arthur Young

Sep 10, 2013: Assignment of teacher mentors **Person:** Cindy Scrogging

Sep 10, 2013: Referral of students to social worker **Person:** Cindy Scrogging

Sep 15, 2013: Referral of students to PLS program **Person:** Cindy Scrogging

Oct 4, 2013: Review of quarterly discipline data for identified students **Person:** Cindy Scrogging

Oct 4, 2013: Teacher mentors meet monthly with assigned students **Person:** Arthur Young

Nov 4, 2013: Teacher mentors meet monthly with assigned students **Person:** Arthur Young

Nov 5, 2013: At-Risk Learners Seminar **Person:** Cindy Scrogging

Dec 4, 2013: Teacher mentors meet monthly with assigned students **Person:** Arthur Young

Dec 6, 2013: Review of quarterly discipline data for identified students **Person:** Cindy Scrogging

Jan 4, 2014: Teacher mentors meet monthly with assigned students **Person:** Arthur Young

Feb 4, 2014: Teacher mentors meet monthly with assigned students **Person:** Arthur Young

Feb 7, 2014: Review of quarterly discipline data for identified students **Person:** Cindy Scrogging

Mar 4, 2014: Teacher mentors meet monthly with assigned students **Person:** Arthur Young

Apr 4, 2014: Teacher mentors meet monthly with assigned students **Person:** Arthur Young

Apr 11, 2014: Review of quarterly discipline data for identified students **Person:** Cindy Scrogging

May 4, 2014: Teacher mentors meet monthly with assigned students **Person:** Arthur Young

Graduation Plan

Sep 20, 2013: Career Research begins in 8th grade literature class **Person:** Pam Smith

Sep 20, 2013: Research paper done in English class for 8th grade students focusing on prospective jobs in a universal job market **Person:** Pam Smith

Sep 30, 2013: Interest Inventory taken in 8th grade computer class **Person:** Elva Sotello

Oct 1, 2013: Research projects presented to the class so all can gain knowledge of the various jobs researched **Person:** Pam Smith

Oct 1, 2013: The Drive of Your Life Activity for 8th grade students will be done on-line **Person:** Elva Sotello

Oct 30, 2013: Junior Achievement speakers will present in the 8th grade classes **Person:** Pam Smith

Jan 20, 2014: Continued classroom activities in 8th grade literature, i.e., Indiana Hottest Jobs publication, etc. **Person:** Pam Smith

Apr 14, 2014: Shadow Days will be designated and assigned for 8th grade students to shadow a freshman at the high school for the whole school day **Person:** Pam Smith

Apr 15, 2014: High school freshman orientation night will be promoted and attended by 8th grade lead teacher which will be given by the high school counselor for the 8th grade students and parents **Person:** Pam Smith

May 5, 2014: Complete pre-high school scheduling on-line with high school counselor in 8th grade literature classes **Person:** Pam Smith

May 23, 2014: Completed high school schedules signed by the parents and returned to school by May 23 **Person:** Pam Smith

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

Problem solving skills conference

Brief Description: Both math teachers will attend Yearly PUC math conference to increase their knowledge of best practices in teaching students problem solving skills/

Intended Participants: Teachers

Date: Nov 14, 2013

Activity Purpose: Skill Building

Activity Format: Presentation

Funding:

Does this activity occur during the school day? Yes

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

Attendance at commoncore conference

Brief Description: Administrator will seek out outside professional development on the common core standards

Intended Participants: Teachers, Administrators

Date: Sep 10, 2013

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: Title 2

Does this activity occur during the school day? Yes

Collaboration focused on common core standard implementation

Brief Description: Shared collaboration meetings will be scheduled twice monthly focusing on common core curriculum alignment and transition.

Intended Participants: Teachers, Administrators

Date: Sep 3, 2013

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Peer Coaching, Collaborative Problem Solving

Funding: n/a

Does this activity occur during the school day? Yes

Collaboration focused on common core standard implementation

Brief Description: Shared collaboration meetings will be scheduled twice monthly focusing on common core curriculum alignment and transition.

Intended Participants: Teachers, Administrators

Dates: Sep 3, 2013; Oct 3, 2013; Nov 3, 2013; Dec 3, 2013; Jan 3, 2014; Feb 3, 2014; Mar 3, 2014; Apr 3, 2014; May 3, 2014

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Peer Coaching, Collaborative Problem Solving

Funding: n/a

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

Collaboration and peer tutoring

Brief Description: Kim Fentress will meet monthly with social studies and science teacher to review math resource materials for use in advisory. She will mentor teachers in use of materials with students to provide math remediation during advisory period. She will also make a presentation during the first quarter at a staff meeting to the entire WMS teaching staff.

Intended Participants: Teachers

Date: Oct 16, 2013

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Peer Coaching, Collaborative Problem Solving

Funding: N/a

Does this activity occur during the school day? No

U. Focused Student Group: 7th and 8th grade male students identified as at risk of expulsion

At-Risk Learners Seminar

Brief Description: Administrator will select three teachers to attend at-risk learner/ Motivating the unmotivated learning conference at NWIESC

Intended Participants: Teachers

Date: Nov 5, 2013

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: Title 2

Does this activity occur during the school day? Yes

PBIS inservice

Brief Description: Teachers will receive one day PBIS training at the beginning of the school year on the Teacher only day.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 11, 2013

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

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:

- 6th Grade -- Passing Math ISTEP
- 7th Grade -- Passing Math ISTEP
- 8th Grade -- Passing Math ISTEP

Strategies to Impact This Concern:

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

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

- 6th Grade Spring MAP testing results -- at or above grade level
- 7th Grade - Spring MAP testing results -- at or above grade level
- 8th Grade Spring MAP testing results -- at or above grade level
- All Students (126 days) -- ISTEP Performance
- Hispanic Male Students in ELL program -- Passing English / LA ISTEP
- Hispanic Male Students in ELL program -- Passing Math ISTEP

Strategies to Impact This Concern:

- G. Attendance

I. Focused Academic Area (IN Rules)

Data Targets Influenced by This Concern:

- 6th Grade -- Passing Math ISTEP
- 7th Grade -- Passing Math ISTEP
- 8th Grade -- Passing Math ISTEP
- 8th Grade Spring MAP testing results -- at or above grade level
- All Students (126 days) -- ISTEP Performance
- Hispanic Male Students in ELL program -- Passing English / LA ISTEP
- Hispanic Male Students in ELL program -- Passing Math ISTEP

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:

- All Students (126 days) -- ISTEP Performance
- Hispanic Male Students in ELL program -- Passing English / LA ISTEP
- Hispanic Male Students in ELL program -- Passing Math ISTEP

Strategies to Impact This Concern:

- U. Focused Student Group: 7th and 8th grade male students identified as at risk of expulsion

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

- 6th Grade -- Passing Math ISTEP
- 6th Grade Spring MAP testing results -- at or above grade level
- 7th Grade -- Passing Math ISTEP
- 7th Grade - Spring MAP testing results -- at or above grade level
- 8th Grade -- Passing Math ISTEP
- 8th Grade Spring MAP testing results -- at or above grade level
- All Students (126 days) -- ISTEP 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.

<p>A. Where is the public copy of your school's curriculum located?</p>	<p>The curriculum guides are available at central office and in the middle school office.</p>
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	<p>511 IAC 6.2-6-4 School performance and accountability ratings. The A to F accountability grade for schools is an ineffective way to measure school performance. I feel that it gives the wrong perception to the public and all stakeholders by narrowing a school's performance down to a single letter grade that is only linked to one assessment. It stands in the way of student learning because some schools may end up placing too much instructional focus on preparing for the test thus narrowing the curriculum to "teaching to the test". I feel that a school's accountability should be based on multiple measures. This would decrease the narrowed focus on ISTEP and schools could focus more on the essential skills that all students should attain.</p>
<p>C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?</p>	<p>I believe that our attendance rate of 96.8% is supportive of learning. We will continue to implement our attendance intervention programs and strategies to continue to increase our current attendance rate.</p>
<p>D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.</p>	<p>NWEA MAP assessment-administered in the fall and spring in the areas of language arts, reading, and math. These assessments target our students' grade level performance in these areas and growth from year to year. The data is used for summer school, class placements, Rtl, and to target remediation needs. Individual learning pathways are created from the MAP testing data.</p> <p>Numerous subject level formative and summative assessments given throughout the school year. Teachers use the information to determine mastery and identify areas for reteaching.</p>

Continuous Improvement Timeline

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

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