

# School Improvement Plan - 2010-2011

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## Orleans Jr-Sr High Sch (6573)

Orleans Community Schools

Orleans, 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

Orleans Jr-Sr High Sch

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

- Indiana Student Achievement Institute
- PL221

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

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

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

## **Using Data for Decision-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

- Deborah Brothers - Teacher
- Lori DeWitt - Teacher
- Dawn Dooley - Teacher
- Jared Gilbert - Teacher
- Carolyn Hash - School Counselor
- Julie Isom - Teacher
- Gary McClintic - Administrator
- Linda Parks - Teacher
- Betsi Sanders - Teacher
- Jon Stalker - Community Representative (Business)
- Beth True - Parent/Guardian

## Strategy Chairs

- Deborah Brothers
- Jennifer Hall
- Carolyn Hash
- Kris Hole
- Kathy Wilson

## Community Council

- Jeff Berning - Parent
- Meloni Cassidy - Parent
- DIANA DAUGHERTY - business owner/operator
- Nikki Deckard - Business
- LINDA GERKIN - Parent
- Robert Henderson - Town of Orleans Chamber President
- Jimmy Johnson - Parent
- Steve Johnson - Business Bommunity Member
- Sandy Kendall - Parent
- KELLY MINTON - Community member
- ANNE MULLINS - Parent
- Kelly Sage - Parent
- Hanna Swayer - Health Service member
- ROBIN SWEET - Parent/community member
- DIANA TALBERT - Parent
- Toni Wildman - Business Community Member

# 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:**

We believe that all students deserve positive role models, examples by which to live their lives. We believe that all students deserve parental support and involvement in all aspects of their lives. We believe that all students deserve consistent rules to guide their lives. We believe that all students deserve a safe learning environment. We believe that all students deserve a rigorous curriculum and high expectations in order to achieve their maximum potential.

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

Parents and teachers are working together to help the students achieve their future plans and goals. Adults will mentor students. Every parent is concerned with the student's achievement and helps with homework. Teachers keep kids engaged in learning by involving the students in hands on learning and other varied methods of learning to motivate students. Adults show no favoritism, rules are enforced consistently, and all students receive fair treatment. Parents are actively involved in school activities (open house, school board, INSAI, etc). Parents are in the schools supervising and keeping the lines of communication open. Parents and teachers motivate and encourage students to succeed.

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

In this environment where all adults are living by their core convictions, all students have high expectations and are actively involved in their learning. All students have feelings of self worth and high self-esteem. Students have a desire to learn and become life long learners. Students feel that it is cool to make good grades. Students respect one another and there are no fights. Students are not in trouble because they are following school rules and policies and there is no In School Detention. Students are in 100% attendance and arrive on time. Students have a sense of school pride and take pride in the work they are doing. Students are involved in peer tutoring. Students are obedient and want to do right, mimicking their role models. Students are rested and well fed. All students enjoy school and feel safe. Students receive rewards for their achievements. Students are involved in school functions and participate in class. All students complete their homework. Students want to improve, achieve, and please. All students continue their education following graduation from high school.

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

- % of students who are graduating seniors.: 100%
- % of students who are passing the Algebra 1 ECA.: 100%
- % of students who meet the ISTEP+ standards.: 100%
- % of students who pass Core 40 exams.: 100%
- % of students who score a four (4) or better on Advanced Placement Exams.: 100%
- % of students who are passing English 10 ECA.: 100%
- % of students who demonstrate mastery in literary response questions.: 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.

## 10th grade Free/Reduced Lunch students - % Passing English 10 End of Course Assessment (ECA)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	N/A	65%	N/A	70%	N/A	80%	N/A	90%	N/A	90%	N/A	100%

## All 7th grade students - % of 7th grade students with mastery in literary response and analysis questions.

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		N/A	72 %	73 %	N/A	75 %	N/A	80 %	N/A	85%	N/A	100 %

## All 7th grade students - Percentage passing ISTEP English/ Language Arts

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		N/A	70 %	75 %	N/A	77 %	N/A	80 %	N/A	80%	N/A	100 %

**All 8th grade students - Percentage passing ISTEP English/Language Arts**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		N/A	63 %	73 %	N/A	75 %	N/A	80 %	N/A	80%	N/A	100%

**All Students - Percent of Students Graduating**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
89%	82%	85 %	92%	92 %	N/A	92 %	N/A	92 %	N/A	92 %	N/A	100 %

**Free/Reduced Lunch students - % Passing Algebra I End of Course Assessment (ECA)**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	N/A	25 %		30%	N/A	35%	N/A	40%	N/A	50%	N/A	100 %

## Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

## Local Areas of Concern

### **We are concerned that... Students need extra help with their school work.**

Only 26 % of all students strongly agreed that they received extra help with their school work when needed. Only 35% of Free/Reduced Lunch students strongly agreed that they turn in their homework almost everyday compared to 51% of Paid Lunch students.

### **We are concerned that... Teachers need to employ strategies to help make lessons more relevant and understandable for children of poverty.**

For AYP 51% of F/R students passing ISTEP E/LA and 66% passing ISTEP math compared to 79% of Paid Lunch students passing ISTEP E/LA and 83% passing ISTEP math.

### **We are concerned that... The school wants the students to be rewarded for improvement in classroom academic performance, standardized test scores, behavior, and attendance.**

Through teacher and Community Council discussions the desire to reward students was made evident.

### **We are concerned that... The school wants the students to read more.**

Through discussion with teachers and students about low reading comprehension scores it was noted that students needed more practice at reading lengthy passages.

## Required Areas of Concern

### **F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**U. Focused Student Group**

# Strategies

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

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

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

The strategy titles and descriptions are listed below:

## Local Strategies

### Incentive Rewards

Students will receive rewards each grading period for improvement in academic performance, standardized test scores, behavior, and attendance. The types of rewards and reward levels will be determined by the Incentive program advisory committee and they will be in charge of getting the rewards.

**Impact Level:** Low Impact

**Focus:** General

### Recreational Reading

Time will be provided for all students in grades 7-12 during the regular school day to engage in recreational reading.

**Impact Level:** Low Impact

**Focus:** Specific

## Required Strategies

### F. Encourage Rigorous Curriculum: Required and Additional Courses

We offer the classes required for students to earn a Core 40 or Honors Diploma. Opportunities for the Core 40 Technical Honors Diploma are offered through Vocational classes at BNL. We presently offer 1 English class, Electronics, French, Agribusiness, and Intro to Engineering Design and Government for college credit. We also offer AP Calculus, AP Music Theory and AP Art. Each Spring semester the students meet with the counselor individually to discuss their career plans and select classes for the new school year. A listing of classes is made available to the students, which shows which classes are college credit and/ or AP. All classes and course descriptions are published in the student handbook for students and parents to read. The sophomores students tour the Vocational School at BNL to get a first hand look at the classes available there. Some of our staff is willing to offer the opportunity to take the class at a time it is not scheduled or during their prep, if the student has a conflict and cannot enroll at the time the class meets.

**Impact Level:** High Impact - Inside

**Focus:** General

### I. Focused Academic Area: Language Arts: Writing Across the Curriculum

Teachers will implement the Simple Six rubric in order to incorporate writing across the curriculum. The Simple Six is a rubric used to score the students' writing based on six areas. The areas are: Topic, Logical Order, Vocabulary, Sentence Pattern, Supporting Details, and Audience. Teachers will assign one writing assignment for each class taught per semester. In addition, junior high teachers will require students to incorporate the "question" as part of the answer and to write using complete sentences when answering literary response open-ended questions. Teachers of grades 9-12 are encouraged to do the same.

**Impact Level:** High Impact - Inside

**Focus:** Specific

**U. Focused Student Group: Free / Reduced Lunch - Teacher Training**

Teachers will receive training in instructional strategies on how to educate students of poverty. Teachers will implement strategies on a daily basis in the classroom.

**Impact Level:** High Impact - Inside

**Focus:** Specific

**U. Focused Student Group: Free/Reduced Lunch - Peer Tutoring**

Free/Reduced lunch students in grades 7-12 will be required to receive extra help if their grades fall to a D or lower.

Free/Reduced lunch students while in study hall class during the school day will get the extra help from students enrolled in the peer tutoring course. Students will have the opportunity to sign-up to work with the the peer tutors during each study hall class period.

**Impact Level:** Low Impact

**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

### U. Focused Student Group: Free / Reduced Lunch - Teacher Training

The percentage of teachers who use strategies daily to help make lessons more relevant and understandable for children of poverty.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
46%	100 %		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.

## Encourage Rigorous Curriculum

**Feb 28, 2011:** Pass out courses offered list. **Person:** Kristin Bye

**Mar 31, 2011:** Meet with students each spring. **Person:** Kristin Bye

## Focused Academic Area

**Sep 15, 2010:** Jr. High teachers will require students to incorporate "the question" as part of the answer and to write using complete sentences when answering open ended questions. **Person:** Jr. High Teachers

**Sep 15, 2010:** Teachers will assign a writing assignment for each class taught once each semester. **Person:** All teachers

**Nov 17, 2010:** Jr. High teachers will require students to incorporate "the question" as part of the answer and to write using complete sentences when answering open ended questions. **Person:** Jr. High Teachers

**Nov 17, 2010:** Teachers will assign a writing assignment for each class taught once each semester. **Person:** All teachers

**Jan 19, 2011:** Jr. High teachers will require students to incorporate "the question" as part of the answer and to write using complete sentences when answering open ended questions. **Person:** Jr. High Teachers

**Jan 19, 2011:** Teachers will assign a writing assignment for each course taught once each semester. **Person:** All teachers

**Mar 23, 2011:** Jr. High teachers will require students to incorporate "the question" as part of the answer and to write using complete sentences when answering open ended questions. **Person:** Jr. High Teachers

**Mar 23, 2011:** Teachers will assign a writing assignment for each class taught once each semester. **Person:** All teachers

**May 25, 2011:** Jr. High teachers will require students to incorporate "the question" as part of the answer and to write using complete sentences when answering open ended questions. **Person:** Jr. High Teachers

**May 25, 2011:** Teachers will assign a writing assignment for each class taught once each semester. **Person:** All teachers

## Focused Student Group

**Apr 1, 2010:** Collect baseline data: **Person:** Deborah Brothers

**Aug 15, 2010:** Teachers will receive training on instructional strategies on how to educate students of poverty. **Person:** Mr. McClinic

**Sep 15, 2010:** Teachers will incorporate instructional strategies for educating students of poverty into their daily lessons. **Person:** All teachers

**Nov 17, 2010:** Teachers will incorporate instructional strategies for educating students of poverty into their daily lessons. **Person:** All teachers

**Nov 30, 2010:** Collect fall data: **Person:** Deborah Brothers

**Nov 30, 2010:** Collect fall data: The percentage of teachers who use strategies daily to help make lessons more relevant and understandable for children of poverty. **Person:** Deborah Brothers

**Jan 19, 2011:** Teachers will incorporate instructional strategies for educating students of poverty into their daily lessons. **Person:** All teachers

**Mar 23, 2011:** Teachers will incorporate instructional strategies for educating students of poverty into their daily lessons. **Person:** All teachers

**May 25, 2011:** Teachers will incorporate instructional strategies for educating students of poverty into their daily lessons. **Person:** All teachers

**Jun 30, 2011:** Collect spring data: **Person:** Deborah Brothers

**Jun 30, 2011:** Collect spring data: The percentage of teachers who use strategies daily to help make lessons more relevant and understandable for children of poverty. **Person:** Deborah Brothers

# Professional Development Summary

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

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

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

## F. Encourage Rigorous Curriculum: Required and Additional Courses

No professional development is needed for this strategy.

## I. Focused Academic Area: Language Arts: Writing Across the Curriculum

No professional development is needed for this strategy.

## U. Focused Student Group: Free / Reduced Lunch - Teacher Training

Teachers will receive training on instructional strategies on how to educate students of poverty.

**Brief Description:** Teachers, counselors, and administrators will receive training on how to educate students of poverty.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Aug 15, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** Professional Development Grant

**Does this activity occur during the school day?** No

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

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

### **Local Areas of Concern**

#### **We are concerned that... Students need extra help with their school work.**

##### **Data Targets Influenced by This Concern:**

- 10th grade Free/Reduced Lunch students -- % Passing English 10 End of Course Assessment (ECA)
- All 7th grade students -- Percentage passing ISTEP English/ Language Arts
- All 8th grade students -- Percentage passing ISTEP English/Language Arts
- All Students -- Percent of Students Graduating
- Free/Reduced Lunch students -- % Passing Algebra I End of Course Assessment (ECA)

##### **Strategies to Impact This Concern:**

- U. Focused Student Group: Free/Reduced Lunch - Peer Tutoring

#### **We are concerned that... Teachers need to employ strategies to help make lessons more relevant and understandable for children of poverty.**

##### **Data Targets Influenced by This Concern:**

- 10th grade Free/Reduced Lunch students -- % Passing English 10 End of Course Assessment (ECA)
- Free/Reduced Lunch students -- % Passing Algebra I End of Course Assessment (ECA)

##### **Strategies to Impact This Concern:**

- U. Focused Student Group: Free / Reduced Lunch - Teacher Training

#### **We are concerned that... The school wants the students to be rewarded for improvement in classroom academic performance, standardized test scores, behavior, and attendance.**

##### **Data Targets Influenced by This Concern:**

- All Students -- Percent of Students Graduating

##### **Strategies to Impact This Concern:**

- Incentive Rewards

#### **We are concerned that... The school wants the students to read more.**

##### **Data Targets Influenced by This Concern:**

- 10th grade Free/Reduced Lunch students -- % Passing English 10 End of Course Assessment (ECA)
- All 7th grade students -- Percentage passing ISTEP English/ Language Arts
- All 8th grade students -- Percentage passing ISTEP English/Language Arts

**Strategies to Impact This Concern:**

- Recreational Reading

## **Required Areas of Concern**

### **F. Encourage Rigorous Curriculum (PL221)**

**Data Targets Influenced by This Concern:**

- All Students -- Percent of Students Graduating

**Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Required and Additional Courses

### **I. Focused Academic Area (PL221)**

**Data Targets Influenced by This Concern:**

- 10th grade Free/Reduced Lunch students -- % Passing English 10 End of Course Assessment (ECA)
- All 7th grade students -- % of 7th grade students with mastery in literary response and analysis questions.

**Strategies to Impact This Concern:**

- I. Focused Academic Area: Language Arts: Writing Across the Curriculum

### **U. Focused Student Group (PL221)**

**Data Targets Influenced by This Concern:**

- 10th grade Free/Reduced Lunch students -- % Passing English 10 End of Course Assessment (ECA)
- Free/Reduced Lunch students -- % Passing Algebra I End of Course Assessment (ECA)

**Strategies to Impact This Concern:**

- U. Focused Student Group: Free/Reduced Lunch - Peer Tutoring
- U. Focused Student Group: Free / Reduced Lunch - Teacher Training

## 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. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>Core 40 ECA for Algebra 1, Algebra 2, English 11, Biology 1 and beginning in 2010 English 10.</p> <p>ASVAB- Career Interests, Strengths and work rediness</p> <p>7th &amp; 8th grade Online Acuity Tests - predictive and diagnostic testing for math and English.</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
<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 2009-2010 school year