

School Improvement Plan - PL221 Version - 2008-2011

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Rockville Jr-Sr High School (6637)

Rockville Community School Corp

Rockville, 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

Rockville Jr-Sr High School

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

- Indiana Student Achievement Institute
- PL221

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

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

Reviewer Guide

Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at www.asainstitute.org/publicsip. During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

PL221 REQUIREMENT		Required	Location in this Plan
1	Description and location of curriculum	✓	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
	Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
	Conclusion – Professional development	✓	Professional Development
5	Goal – Attendance rate	✓	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✓	Academic Goals
	Goals - % graduating (high schools only)	✓	Academic Goals
6	Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✓	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11	Statutes and rules to be waived	✓	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

* The full Force Field Report may be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip

** In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learners as both "gifted" and "special education" students.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

Steering Team

- Jim Foster - Teacher
- Pam Harper - Teacher
- Kathy Knapke - Parent/Guardian
- Andrea Lugar - Teacher
- Dave Mahurin - Administrator
- Jane McMullen - School Counselor
- Tracy Nickle - Community Representative (Business)
- Laura Reberger - Teacher

Strategy Chairs

- Jana Crites
- Jeff Eslinger
- Pam Harper
- Steve Jones
- Andrea Lugar
- Dave Mahurin
- Jane McMullen
- Dawn Mitchell
- Laura Reberger
- Samantha Woodard

Community Council

- Kathy Bassett - owner
- Jenna Baysinger
- Julie Becker
- Miriam Blane - Office Manager
- Connie Bridge
- Mark Bridge - State of Indiana
- Pamela Burgess - teacher
- Robert Christman - Hub OPS Mgr
- Tim Coleman
- Bill Cook - Customer Service/Marketing
- Kande Cook - Traffic Director
- Stephanie Crum - ICE Coordinator
- Phyllis Dwyer - Bookkeeper
- Donna Eslinger - secretary
- Victor Fields - College Assisant Professor
- Larry Gambiani - Retired Teacher/adjunct teacher at ISU
- Kim Gregg
- Greg Harbison
- Susan Harbison
- Bruce Hartman
- Martha Holaday
- Nell Holechko

- Charles Jackson - Developer
- Betty James
- Karen Jones - customer service
- Tammy Jones - Elementary Teacher
- Andrew Kelley - preacher
- Kathleen Kelley - case manager
- Shawndel Kiefner - Warehouse
- Nancy King - teacher
- Tom Knapke - Chemist
- Dawn Lawson
- Chris Lear - SLP assistant
- Tammy Lucas
- Chris Marsolf - Manager
- Katherine Marsolf - Office Staff
- Susie Martin - Secretary
- David Nickle - general labor
- Gary Nicola - owner
- Mary Nicola - owner
- Kevin O'Neal
- Regina Overpeck
- Dale Payne - Teacher/guidance counselor
- Michelle Riffe
- Julie Secuskie
- Sandy Smith - Postal Clerk
- Kim Soltermann - Automation
- Linda Spelbring - Teacher's Aide
- Mark Spelbring - Extension Education
- Angie Stout - Addictions Counselor/Case Manager
- Richard Stout
- Raelene Swaim
- Janet Swalls
- Lisa Thompson
- Janet Tilley - P10 Emergency Mgt
- Darlene Tuft - Traffic Manager
- Carole Vice
- Robin Vukovits - Teacher
- Elaine Waltz
- Steve Waltz
- Doug Weisheit - VP Business Development
- Liddy Wright

Vision Statement

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

We believe all students deserve:

We believe that all students deserve to be engulfed in a culture based upon high expectations, accessibility to the latest technology, and a rich, rigorous and varied curriculum. We further believe that all students are capable of high achievement as well as mastery of basic skills. RHS students deserve guidance services including career exploration along with opportunities to realize personal aspirations and self. Students deserve an involved community, faculty, and staff along with clear and consistent rules. These characteristics along with tutoring, mentoring, and extra help opportunities will insure that our students thrive in a safe, nurturing environment.

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 our community are living by these core convictions daily and as a result, show the following attitudes and actions: Each teacher, counselor, administrator, parent, and community member has high expectations of all students, and they work together to help all students reach those expectations. Teachers integrate curriculum between disciplines, and provide students with challenging work tasks that require students to research and apply learned knowledge and skills to solve real-world problems. School and community members are not satisfied when most or many students reach high expectations. Instead, they are committed to helping all students achieve lofty goals. To reach all students, teachers vary their teaching methodologies to match students's learning styles. They also allow extra time for students who need it, and provide a variety of support initiatives including 1) after school tutoring, 2) before school tutoring, and 3) a telephone homework help line. Adults provide sound guidance for students through a counseling program in which counselors, teachers, and community members team-teach the guidance curriculum and meet with the students one-to-one for individual guidance. The learning environment is not contained by the school's four walls. The ICE program, PLATO, and the Virtual School provide outside learning experiences and work applications for our students. Business members are also integrally involved with the schools. Business members provide work site opportunities for students to learn, often team-teaching with the teacher. Business members serve as mentors to students interested in their career cluster. Parents are also heavily involved with their son's or daughter's learning. All parents have discussions with their child on a regular basis and daily discussions with their son or daughter about school. Parents are supportive of their child's future plans and help the student (as needed) develop.

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 of themselves and are actively involved in their learning. Students accept ownership and responsibility for their education. Each student strives for perfect attendance, no student drops out of school, discipline notices are not given to students, and no out-of-school suspensions are given. Each student eagerly pursues academic and career education, and participates in integrated projects in which they use learned knowledge and skills to solve challenging real-world problems. Students are well motivated with strong self-esteem, and approach learning with a clear sense of purpose. Students exhibit strong personal management, citizenship, and team-building skills. Each student possesses the self-knowledge, educational and career awareness, and skills required to make sound educational and career decisions. All students have meaningful future plans with tentative career selections and corresponding course work selections.

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

- % of students who Pass Graduation Qualifying Exam in 10th Grade: 100%
- % of students who Pass All Classes: 100%
- % of students who Score Above 1200 on SAT: 100%
- % of students who Earn 4.0 GPA on 4.0 Scale: 100%
- % of students who Earn a High School Diploma: 100%
- % of students who Earn a Core 40 Diploma: 100%
- % of students who Earn an Academic Honors Diploma: 100%
- % of students who Pass Algebra I in 9th Grade or sooner: 100%
- % of students who Pass Algebra I "End of Course Assessment": 100%
- % of students who Pass Geometry: 100%

- % of students who Pass English 11: 100%
- % of students who Earn an average of 3 or better on AP exams: 100%
- % of students who Earn postsecondary credit in high school: 100%
- % of students who Pass all AP and Dual Credit Classes offered at RHS: 100%
- % of students who Pass Algebra II: 100%
- % of students who Pass Algebra II "End of Course Assessment": 100%

Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

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

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	71%	73%	76%	78%	76%	78%		80%		82%		100%

All seniors - Graduation Rate

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	82.3%	93%	76.4	80%	77%	85%		90%		95%		100%

Class of 2009 - Data Analysis and Probability

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	68%	70%	66%	68%		70%		72%				100%

Class of 2009 - Measurement

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	59%	65%	71%	73%		75%		77%				100%

Class of 2009 - Problem Solving

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	76%	78%	65%	67%		69%		71%				100%

Class of 2009 - Reading Comprehension

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	68%	70%	73%	75%		77%		79%				100%

Class of 2009 - Writing Applications

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	67%	69%	73%	75%		77%		79%				100%

Class of 2009 - Writing Process

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	65%	67%	75%	77%		79%		81%				100%

Class of 2010 - Data Analysis and Probability

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	80%	82%	67%	69%	78%	85%		90%		95%		100%

Class of 2010 - Measurement

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	76%		76%	78%	80%	85%		90%		95%		100%

Class of 2010 - Problem Solving

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	81%	83%	72%	74%	76%	80%		85%		90%		100%

Class of 2010 - Reading Comprehension

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	68%	70%	78%	80%	81%	85%		90%		95%		100%

Class of 2010 - Writing Applications

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	69%	71%	79%	81%	81%	85%		90%		95%		100%

Class of 2010 - Writing Process

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	68%	70%	78%	80%	77%	80%		83%		88%		100%

Class of 2011 - Data Analysis and Probability

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	83%	85%	78%	80%	77%	80%		82%		88%		100%

Class of 2011 - Measurement

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	83%		75%	77%	77%	79%		81%		85		100%

Class of 2011 - Problem Solving

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	82%	84%	80%	82%	77%	84%		86%		95		100%

Class of 2011 - Reading Comprehension

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	72%	73%	74%	76%	82%	85%		90%		95%		100%

Class of 2011 - Writing Applications

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	72%	74%	69%	71%	85%	90%		94%		98%		100%

Class of 2011 - Writing Process

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	69%	71%	71%	73%	77%	80%		82%		86%		100%

Class of 2012 - Data Analysis and Probability

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	83%		92%	94%	69%	80		85%		90%		100%

Class of 2012 - Measurement

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	84%		91%	93%	70	80%		85%		90%		100%

Class of 2012 - Problem Solving

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	82%		92%	94%	72%	80%		88%		92%		100%

Class of 2012 - Reading Comprehension

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	71%		76%	78%	68%	72%		78%		88%		100%

Class of 2012 - Writing Applications

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	72%		79%	81%	69%	73%		80%		88%		100%

Class of 2012 - Writing Process

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	68%		77%	79%	69%	79%		80%		85%		100%

Class of 2013 - Data Analysis and Probability

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					79	83		88		94		100

Class of 2013 - Measurement

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					86	89		92		96		100

Class of 2013 - Problem Solving

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					87	90		93		96		100

Class of 2013 - Reading Comprehension

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					75	80		85		90		100

Class of 2013 - Writing Application

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					77	80		85		90		100

Class of 2013 - Writing Process

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					76	80		85		90		100

Free and Reduced Lunch Students - Passing the both parts of the ISTEP

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	57%	61%	56%	60%	62%	65%		70%		80%		100%

Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

Local Areas of Concern

Concern: Students do not get enough practice applying data analysis/probability in other subject areas.

Data analysis and probability scores were very low on the Fall 2005 ISTEP.

Concern: Students do not get enough practice using problem solving strategies.

Students leave questions that require logical problem solving skills blank on tests or homework. Their scores on the ISTEP in problem solving are low across the board.

Concern: Students do not get enough practice with writing applications and processes in other subject areas.

Writing applications and processes areas of the ISTEP are still below the state cut-off for most students.

Concern: Students do not have high expectations of themselves.

On average, only 31% of students state they have high expectations of themselves. 12% of the parents and community, and 7% of the faculty believe that the students have high expectations of themselves.

Concern: Teachers do not have high expectations of the students.

On average, only 26% of the students believe that teachers have high expectations of them. 9% of the community and parents, and only 30% of the faculty believe that the teachers have high expectations of the students.

Concern: Students do not believe they can get extra time and help when having difficulties.

On average, under 55% of the students believe they can get extra help before, during, and after school when they are having difficulty learning hard material.

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

E. Offer Core 40 / Honors Courses

F. Encourage Core 40 / Honors Courses

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency

Strategies

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

Local Strategies

Data Analysis and Probability Across the Curriculum

All teachers will present students with data analysis and probability mini-projects that involve problem solving. One project across the curriculum will be assigned and completed by each teacher once per semester. Teachers and/or students could use computer technology to complete this task. Teachers will have to create their own projects that apply to their specific content area while following guidelines that meet the standards and the ISTEP scoring rubrics. The math department and steering team committee members will offer suggestions and show examples for those needing help. By doing this teachers are providing extra time/extra help with data analysis and probability.

Graduation Rate

Our staff will work with At Risk Seniors and their parents to keep them informed of their status for graduation. We will also work to monitor attendance and grades for these students throughout the year. Staff will provide opportunities for students to meet graduation requirements.

Incorporating Problem Solving Strategies and Measurement Conversions Schoolwide

All teachers will present the same problem solving strategy acronym to all students in all classes, so that when faced with problem solving, all students will be able to go through the process to be successful. Assigned homeroom teachers will present problem solving and/or measurement conversion activities during a 3-week rotational schedule. These teachers will provide problem solving/measurement conversions activities for the students with two days of material for practice and explanation and one day will be for assessment. One student sample will be turned in for accountability each week. Teachers will also provide a copy of their 3 week lessons and scoring rubric for their assessments.

Incorporating Reading Comprehension and Timed Writings Schoolwide

All teachers will present reading comprehension techniques to all students. Teachers will be provided with reading passages and questions for the reading comprehension activities through the shared drive of our computer network or a paper copy, so as to provide timed reading and comprehension questions after time limit is up. Writing with a time limit will be added here as well. Students will be presented with a writing prompt through the shared drive at least once a week. Teachers will tell students when to stop. Strategies for searching for important information will be shared with students and then practice using those techniques will be reviewed two days with an assessment on the third day. Silent sustained reading will be incorporated into homeroom on a daily basis; when students are finished with reading comprehension and problem solving activities, they are to be engaged in SSR and on Thursdays and Fridays, students should be engaged in SSR for the duration of homeroom and student reading logs for sustained silent reading will be provided for all teachers. Homerooms will be scheduled on a rotational basis into the library so that students may check out books every 3 weeks. Students needing to check out books more often may do so on their free time throughout any day as well.

PMT-Afternoon Tutoring Program

This is a program that will be in place on Monday through Thursday from 3:20pm to 4:15pm in the library. It will host all the detention students as well as those required to be there for tutoring and/or make up work and those that just need time and/or help on their homework. The computers will be available for remediation, typing, or research. Books and magazines are there for enjoyment or research. Teachers will be available on a voluntary basis for tutoring. There will be at least two teachers there every night of PMT. Anyone not having homework will be assigned SSR. Parents and community members will be encouraged to volunteer to help as well.

Writing Across the Curriculum

All teachers will present all students with writing projects. One project across the curriculum will be assigned and completed by each teacher once per semester. Teachers and/or students could use computer technology to complete this task. Teachers will have to create their own projects that will apply to their specific content area while following guidelines that meet the state standards and the ISTEP scoring rubrics. The English department and steering committee will offer suggestions and show

examples for those needing help. By doing this, teachers will be providing extra time/extra help towards developing the writing skills of their students.

Required Strategies

A. Parent Involvement: Open House

We will have an open house in September, right after the ISTEP testing is over each year. This will be more of an informative meeting for the parents to find out everything they have been trying to find out. They can get sports schedules, meet new teachers, talk to old teachers, see new technology, join our InSAI parent and community council, learn about our school improvement plan, learn about the new rules in the handbook, and much much more.

B. Technology Coordination: Training, Training, Training!

This strategy will be to train "old" teachers with "new" tricks. We are almost completed our remodeling project and as a result have many new technology pieces added to our arsenal. Many teachers need training for these technological advances. Some teachers need re-trained for other technology that we either haven't used or haven't had time to do. There are new technological features that all teachers need to be able to use for our school improvement plan activities and others just for new, updated teaching techniques and interest ideas. This will be an on-going and an as-needed training. Most of the training will be done by our technology department, however, there may be the need for outside facilitators for training purposes.

C. Safe and Disciplined Learning Environment: Student Behavior

We will continue to follow the discipline policy as described in the student handbook.

D. Attendance: Awesome Attendance

We will continue our attendance incentive program that allows them to earn a \$100 savings bond for perfect attendance and every grading period that they have perfect attendance, their name is put into a drawing to be held on May 20 for all Parke County schools for a new car.

E. Offer Core 40 / Honors Courses: Core 40 and Academic Honors Courses

We will continue to offer courses are needed for Core 40 requirements and the Academic Honors Diploma. Our guidance department will be in charge of informing students and parents of course offerings, as well as Core 40 and academic honors requirements by the end of the 8th grade and all along in their high school career. They will also inform them of computer offerings, dual credit classes, and distance learning classes.

F. Encourage Core 40 / Honors Courses: Curriculum Enhancement

We will continue to offer classes for Core 40 diploma and honors classes and encourage students to enroll in these classes by having meetings with all 8th graders in the spring to inform them of the opportunities available. We will encourage students to inform and enroll students into any and all dual credit courses. Those students with IEP's, D's and/or F's on their report cards in math and/or English will be encouraged to sign up for a Math Lab or an English Lab, or both, for extra help and reteaching opportunities, in lieu of a study hall. The credit they earn will range from 1/2 to 1 with a maximum of 2 credits allowed that will count in the general credits, not a credit in math or English.

G1. Exceptional Learners - Gifted

We will continue to offer and encourage gifted students to enroll in AP classes, the virtual high school, and computer classes. We also will offer GT kids a special art program to be conducted by Mrs. Jacks. During homeroom, the activities offer challenge questions for those with more advanced thinking and reasoning skills in math or English. For the high school, we will separate homerooms on the basis of passing the ISTEP or not passing the ISTEP. Those juniors and seniors that have passed the ISTEP will be in homerooms that will work with WORK KEYS skills and SAT PREP and other college entrance requirements, which could include resume's, cover letters, reference letters and job careers. For the junior high, the students will be separated similarly, but those who have passed will be working on challenge-type activities.

G2. Exceptional Learners - Special Education

We will continue to offer resource teachers for those who need it and mainstream others into classes with teachers that work with the special ed teachers and students. We will continue to offer math and English labs for those in jeopardy of passing a regular-ed math or English class and the ISTEP as well as offer Plato remediation course for those who haven't passed the ISTEP in one or both areas. For the high school, we will separate homerooms on the basis of passing the ISTEP or not passing the ISTEP. Those juniors and seniors that haven't passed the ISTEP will be put into homerooms that concentrate on their area

of need. If a student needs only math remediation, he/she will remain with a math teacher and work only math. If a student needs only English remediation, he/she will remain with an English teacher. A student that needs to work on both English and math will be with a teacher that can do both. For the junior high, those that haven't passed the ISTEP will continue to do the activities on problem solving and writing and reading comprehension.

H. Cultural Competency: Book Study for Teachers

All teachers will receive a copy of either "Cultural Proficiency: A Manual for School Leaders" by Lindsey, Robins, and Terrell or "Culturally Proficient Instruction: A Guide for People who Teach" by Lindsey, Robins, and Terrell and they still have Ruby Payne's book, "Framework for Understanding Poverty" that we will use periodically throughout the year. We will discuss selected sections of these books at the beginning of teacher in-service meetings. The steering team will start by selecting a section to read and discuss for the meeting after we receive the new books and anyone wishing to pick the next selection for reading and discussing may do so when the discussion is over. They should be prepared to inform teachers as to why this would be an appropriate section of the book in regard to our school improvement plan.

Professional Development

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

Data Analysis and Probability Across the Curriculum

Professional Development Activity	Funding	Activity Purpose
<i>Peer Tutoring</i>	Source: Amount: \$	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Math teachers will work with non-math teachers to help develop a project with in a specific content area that will cover the intended standards.	Teachers	Presentation/Workshop Peer Coaching Professional Reading Collaborative Problem Solving

Graduation Rate

Professional Development Activity	Funding	Activity Purpose
<i>Harmony Training</i>	Source: Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
This training will come with the software we purchased. It will be done on the first day of school.	Teachers Counselors Administrators	Presentation/Workshop Professional Reading Collaborative Problem Solving Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>DOE Reporting</i>	Source: Amount: \$	Information
Brief Description	Intended Participants	Activity Format
Those in charge of doing all the reports will be sent to DOE offered training as to how to do the tricky stuff.	Administrators	Professional Reading Networking/Site Visit

Incorporating Problem Solving Strategies and Measurement Conversions Schoolwide

Professional Development Activity	Funding	Activity Purpose
<i>Peer Tutoring</i>	Source: Amount: \$	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Math teachers will work with non-math teachers to help develop a project with in a specific content area that will cover the intended standards.	Teachers	Presentation/Workshop Study Group Peer Coaching Collaborative Problem Solving

Incorporating Reading Comprehension and Timed Writings Schoolwide

Professional Development Activity	Funding	Activity Purpose
<i>Peer Tutoring</i>	Source: Amount: \$	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
English teachers will work with non-English teachers to help develop a project with in a specific content area that will cover the intended standards.	Teachers	Presentation/Workshop Peer Coaching Collaborative Problem Solving

PMT-Afternoon Tutoring Program

No professional development activities have been entered on [this strategy's plan](#).

If none is needed, please indicate so by checking the box on the [Professional Development Summary Entry](#).

Writing Across the Curriculum

Professional Development Activity	Funding	Activity Purpose
<i>Peer Tutoring</i>	Source: Amount: \$	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
English teachers will work with non-English teachers to help develop a project with in a specific content area that will cover the intended standards.	Teachers	Presentation/Workshop Peer Coaching Collaborative Problem Solving

A. Parent Involvement: Open House

Professional Development Activity	Funding	Activity Purpose
<i>Brainstorming</i>	Source: Amount: \$	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
This will be a brainstorming project involving teachers, community, and students to get more parents and community members involved in the OPen House.	Teachers Counselors Administrators Parents Community Members Students	Talk to Other

B. Technology Coordination: Training, Training, Training!

Professional Development Activity	Funding	Activity Purpose
<i>Training</i>	Source: Amount: \$	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
This will be for any new software and some old software training that is deemed necessary for things to roll smoothly along.	Teachers	Presentation/Workshop Peer Coaching Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Software Training</i>	Source: Amount: \$	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Same as above.	Teachers	Presentation/Workshop Peer Coaching Collaborative Problem Solving

G1. Exceptional Learners - Gifted

Professional Development Activity	Funding	Activity Purpose
<i>Train and inform homeroom teachers</i>	Source: Amount: \$	Skill Building
Brief Description	Intended Participants	Activity Format
This will be for all teachers to know how to adjust normal activities to engage the gifted student.	Teachers	Presentation/Workshop Collaborative Problem Solving

G2. Exceptional Learners - Special Education

Professional Development Activity	Funding	Activity Purpose
<i>Train and inform homeroom teachers</i>	Source: Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
This will be for all teachers to know how to adjust normal activities to aid the learning challenged students so that success is still possible.	Teachers	Presentation/Workshop Collaborative Problem Solving

H. Cultural Competency: Book Study for Teachers

Professional Development Activity	Funding	Activity Purpose
<i>Book Discussion</i>	Source: Amount: \$	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will participate in a book reading and sharing time during the monthly teacher's meetings that relates specifically to their field of study or to their classroom.	Teachers	Study Group Professional Reading Reflective Writing

Relationship Report -- Areas of Concern / Strategies / Data Targets

Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

Local Areas of Concern

Concern: Students do not get enough practice applying data analysis/probability in other subject areas.

Data Targets Influenced by This Concern:

- Class of 2009 -- Data Analysis and Probability
- Class of 2010 -- Data Analysis and Probability
- Class of 2011 -- Data Analysis and Probability
- Class of 2012 -- Data Analysis and Probability
- Class of 2013 -- Data Analysis and Probability
- Free and Reduced Lunch Students -- Passing the both parts of the ISTEP

Strategies to Impact This Concern:

- Data Analysis and Probability Across the Curriculum

Concern: Students do not get enough practice using problem solving strategies.

Data Targets Influenced by This Concern:

- Class of 2009 -- Measurement
- Class of 2009 -- Problem Solving
- Class of 2010 -- Measurement
- Class of 2010 -- Problem Solving
- Class of 2011 -- Measurement
- Class of 2011 -- Problem Solving
- Class of 2012 -- Measurement
- Class of 2012 -- Problem Solving
- Class of 2013 -- Measurement
- Class of 2013 -- Problem Solving
- Free and Reduced Lunch Students -- Passing the both parts of the ISTEP

Strategies to Impact This Concern:

- Incorporating Problem Solving Strategies and Measurement Conversions Schoolwide

Concern: Students do not get enough practice with writing applications and processes in other subject areas.

Data Targets Influenced by This Concern:

- Class of 2009 -- Writing Applications
- Class of 2009 -- Writing Process
- Class of 2010 -- Writing Applications
- Class of 2010 -- Writing Process
- Class of 2011 -- Writing Applications

- Class of 2011 -- Writing Process
- Class of 2012 -- Writing Applications
- Class of 2012 -- Writing Process
- Class of 2013 -- Writing Application
- Class of 2013 -- Writing Process
- Free and Reduced Lunch Students -- Passing the both parts of the ISTEP

Strategies to Impact This Concern:

- Incorporating Reading Comprehension and Timed Writings Schoolwide
- Writing Across the Curriculum

Concern: Students do not have high expectations of themselves.

Data Targets Influenced by This Concern:

- All seniors -- Graduation Rate
- Class of 2009 -- Data Analysis and Probability
- Class of 2009 -- Measurement
- Class of 2009 -- Problem Solving
- Class of 2009 -- Reading Comprehension
- Class of 2009 -- Writing Applications
- Class of 2009 -- Writing Process
- Class of 2010 -- Data Analysis and Probability
- Class of 2010 -- Measurement
- Class of 2010 -- Problem Solving
- Class of 2010 -- Reading Comprehension
- Class of 2010 -- Writing Applications
- Class of 2010 -- Writing Process
- Class of 2011 -- Data Analysis and Probability
- Class of 2011 -- Measurement
- Class of 2011 -- Problem Solving
- Class of 2011 -- Reading Comprehension
- Class of 2011 -- Writing Applications
- Class of 2011 -- Writing Process
- Class of 2012 -- Data Analysis and Probability
- Class of 2012 -- Measurement
- Class of 2012 -- Problem Solving
- Class of 2012 -- Reading Comprehension
- Class of 2012 -- Writing Applications
- Class of 2012 -- Writing Process
- Class of 2013 -- Data Analysis and Probability
- Class of 2013 -- Measurement
- Class of 2013 -- Problem Solving
- Class of 2013 -- Reading Comprehension
- Class of 2013 -- Writing Application
- Class of 2013 -- Writing Process
- Free and Reduced Lunch Students -- Passing the both parts of the ISTEP

Strategies to Impact This Concern:

- Graduation Rate
- PMT-Afternoon Tutoring Program

Concern: Teachers do not have high expectations of the students.

Data Targets Influenced by This Concern:

- Class of 2009 -- Data Analysis and Probability
- Class of 2009 -- Problem Solving
- Class of 2009 -- Reading Comprehension
- Class of 2009 -- Writing Applications
- Class of 2009 -- Writing Process
- Class of 2010 -- Data Analysis and Probability
- Class of 2010 -- Problem Solving
- Class of 2010 -- Reading Comprehension
- Class of 2010 -- Writing Applications
- Class of 2010 -- Writing Process
- Class of 2011 -- Data Analysis and Probability
- Class of 2011 -- Problem Solving
- Class of 2011 -- Reading Comprehension
- Class of 2011 -- Writing Applications
- Class of 2011 -- Writing Process
- Free and Reduced Lunch Students -- Passing the both parts of the ISTEP

Strategies to Impact This Concern:

- PMT-Afternoon Tutoring Program

Concern: Students do not believe they can get extra time and help when having difficulties.

Data Targets Influenced by This Concern:

- Class of 2009 -- Data Analysis and Probability
- Class of 2009 -- Measurement
- Class of 2009 -- Problem Solving
- Class of 2009 -- Reading Comprehension
- Class of 2009 -- Writing Applications
- Class of 2009 -- Writing Process
- Class of 2010 -- Data Analysis and Probability
- Class of 2010 -- Measurement
- Class of 2010 -- Problem Solving
- Class of 2010 -- Reading Comprehension
- Class of 2010 -- Writing Applications
- Class of 2010 -- Writing Process
- Class of 2011 -- Data Analysis and Probability
- Class of 2011 -- Measurement
- Class of 2011 -- Problem Solving
- Class of 2011 -- Reading Comprehension
- Class of 2011 -- Writing Applications
- Class of 2011 -- Writing Process
- Class of 2012 -- Data Analysis and Probability
- Class of 2012 -- Measurement
- Class of 2012 -- Problem Solving
- Class of 2012 -- Reading Comprehension
- Class of 2012 -- Writing Applications
- Class of 2012 -- Writing Process
- Class of 2013 -- Data Analysis and Probability
- Class of 2013 -- Measurement
- Class of 2013 -- Problem Solving
- Class of 2013 -- Reading Comprehension

- Class of 2013 -- Writing Application
- Class of 2013 -- Writing Process
- Free and Reduced Lunch Students -- Passing the both parts of the ISTEP

Strategies to Impact This Concern:

- PMT-Afternoon Tutoring Program

Required Areas of Concern

A. Parent Involvement (PL221)

Data Targets Influenced by This Concern:

- Class of 2009 -- Reading Comprehension
- Class of 2010 -- Reading Comprehension
- Class of 2011 -- Reading Comprehension
- Free and Reduced Lunch Students -- Passing the both parts of the ISTEP

Strategies to Impact This Concern:

- Graduation Rate
- A. Parent Involvement: Open House

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- Class of 2009 -- Data Analysis and Probability
- Class of 2010 -- Data Analysis and Probability
- Class of 2011 -- Data Analysis and Probability
- Class of 2012 -- Data Analysis and Probability

Strategies to Impact This Concern:

- B. Technology Coordination: Training, Training, Training!

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- Free and Reduced Lunch Students -- Passing the both parts of the ISTEP

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment: Student Behavior

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- Free and Reduced Lunch Students -- Passing the both parts of the ISTEP

Strategies to Impact This Concern:

- Graduation Rate
- D. Attendance: Awesome Attendance

E. Offer Core 40 / Honors Courses (PL221)

Data Targets Influenced by This Concern:

- Free and Reduced Lunch Students -- Passing the both parts of the ISTEP

Strategies to Impact This Concern:

- E. Offer Core 40 / Honors Courses: Core 40 and Academic Honors Courses

F. Encourage Core 40 / Honors Courses (PL221)

Data Targets Influenced by This Concern:

- All seniors -- Graduation Rate
- Free and Reduced Lunch Students -- Passing the both parts of the ISTEP

Strategies to Impact This Concern:

- F. Encourage Core 40 / Honors Courses: Curriculum Enhancement

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- Class of 2009 -- Problem Solving
- Class of 2010 -- Problem Solving
- Class of 2011 -- Problem Solving
- Class of 2012 -- Problem Solving

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- Class of 2009 -- Reading Comprehension
- Class of 2009 -- Writing Applications
- Class of 2009 -- Writing Process
- Class of 2010 -- Reading Comprehension
- Class of 2010 -- Writing Applications
- Class of 2010 -- Writing Process
- Class of 2011 -- Reading Comprehension
- Class of 2011 -- Writing Applications
- Class of 2011 -- Writing Process
- Class of 2012 -- Reading Comprehension
- Class of 2012 -- Writing Applications
- Class of 2012 -- Writing Process
- Free and Reduced Lunch Students -- Passing the both parts of the ISTEP

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- Class of 2009 -- Measurement
- Class of 2010 -- Data Analysis and Probability
- Class of 2010 -- Measurement
- Class of 2011 -- Data Analysis and Probability
- Class of 2011 -- Measurement
- Class of 2012 -- Data Analysis and Probability
- Class of 2012 -- Measurement

Strategies to Impact This Concern:

- H. Cultural Competency: Book Study for Teachers

Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	In the principal's office and in each teacher's room	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	ISTEP: Grades 7-10 NWEA: Grades 7-9	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	At this time, NONE!	Force Field Report G: Environment Additional Data #2

To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

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

Cultural Competency

Sep 20, 2008: Each teacher will start at the beginning of the book and read 1 chapter a month and be prepared to share the information with respect to their field or classroom.

Person: All Teachers

Activity: Book Discussion

Sep 20, 2008: Share ideas from book that specifically relate to the classroom at teacher's meetings once a month.

Person: All Teachers

Activity: Book Discussion

Oct 20, 2008: Each teacher will start at the beginning of the book and read 1 chapter a month and be prepared to share the information with respect to their field or classroom.

Person: All Teachers

Activity: Book Discussion

Oct 20, 2008: Share ideas from book that specifically relate to the classroom at teacher's meetings once a month.

Person: All Teachers

Activity: Book Discussion

Nov 20, 2008: Each teacher will start at the beginning of the book and read 1 chapter a month and be prepared to share the information with respect to their field or classroom.

Person: All Teachers

Activity: Book Discussion

Nov 20, 2008: Share ideas from book that specifically relate to the classroom at teacher's meetings once a month.

Person: All Teachers

Activity: Book Discussion

Dec 20, 2008: Each teacher will start at the beginning of the book and read 1 chapter a month and be prepared to share the information with respect to their field or classroom.

Person: All Teachers

Activity: Book Discussion

Dec 20, 2008: Share ideas from book that specifically relate to the classroom at teacher's meetings once a month.

Person: All Teachers

Activity: Book Discussion

Jan 20, 2009: Each teacher will start at the beginning of the book and read 1 chapter a month and be prepared to share the information with respect to their field or classroom.

Person: All Teachers

Activity: Book Discussion

Jan 20, 2009: Share ideas from book that specifically relate to the classroom at teacher's meetings once a month.

Person: All Teachers

Activity: Book Discussion

Feb 20, 2009: Each teacher will start at the beginning of the book and read 1 chapter a month and be prepared to share the information with respect to their field or classroom.

Person: All Teachers

Activity: Book Discussion

Feb 20, 2009: Share ideas from book that specifically relate to the classroom at teacher's meetings once a month.

Person: All Teachers

Activity: Book Discussion

Mar 20, 2009: Each teacher will start at the beginning of the book and read 1 chapter a month and be prepared to share the information with respect to their field or classroom.

Person: All Teachers

Activity: Book Discussion

Mar 20, 2009: Share ideas from book that specifically relate to the classroom at teacher's meetings once a month.

Person: All Teachers

Activity: Book Discussion

Apr 20, 2009: Each teacher will start at the beginning of the book and read 1 chapter a month and be prepared to share the information with respect to their field or classroom.

Person: All Teachers

Activity: Book Discussion

Apr 20, 2009: Share ideas from book that specifically relate to the classroom at teacher's meetings once a month.

Person: All Teachers

Activity: Book Discussion

Data Analysis and Probability Across the Curriculum

, 2008: help teachers that need help devising a data analysis project

Person: Andrea Lugar and Pam Harper

Activity: Peer Tutoring

Jul 10, 2008: Get a binder for the year 2008-2009

Person: Andrea Lugar

Activity: Email

Jul 20, 2008: Make a check list of names

Person: Andrea Lugar

Activity: Email

Aug 10, 2008: in binder use last year's collection data as baseline

Person: Andrea Lugar

Activity: Collect baseline data

Aug 14, 2008: Send an email to remind teachers to do the data analysis project

Person: Andrea Lugar

Activity: Email

Dec 10, 2008: figure the percent of teachers turning in data analysis for first semester

Person: Andrea Lugar

Activity: Collect first semester/trimester follow up data

Feb 5, 2009: send an email indicating the percent of teachers turning in data analysis projects for first semester

Person: Andrea Lugar

Activity: Collection Percent from 1st Semester

May 20, 2009: figure percent of teachers turning in data analysis for second semester

Person: Andrea Lugar

Activity: Collect final semester/trimester follow up data

Exceptional Learners - Gifted

Aug 1, 2008: Letters to parents and bulletin in the newsletter informing parents and students of homerooms

Person: Dawn Mitchell

Activity: Letters and Notification in Newsletter

Aug 4, 2008: Homerooms of college bound students will be made at the beginning of the first semester for the high school

Person: Dawn Mitchell

Activity: Homerooms

Aug 10, 2008: Survey students on who will be going to college after high school

Person: Dawn Mitchell

Activity: Survey Students

Aug 14, 2008: Teachers involved in the enhancement opportunities will be trained to the needs of the students and the change in students

Person: Dawn Mitchell

Activity: Train and inform homeroom teachers

Nov 30, 2008: Survey students on who will be going to college after high school

Person: Dawn Mitchell

Activity: Survey Students

Jan 1, 2009: Letters to parents and bulletin in the newsletter informing parents and students of homerooms

Person: Dawn Mitchell

Activity: Letters and Notification in Newsletter

Jan 4, 2009: Teachers involved in the enhancement opportunities will be trained to the needs of the students and the change in students

Person: Dawn Mitchell

Activity: Train and inform homeroom teachers

May 15, 2009: Survey students on who will be going to college after high school

Person: Dawn Mitchell

Activity: Survey Students

Exceptional Learners - Special Education

Aug 1, 2008: Letters to parents and bulletin in newsletter

Person: Dawn Mitchell

Activity: Letters and Notification in Newsletter

Aug 14, 2008: Homerooms of Math only, English only, and Math/English will be made at the beginning of the first semester for the high school

Person: Dawn Mitchell

Activity: Homerooms

Aug 14, 2008: Teachers involved in the remediation will be trained to needs and informed of changes in students

Person: Dawn Mitchell and others

Activity: Train and inform homeroom teachers

Aug 15, 2008: Record number of Special Ed students not passing math, English or both math and English

Person: Dawn Mitchell

Activity: Special Ed GQE Report

Nov 22, 2008: At end of first semester, Record number of Special Ed students not passing math, English or both math and English

Person: Dawn Mitchell

Activity: Special Ed GQE Report

Jan 1, 2009: Letters to parents and bulletin in newsletter

Person: Dawn Mitchell

Activity: Letters and Notification in Newsletter

Jan 4, 2009: Homerooms of Math only, English only, and Math/English will be made at the beginning of the second semester for the high school

Person: Dawn Mitchell

Activity: Homerooms

Jan 4, 2009: Teachers involved in the remediation will be trained to needs and informed of changes in students

Person: Dawn Mitchell and others

Activity: Train and inform homeroom teachers

May 15, 2009: At the end of the second semester, Record number of Special Ed students not passing math, English or both math and English

Person: Dawn Mitchell

Activity: Special Ed GQE Report

Graduation Rate

, 2008: Provide counseling services throughout the year

Person: Mitchell

Activity: Counseling Sevices for At Risk Seniors

May 20, 2008: Attend workshops on proper reporting as needed

Person: Dave Mahurin

Activity: DOE Reporting

May 20, 2008: Seek help from media/technology specialist as needed

Person: Jana Crites

Activity: Harmony Training

Aug , 2008: Offer credit recovery options throughout the year

Person: Mitchell

Activity: Credit Recovery Options for At Risk Seniors

Aug , 2008: Letter informing parents of credit status

Person: Mitchell

Activity: Parents of At Risk Seniors

Aug , 2008: Meetings with parents informing them of credit status

Person: Mitchell

Activity: Parents of At Risk Seniors

Aug , 2008: Phone call informing parents of credit status

Person: Mitchell

Activity: Parents of At Risk Seniors

Aug 20, 2008: Remind them of before and after school tutoring opportunities

Person: Mitchell

Activity: Remediation for At Risk Seniors

Aug 20, 2008: Remind them of course recovery

Person: Mitchell

Activity: Remediation for At Risk Seniors

Oct 10, 2008: Print reports from Harmony about teacher who keep their Gradebook updated weekly

Person: Eslinger

Activity: Collect baseline data

Oct 10, 2008: Print reports on the number of teacher inputting attendance every period

Person: Eslinger

Activity: Collect baseline data

Dec 20, 2008: Print reports from Harmony about teacher who keep their Gradebook updated weekly

Person: Eslinger

Activity: Collect first semester/trimester follow up data

Dec 20, 2008: Print reports on the number of teacher inputting attendance every period

Person: Eslinger

Activity: Collect first semester/trimester follow up data

May 21, 2009: Print reports from Harmony about teacher who keep their Gradebook updated weekly

Person: Eslinger

Activity: Collect final semester/trimester follow up data

May 22, 2009: Print reports on the number of teacher inputting attendance every period

Person: Eslinger

Activity: Collect final semester/trimester follow up data

Incorporating Problem Solving Strategies and Measurement Conversions Schoolwide

Jul 10, 2008: Get a binder for the year 2008-2009

Person: Pam Harper

Activity: Email

Jul 20, 2008: Make a check list of names

Person: Pam Harper

Activity: Email

Aug 12, 2008: From last year's binder , use the collection data as the baseline

Person: Pam Harper

Activity: Collect baseline data

Aug 14, 2008: Send an email indicating last year's percent of teachers turning in problem solving/measurement conversions project

Person: Pam Harper

Activity: Collection Percent of last year and again after first semester

Aug 14, 2008: Send an email to teachers notifying them of the problem solving/measurement conversions project

Person: Pam Harper

Activity: Email

Aug 15, 2008: Provide teachers that need help devising a problem solving/measurement conversions project

Person: Pam Harper and Andrea Lugar

Activity: Peer Tutoring

Dec 10, 2008: Figure the percent of teachers turning in problem solving/measurement conversions projects for first semester

Person: Pam Harper

Activity: Collect first semester/trimester follow up data

Jan 14, 2009: Send an email indicating first semester's percent of teachers turning in problem solving/measurement conversions project

Person: Pam Harper

Activity: Collection Percent of last year and again after first semester

May 10, 2009: Figure the percent of teachers turning in problem solving/measurement conversions projects for second semester

Person: Pam Harper

Activity: Collect final semester/trimester follow up data

Incorporating Reading Comprehension and Timed Writings Schoolwide

- Dec 10, 2007:** Figure the percent of teachers turning in reading comprehension and timed writings
Person: Samantha Woodard
Activity: Collect first semester/trimester follow up data
- May 10, 2008:** In binder from last year, use the collection data as baseline for this year
Person: Samantha Woodard
Activity: Collect baseline data
- Jul 10, 2008:** Get a binder for year 2008-2009
Person: Samantha Woodard
Activity: Email
- Jul 20, 2008:** Make a checklist of teacher names
Person: Samantha Woodard
Activity: Email
- Aug 14, 2008:** Send an email to teachers reminding them of the strategy and the deadlines
Person: Samantha Woodard
Activity: Email
- Aug 15, 2008:** Advise teachers that need help devising a project for reading comprehension and timed writings
Person: Samantha Woodard
Activity: Peer Tutoring
- Feb 5, 2009:** Send an email indicating the percent of teachers turning in reading comprehension and timed writings
Person: Samantha Woodard
Activity: Collection Percent from 1st semester
- May 10, 2009:** Figure the percent of teachers turning in reading comprehension and timed writings
Person: Samantha Woodard
Activity: Collect final semester/trimester follow up data

Parent Involvement

- Aug 15, 2008:** A date for the Open House needs to be set
Person: Dave Mahurin
Activity: Pick the Date
- Aug 20, 2008:** Inform teachers of their responsibilities and expectations
Person: Dave Mahurin
Activity: Pick the Date
- Aug 20, 2008:** Notice to papers, newsletter, daily announcements about upcoming Open House
Person: Dave Mahurin
Activity: Pick the Date
- Aug 20, 2008:** Offer a stipend to stay for Open House
Person: Dave Mahurin
Activity: Stipend
- Aug 30, 2008:** Have a teachers meeting and brainstorm on activities that we can do for the Open House
Person: Dave Mahurin
Activity: Brainstorming

- Sep 10, 2008:** Have a sign in sheet as we did last year
Person: Dave Mahurin
Activity: Collect first semester/trimester follow up data
- Sep 10, 2008:** Make a new goal for this year
Person: Dave Mahurin
Activity: Recall #of people in attendance last year
- Sep 10, 2008:** Mention in the invitation letter the # to beat
Person: Dave Mahurin
Activity: Recall #of people in attendance last year

PMT-Afternoon Tutoring Program

- May 25, 2008:** Collect data from teachers on # missing assignments and # of Fs
Person: Pam Harper
Activity: Collect baseline data
- Aug 14, 2008:** Collect #of missing assignments and # of Fs from teachers
Person: Pam Harper
Activity: Collect first semester/trimester follow up data
- Aug 14, 2008:** Use binder from last year and teacher information to give baseline for this year on # of missing assignments
Person: Pam Harper
Activity: Collect last years data
- Aug 14, 2008:** Send an email to all teachers reminding them of the PMT service and what is available
Person: Pam Harper
Activity: Email
- Oct 10, 2008:** Right after midterm send an email to all teachers reminding them of the after school tutoring that is available
Person: Pam Harper
Activity: Email
- Oct 16, 2008:** Collect #of missing assignments and # of Fs from teachers
Person: Pam Harper
Activity: Collect first semester/trimester follow up data
- Dec 17, 2008:** Collect #of missing assignments and # of Fs from teachers
Person: Pam Harper
Activity: Collect first semester/trimester follow up data
- Jan 5, 2009:** Collect #of missing assignments and #of Fs from teachers
Person: Pam Harper
Activity: Collect final semester/trimester follow up data
- Mar 9, 2009:** Collect #of missing assignments and #of Fs from teachers
Person: Pam Harper
Activity: Collect final semester/trimester follow up data
- May 11, 2009:** Collect #of missing assignments and #of Fs from teachers
Person: Pam Harper
Activity: Collect final semester/trimester follow up data

Technology Coordination

- May 20, 2008:** # of teachers already knowing how to use new software
Person: Jana Crites
Activity: Collect baseline data

Jun 1, 2008: Summer workshops will be available for training on the new electronic gradebook

Person: Jana Crites

Activity: Software Training

Jun 1, 2008: Workshops will be available during the summer for the new EDLINE for posting grades in real time

Person: Jana Crites

Activity: Software Training

Jul 6, 2008: Summer workshops will be available for training on the new electronic gradebook

Person: Jana Crites

Activity: Software Training

Jul 6, 2008: Workshops will be available during the summer for the new EDLINE for posting grades in real time

Person: Jana Crites

Activity: Software Training

Aug 1, 2008: # of teachers attending summer training

Person: Jana Crites

Activity: Collect first semester/trimester follow up data

Aug 1, 2008: For those who can't make the workshops during the summer, there will be others offered during the first 2 weeks of school

Person: Jana Crites

Activity: No time

Aug 8, 2008: For those who can't make the workshops during the summer, there will be others offered during the first 2 weeks of school

Person: Jana Crites

Activity: No time

Aug 12, 2008: Workshops will be available during the summer for the new EDLINE for posting grades in real time

Person: Jana Crites

Activity: Software Training

Aug 13, 2008: Summer workshops will be available for training on the new electronic gradebook

Person: Jana Crites

Activity: Software Training

Aug 15, 2008: # of teachers trained and not trained for new software

Person: Jana Crites

Activity: Collect final semester/trimester follow up data

Aug 15, 2008: For those who can't make the workshops during the summer, there will be others offered during the first 2 weeks of school

Person: Jana Crites

Activity: No time

Aug 15, 2008: This is the professional development

Person: Jana Crites

Activity: Training

Writing Across the Curriculum

Jul 10, 2008: Get a binder for year 2008-2009

Person: Laura Reberger

Activity: Email

Jul 20, 2008: Make a checklist on teacher names

Person: Laura Reberger

Activity: Email

Aug 10, 2008: Use data from last year's binder

Person: Laura Reberger

Activity: Collect baseline data

Aug 14, 2008: Send an email to remind teachers of strategy and deadlines

Person: Laura Reberger

Activity: Email

Aug 15, 2008: Aid teachers in devising writing projects

Person: Laura Reberger

Activity: Peer Tutoring

Dec 10, 2008: Figure the percent of teachers turning in writing projects for first semester

Person: Laura Reberger

Activity: Collect first semester/trimester follow up data

Dec 10, 2008: Send an email indicating the percent of teachers turning in writing projects for the first semester

Person: Laura Reberger

Activity: Collection Percent from 1st semester

May 10, 2009: Figure the percent of teachers turning in writing projects for second semester

Person: Laura Reberger

Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

The table below shows the timeline we will follow in reviewing and revising our School Improvement Plan each year.

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