

## **School Improvement Plan - PL221 Version - 2009-2012**

**May 27, 2009 10:09:44**

### **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](http://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 <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
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 <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
	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](http://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

- Teresa Cribelar - Teacher (Media Specialist)
- 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)
- Jennifer Pakiz - Teacher
- Samantha Woodard - Teacher

## Strategy Chairs

- Jeff Eslinger
- Pam Harper
- Andrea Lugar
- Jane McMullen
- Dawn Mitchell
- Jennifer Pakiz
- 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%
- % of students who Pass English 10: 100%
- % of students who Pass English 10 "End of Course Assessment Test": %



## 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 7th grade - Computation

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	87	n/a	85	n/a	85	88		91		94		100

### All 7th grade - Language Conventions

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	80	n/a	77	n/a		80		82		84		100

### All 7th grade - Lit Response & Analysis

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	82	n/a	78	n/a		80		82		84		100

### All 7th grade - Problem Solving

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	89	n/a	88	n/a		90		92		94		100

### All 8th grade - Measurement

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	86	n/a	74	n/a		80		90		95		100

**All 8th grade - Problem Solving**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	87	90	76	80		90		95		99		100

**All 8th grade - Reading Comprehension**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	75	80	63	65		70		80		90		100

**All 8th grade - Writing Applications**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	77	80	62	70		80		90		95		100

**Boys in grade 7 - % passing ISTEP English/LA (AYP)**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	n/a	n/a	n/a	n/a	69	70		75		88		100

**Boys in grade 8 - % passing ISTEP English/LA (AYP)**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	75	n/a	78	80		82		84		86		100

**Seniors - Graduation Rate**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
93	76.4	80	77	80		82		84		88		100

**Students enrolled in Algebra I - % passing EOC assessment**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	n/a	n/a	n/a	n/a		25		40		55		100

**Students enrolled in English 10 - % passing EOC assessment**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	n/a	n/a	n/a	n/a		75		78		81		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 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

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**U. Focused Student Group**

# 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

### Attendance —

We will continue our attendance incentive program that allows students to earn a \$100 savings bond for perfect attendance. In addition, each grading period that students have perfect attendance, their name is put into a drawing to be held in May for all Parke County schools for a chance to win a new car.

### Graduation Rate —

Our guidance office and administration will work with At Risk Seniors and their parents to keep them informed of their status for graduation. These same people will also work to monitor attendance and grades for these students throughout the year. The guidance department will provide opportunities for students to meet graduation requirements. The guidance office and administrators will get more training on tracking and how graduation rate is figured. They will also incorporate the incentive program that the superintendent of schools (Tony Bennett) will release next week, if possible.

### PMT-Afternoon Tutoring Program —

This is a program that will be in place on Monday through Wednesday from 3:20pm to 4:15pm in the library. It will host only students that are assigned or are voluntarily there for tutoring and/or make up work. 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. Parents and community members will be encouraged to volunteer to help as well.

## Required Strategies

### F. Encourage Rigorous Curriculum —

We will continue to offer classes for Core 40 diploma and honors classes for Academic Honors Diploma. We will 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 also inform and encourage students to enroll in dual credit courses.

### I. Focused Academic Area: Bell Ringers —

During the first 5 minutes of the class period, all teachers and especially those in math, English, science, and social studies in junior high and CORE 40 classes that require EOC assessments for ISTEP, such as Bio I, Algebra I, English 10, US History, will do Bell Ringers. Bell Ringers will involve math or writing that are designed to review the standards for that class in a form similar to what will be seen on the assessment at that grade level or just emphasize math or English skills.

### I. Focused Academic Area: 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.

### U. Focused Student Group: Skills Based Tutoring and Extra Help —

During homeroom on Thursdays and Fridays, identified junior high boys will be working on skills based on Indiana standards using technology and software along with one-on-one instruction with a teacher on Language Arts skills. Instead of having a study hall, junior high students who have failed math or English on the ISTEP, will be placed in a math lab or an English lab where they will receive more help and practice with the Indiana standards.

**U. Focused Student Group: Special Education —**

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 English Lab, or both, for extra help and reteaching opportunities, in lieu of a daily study hall.

# Professional Development

**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.

## Graduation Rate

Professional Development Activity	Funding	Activity Purpose
<i>Training</i>	Source: Title II Part A Amount: \$1000.00	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Train counselors and administrators on best practices to keep students in school.	Counselors Administrators	Talk to Presentation/Workshop Professional Reading Networking/Site Visit

## I. Focused Academic Area: Bell Ringers

Professional Development Activity	Funding	Activity Purpose
<i>Finding or Creating Bell Ringers</i>	Source: General Fund Amount: \$1000.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Training teachers to conduct bell ringer activities daily.	Teachers	Peer Coaching Collaborative Problem Solving Action Research

## I. Focused Academic Area: Writing across the Curriculum

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>Writing Papers the Simple Way</i>	Source: Title II Amount: \$500.00	Information Skill Building Refinement
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Pay English teacher to create a school-wide writing program and train teachers to implement it and score with a rubric.	Teachers	Presentation/Workshop Peer Coaching Reflective Writing Collaborative Problem Solving

## U. Focused Student Group: Skills Based Tutoring and Extra Help

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>Training</i>	Source: General Fund, Title II Amount: \$500.00	Information Skill Building Refinement
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Train teachers to remediate students to improve ISTEP scores.	Teachers	Talk to Peer Coaching Collaborative Problem Solving



# 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 using problem solving strategies.**

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

- All 7th grade -- Computation
- All 7th grade -- Problem Solving
- All 8th grade -- Measurement
- All 8th grade -- Problem Solving
- Students enrolled in Algebra I -- % passing EOC assessment

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

- I. Focused Academic Area: Bell Ringers

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

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

- All 7th grade -- Language Conventions
- All 7th grade -- Lit Response & Analysis
- All 8th grade -- Reading Comprehension
- All 8th grade -- Writing Applications
- Boys in grade 8 -- % passing ISTEP English/LA (AYP)
- Students enrolled in English 10 -- % passing EOC assessment

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

- I. Focused Academic Area: Bell Ringers
- I. Focused Academic Area: Writing across the Curriculum
- U. Focused Student Group: Skills Based Tutoring and Extra Help

### **Concern: Students do not have high expectations of themselves.**

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

- Boys in grade 7 -- % passing ISTEP English/LA (AYP)
- Boys in grade 8 -- % passing ISTEP English/LA (AYP)
- Seniors -- Graduation Rate

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

- Attendance
- Graduation Rate
- F. Encourage Rigorous Curriculum

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

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

- Boys in grade 7 -- % passing ISTEP English/LA (AYP)
- Boys in grade 8 -- % passing ISTEP English/LA (AYP)

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

- Attendance
- Graduation Rate
- F. Encourage Rigorous Curriculum

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

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

- All 7th grade -- Computation
- All 7th grade -- Lit Response & Analysis
- All 8th grade -- Problem Solving
- All 8th grade -- Reading Comprehension
- Boys in grade 7 -- % passing ISTEP English/LA (AYP)
- Boys in grade 8 -- % passing ISTEP English/LA (AYP)
- Students enrolled in Algebra I -- % passing EOC assessment
- Students enrolled in English 10 -- % passing EOC assessment

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

- PMT-Afternoon Tutoring Program
- I. Focused Academic Area: Bell Ringers
- U. Focused Student Group: Special Education
- U. Focused Student Group: Skills Based Tutoring and Extra Help

## **Required Areas of Concern**

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

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

- Seniors -- Graduation Rate

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

- F. Encourage Rigorous Curriculum

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

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

- All 7th grade -- Computation
- All 7th grade -- Lit Response & Analysis
- All 8th grade -- Problem Solving
- All 8th grade -- Reading Comprehension
- Students enrolled in Algebra I -- % passing EOC assessment
- Students enrolled in English 10 -- % passing EOC assessment

**Strategies to Impact This Concern:**

- I. Focused Academic Area: Bell Ringers
- I. Focused Academic Area: Writing across the Curriculum

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

**Data Targets Influenced by This Concern:**

- Boys in grade 7 -- % passing ISTEP English/LA (AYP)
- Boys in grade 8 -- % passing ISTEP English/LA (AYP)
- Students enrolled in Algebra I -- % passing EOC assessment
- Students enrolled in English 10 -- % passing EOC assessment

**Strategies to Impact This Concern:**

- U. Focused Student Group: Skills Based Tutoring and Extra Help
- U. Focused Student Group: Special Education

## 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:	Guidance	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Plato/Edutest-this contains multiple choice questions that are based on Indiana Standards through grade 8 and National Standards for the high school.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	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.

## Focused Academic Area

**May 24, 2009:** Record number of teachers who did Bell Ringers

**Person:** Andrea Lugar and Jennifer Pakiz

**Activity:** Collect baseline data

**Jul 10, 2009:** Create a binder for each 9 weeks with Bell Ringers that tie the subject being taught to math and/or English.

**Person:** Teachers

**Activity:** Bell Ringer Binder

**Jul 15, 2009:** Create a sample paragraph or paper

**Person:** Samantha Woodard

**Activity:** Email overview of scoring rubric along with a sample already scored

**Jul 15, 2009:** Create a cheat sheet for teachers on how to use a rubric to grade the students' papers.

**Person:** Samantha Woodard

**Activity:** Writing a Simple Paper

**Jul 15, 2009:** Create a cheat sheet for teachers with all necessary components for writing a simple paper.

**Person:** Samantha Woodard

**Activity:** Writing a Simple Paper

**Jul 15, 2009:** Create the cheat sheet for teachers

**Person:** Samantha Woodard

**Activity:** Writing Papers the Simple Way

**Jul 15, 2009:** Create the sample and score it for teachers

**Person:** Samantha Woodard

**Activity:** Writing Papers the Simple Way

**Jul 15, 2009:** Create the scoring rubric for teachers

**Person:** Samantha Woodard

**Activity:** Writing Papers the Simple Way

**Jul 24, 2009:** Send cheat sheets to a few teachers for demonstration on first day of school.

**Person:** Samantha Woodard

**Activity:** Writing a Simple Paper

**Aug 5, 2009:** Gather samples from other teachers.

**Person:** Samantha Woodard

**Activity:** Writing Papers the Simple Way

**Aug 14, 2009:** Break-out with English teachers to practice scoring papers

**Person:** English Department

**Activity:** Email overview of scoring rubric along with a sample already scored

**Aug 14, 2009:** Email scored sample along with scoring rubric to all before the demonstration.

**Person:** Samantha Woodard

**Activity:** Email overview of scoring rubric along with a sample already scored

**Aug 14, 2009:** Brief overview of cheat sheet presentation.

**Person:** Samantha Woodard

**Activity:** Writing a Simple Paper

- Aug 14, 2009:** Demonstrate how to score a paper, paragraph by paragraph.  
**Person:** Samantha Woodard  
**Activity:** Writing a Simple Paper
- Aug 14, 2009:** Demonstrate looking for key components in sample papers.  
**Person:** Samantha Woodard  
**Activity:** Writing a Simple Paper
- Aug 14, 2009:** Handout cheat sheet for writing and scoring student papers.  
**Person:** Samantha Woodard  
**Activity:** Writing a Simple Paper
- Aug 14, 2009:** Show sample teacher papers at teacher's meeting.  
**Person:** Samantha Woodard  
**Activity:** Writing a Simple Paper
- Aug 14, 2009:** Teacher participation in scoring a paper TOGETHER following the scoring rubric as a group at tables.  
**Person:** Samantha Woodard  
**Activity:** Writing a Simple Paper
- Aug 15, 2009:** Have students write introduction paragraph  
**Person:** Teachers  
**Activity:** Implentation of Writing across the Curriculum
- Aug 17, 2009:** Score introduction paragraph  
**Person:** Teachers  
**Activity:** Implentation of Writing across the Curriculum
- Aug 20, 2009:** Help teachers find and/or create bell ringers for each 9 weeks to place in teacher binder  
**Person:** Steering Team Members and Teachers  
**Activity:** Finding or Creating Bell Ringers
- Aug 22, 2009:** Provide help and assistance to those teachers struggling with the concept of creating the bell ringers and how to store them or score them.  
**Person:** Steering Team Members  
**Activity:** Help! Help! Help!
- Aug 22, 2009:** Have students write body paragraph  
**Person:** Teachers  
**Activity:** Implentation of Writing across the Curriculum
- Aug 22, 2009:** Create a section in the students' notebooks/binders for the student to keep these Bell Ringers or if teacher doesn't do binders/notebooks then have a place for the student to store a notebook in the room that is specifically for the Bell Ringers.  
**Person:** Teachers  
**Activity:** Student Samples
- Aug 24, 2009:** Score body paragraph  
**Person:** Teachers  
**Activity:** Implentation of Writing across the Curriculum
- Aug 29, 2009:** Have students write conclusion paragraph  
**Person:** Teachers  
**Activity:** Implentation of Writing across the Curriculum
- Sep 1, 2009:** Score conclusion paragraph  
**Person:** Teachers  
**Activity:** Implentation of Writing across the Curriculum

**Dec 1, 2009:** Collect and record percent of teachers who make a writing assignment.

**Person:** Teresa Cribelar

**Activity:** Baseline Strategy Data

**Dec 1, 2009:** Collect and record percent of teachers who make a writing assignment

**Person:** Teresa Cribelar

**Activity:** First semester Strategy Data

**Dec 10, 2009:** Record number of teachers who did Bell Ringers

**Person:** Andrea Lugar and Jennifer Pakiz

**Activity:** Collect first semester/trimester follow up data

**Dec 10, 2009:** Collect teacher guideline for students' paper

**Person:** Samantha Woodard and Teresa Cribelar

**Activity:** Student papers

**May 1, 2010:** Collect and record percent of teachers who make a writing assignment

**Person:** Teresa Cribelar

**Activity:** Second semester Strategy Data

**May 10, 2010:** Record number of teachers who did Bell Ringers

**Person:** Andrea Lugar and Jennifer Pakiz

**Activity:** Collect final semester/trimester follow up data

**May 10, 2010:** Collect teacher guideline for students' paper

**Person:** Samantha Woodard and Teresa Cribelar

**Activity:** Student papers

## Focused Student Group

**Jun 10, 2009:** Schedule students into lab classes

**Person:** Dawn Mitchell

**Activity:** Lab Classes for junior high

**Jul 10, 2009:** Record number of students who have not passed the ISTEP in math or English or both

**Person:** Dawn Mitchell

**Activity:** Collect baseline data

**Aug 10, 2009:** Tell parents and students what the lab class is for and

**Person:** Dave Mahurin

**Activity:** Inform parents and students

**Aug 10, 2009:** Teachers of the lab classes need to be trained by others who have taught the lab classes at the high school level as to how and what to do

**Person:** Teacher

**Activity:** Training

**Jul 10, 2010:** Record the number of students who haven't passed the math or English or both parts of the ISTEP

**Person:** Dawn Mitchell

**Activity:** Collect final semester/trimester follow up data

## Graduation Rate

**Jun 6, 2009:** Administrators and guidance will contact the DOE until they find the formula for figuring Graduation Rates and why we haven't met AYP

**Person:** Dave Mahurin

**Activity:** Contact DOE

- Jun 6, 2009:** Guidance department and administrators will attend workshops to learn the graduation rate formula and how to track students better.  
**Person:** Dave Mahurin  
**Activity:** Training
- Jun 13, 2009:** Guidance department and administrators will attend workshops to learn the graduation rate formula and how to track students better.  
**Person:** Dave Mahurin  
**Activity:** Training
- Jun 20, 2009:** Guidance department and administrators will attend workshops to learn the graduation rate formula and how to track students better.  
**Person:** Dave Mahurin  
**Activity:** Training
- Jun 27, 2009:** Guidance department and administrators will attend workshops to learn the graduation rate formula and how to track students better.  
**Person:** Dave Mahurin  
**Activity:** Training
- Jul 4, 2009:** Guidance department and administrators will attend workshops to learn the graduation rate formula and how to track students better.  
**Person:** Dave Mahurin  
**Activity:** Training
- Jul 11, 2009:** Guidance department and administrators will attend workshops to learn the graduation rate formula and how to track students better.  
**Person:** Dave Mahurin  
**Activity:** Training
- Jul 18, 2009:** Guidance department and administrators will attend workshops to learn the graduation rate formula and how to track students better.  
**Person:** Dave Mahurin  
**Activity:** Training
- Jul 25, 2009:** Guidance department and administrators will attend workshops to learn the graduation rate formula and how to track students better.  
**Person:** Dave Mahurin  
**Activity:** Training
- Aug 1, 2009:** Guidance department and administrators will attend workshops to learn the graduation rate formula and how to track students better.  
**Person:** Dave Mahurin  
**Activity:** Training
- Aug 22, 2009:** Record number of students who moved into school district and where they came from.  
**Person:** Dawn Mitchell  
**Activity:** Collect baseline data
- Aug 22, 2009:** Record number of students who moved out of school district and where they went.  
**Person:** Dawn Mitchell  
**Activity:** Collect baseline data
- Aug 22, 2009:** Record number of students who were enrolled here last year and who are enrolled here this year.  
**Person:** Dawn Mitchell  
**Activity:** Collect baseline data
- Aug 22, 2009:** Record names and school of all new students and all students who moved  
**Person:** Dawn Mitchell  
**Activity:** Tracking Student Movement



- Aug 24, 2009:** Call parents and/or schools of move in students and move out students.  
**Person:** Dawn Mitchell  
**Activity:** Contact Students
- Aug 24, 2009:** Keep calling for information on MIA students  
**Person:** Dawn Mitchell  
**Activity:** Keep Calling
- Oct 24, 2009:** Record names and school of all new students and all students who moved  
**Person:** Dawn Mitchell  
**Activity:** Tracking Student Movement
- Oct 26, 2009:** Call parents and/or schools of move in students and move out students.  
**Person:** Dawn Mitchell  
**Activity:** Contact Students
- Oct 26, 2009:** Keep calling for information on MIA students  
**Person:** Dawn Mitchell  
**Activity:** Keep Calling
- Dec 15, 2009:** Record number of students who moved into school district and where they came from.  
**Person:** Dawn Mitchell  
**Activity:** Collect first semester/trimester follow up data
- Dec 15, 2009:** Record number of students who moved out of school district and where they went.  
**Person:** Dawn Mitchell  
**Activity:** Collect first semester/trimester follow up data
- Dec 15, 2009:** Record number of students who were enrolled here last year and who are enrolled her this year.  
**Person:**  
**Activity:** Collect first semester/trimester follow up data
- Dec 26, 2009:** Record names and school of all new students and all students who moved  
**Person:** Dawn Mitchell  
**Activity:** Tracking Student Movement
- ✓ **Dec 28, 2009:** Call parents and/or schools of move in students and move out students.  
**Person:** Dawn Mitchell  
**Activity:** Contact Students
- Dec 28, 2009:** Keep calling for information on MIA students  
**Person:** Dawn Mitchell  
**Activity:** Keep Calling
- Feb 27, 2010:** Record names and school of all new students and all students who moved  
**Person:** Dawn Mitchell  
**Activity:** Tracking Student Movement
- Mar 1, 2010:** Call parents and/or schools of move in students and move out students.  
**Person:** Dawn Mitchell  
**Activity:** Contact Students
- Mar 1, 2010:** Keep calling for information on MIA students  
**Person:** Dawn Mitchell  
**Activity:** Keep Calling
- May 1, 2010:** Record names and school of all new students and all students who moved  
**Person:** Dawn Mitchell  
**Activity:** Tracking Student Movement

**May 3, 2010:** Call parents and/or schools of move in students and move out students.

**Person:** Dawn Mitchell

**Activity:** Contact Students

**May 3, 2010:** Keep calling for information on MIA students

**Person:** Dawn Mitchell

**Activity:** Keep Calling

**May 15, 2010:** Record number of students who moved into school district and where they came from.

**Person:** Dawn Mitchell

**Activity:** Collect final semester/trimester follow up data

**May 15, 2010:** Record number of students who moved out of school district and where they went.

**Person:** Dawn Mitchell

**Activity:** Collect final semester/trimester follow up data

**May 15, 2010:** Record number of students who were enrolled here last year and who are enrolled here this year.

**Person:** Dawn Mitchell

**Activity:** Collect final semester/trimester follow up data

## Continuous Improvement Timeline

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