

# **School Improvement Plan - 2010-2011**

Generated on June 7, 2010 at 9:54 AM

## **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-Making**

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

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

## **Implementation Next Year**

Our work next year will be guided by the to-do list that we have developed for each strategy.

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

# Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

## Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

## Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

## Steering Team

- Teresa Cribelar - Teacher
- Pam Harper - Teacher
- Kathy Knapke - Community Representative (Business)
- Andrea Lugar - Teacher
- Dave Mahurin - Administrator
- Jane McMullen - School Counselor
- Jennifer Pakiz - Teacher
- Lou Ann Wake - Parent/Guardian
- Samantha Woodard - Teacher

## Strategy Chairs

- Teresa Cribelar
- Jeff Eslinger
- Kathy Knapke
- Andrea Lugar
- Dawn Mitchell
- Samantha Woodard

## Community Council

- Kathy Bassett - parent/business
- Jenna Baysinger - parent
- Julie Becker - parent

- Miriam Blane - business/parent/4H
- Connie Bridge - parent
- Mark Bridge - parent
- Pamela Burgess - youth organization
- Robert Christman - parent
- Tim Coleman - parent
- Bill Cook - parent
- Kandee Cook - parent
- Stephanie Crum - educator
- Phyllis Dwyer - community
- Donna Eslinger - parent
- Victor Fields - college educator
- Larry Gambiani - government official
- Kim Gregg - parent
- Greg Harbison - parent/school board member
- Susan Harbison - parent
- Bruce Hartman - parent/business
- Martha Holaday - parent/educator
- Nell Holechko - parent
- Charles Jackson - business
- Betty James - college community
- Karen Jones - parent
- Tammy Jones - parent
- Andrew Kelley - parent
- Kathleen Kelley - parent
- Shawndel Kiefner - parent
- Nancy King - parent
- Tom Knapke - business
- Dawn Lawson - parent
- Chris Lear - parent
- Tammy Lucas - parent/4H
- Chris Marsolf - parent
- Katherine Marsolf - Scouts/4H
- Susie Martin - parent
- David Nickle - parent
- Gary Nicola - business
- Mary Nicola - Business
- Kevin O'Neal - parent
- Regina Overpeck - parent
- Dale Payne - community
- Michelle Riffe - parent
- Julie Secuskie - parent
- Sandy Smith - parent
- Kim Soltermann - parent/business/4H
- Linda Spelbring - parent
- Mark Spelbring - community
- Angie Stout - parent
- Richard Stout - parent
- Raelene Swaim - parent
- Janet Swalls - community college
- Lisa Thompson
- Janet Tilley - parent
- Darlene Tuft - parent
- Carole Vice
- Robin Vukovits - parent
- Elaine Waltz - community
- Steve Waltz - community

- Tonya Wardwell - Parent
- Doug Weisheit - business
- Liddy Wright - parent

# Vision Statement

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

## **We believe all students deserve:**

We believe that all students deserve 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": 100%



# Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The vision data represents our ideal data. It is the mission of our school to work toward this ideal.

## All 7th grade - mastering Computation

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	85	n/a	79	82		85		88		91		100

## All 7th grade - mastering Language Conventions

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	77	n/a	73	76		78		80		82		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	78	n/a	75	78		80		82		84		100

**All 7th grade - mastering Problem Solving**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	88	n/a	81	84		86		88		90		100

**All 8th grade - mastering Measurement**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	74	n/a	75	80		85		90		95		100

**All 8th grade - mastering Problem Solving**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
90	76	80	78	80		85		90		95		100

**All 8th grade - mastering Reading Comprehension**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	63	65	70	75		80		85		90		100

**All 8th grade - mastering Writing Applications**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	62	70	68	70		75		80		85		100

**All students - Graduation Rate-Secondary Indicator for NCLB (AYP)**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	90%		91%	93%		95%		97%		99%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	n/a	n/a	69	70		75		80		85		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	78	80		82		84		86		88		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	n/a	n/a	37	40		45		55		70		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	n/a	n/a		75		78		81		84		100

## Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

### Local Areas of Concern

**We are concerned that... Students 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.

**We are concerned that... 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.

**We are concerned that... 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.

**We are concerned that... 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.

**We are concerned that... 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.

**We are concerned that... Community is aware of the rising level of poverty and believe that it is impacting the success of our students.**

Houses are for sale every where; students move around from house to house during the school year because the rent is due; many kids do not have new clothes; many students do not where clean clothes nor do they shower daily.

## **Required Areas of Concern**

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**U. Focused Student Group**

# Strategies

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

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

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

The strategy titles and descriptions are listed below:

## Local Strategies

### 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.

**Impact Level:** High Impact - Outside

**Focus:** General

### Career Day and Job Fair

The community council will work with the Chamber of Commerce and Work One to host a career day in the Spring for students in the county during the day and a job fair for adults in the evening. They will make arrangements for businesses in the community and near the community to come conduct a career day, do mock interviews, and interview etiquette. In the evening, adults in the community (and even some of the students) can come to submit resumes or participate in interviews for job openings businesses may have.

**Impact Level:** High Impact - Outside

**Focus:** General

### College Fair

Guidance counselors will work with community council members and colleges to arrange a College Fair for juniors and seniors. This will be held somewhere that will house several college representatives from the area in the Fall, so that students will have an opportunity to meet with colleges and gain information needed to pursue a post secondary education.

**Impact Level:** High Impact - Outside

**Focus:** General

### Junior Achievement Program

Community members will plan a Junior Achievement Program for the 7th through 9th grade students to participate in throughout the school year. Junior Achievement is the world's largest organization dedicated to educating students about workforce readiness, entrepreneurship and financial literacy through experiential, hands-on programs. Junior Achievement programs help prepare young people for the real world by showing them how to generate wealth and effectively manage it, how to create jobs which make their communities more robust, and how to apply entrepreneurial thinking to the workplace. Students put these lessons into action and learn the value of contributing to their communities.

**Impact Level:** Low Impact

**Focus:** General

## **Tutoring Program**

Tutoring will be available Monday through Thursday from 7:00 am to 7:55am and 3:20pm to 4:15pm in the designated area. There will also be tutoring available on Saturday from 9:00am to 11:00am. It will host only students that are assigned or volunteer to be 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 one teacher every morning and afternoon to facilitate student learning. Parents and community members will be encouraged to volunteer to help as well.

**Impact Level:** High Impact - Outside

**Focus:** Specific

## **Required Strategies**

### **F. Encourage Rigorous Curriculum: Language Arts Lab**

Counselor will identify students with D's and/or F's on their report cards in English and those not attaining "Pass" status on the ISTEP or EOC tests. These students will be in an English Lab to review language arts skills daily.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **F. Encourage Rigorous Curriculum: Math Lab**

Counselor will identify students with D's and/or F's on their report cards in math and those not attaining "Pass" status on the ISTEP and EOC tests. These students will be in a math lab to review math skills daily.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **I. Focused Academic Area: Bell Ringers - Language Arts Skills**

During the first 5 minutes of the class period on Monday, Tuesday, and Wednesday, all teachers will do Bell Ringers. Bell Ringers will give the students practice and review of the language arts skills: literary response and analysis, language conventions, reading comprehension, and writing applications in bedded within their own content area.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **I. Focused Academic Area: Bell Ringers-Math Skills**

During the first 5 minutes of the class period on Monday, Tuesday, and Wednesday, all teachers will do Bell Ringers. Bell Ringers will give the students practice and review of the math skills: problem solving, computation and measurement.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **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/EOC scoring rubrics. The English department and steering committee will offer suggestions and show examples for those needing help.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **U. Focused Student Group: Male Students**

Teachers will identify junior high boys who will work on the Auto-skills program daily to improve English/Language Arts skills. Auto-skills is a computer based program designed to teach, review, and assess reading comprehension and language arts skills and basic math skills. It will be used to help students get up to grade level in reading and in basic math.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

### Required Strategies

#### I. Focused Academic Area: Bell Ringers - Language Arts Skills

% of teachers doing Bell Ringers and have record of doing them and student samples.

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

#### I. Focused Academic Area: Bell Ringers-Math Skills

The percent of teachers who do Bell Ringers.

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

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

Percentage of teachers who have students write a paper and score it using the given rubric.

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

#### U. Focused Student Group: Male Students

Percent of teachers placing junior high boys in Auto-Skills each grading period



Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100		100	

## To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

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

## Career Day and Job Fair

**Jun 10, 2010:** Call out meeting for anyone interested in helping organize the event. **Person:** Kathy Knapke

**Jun 20, 2010:** Meeting 1: The Plan **Person:** Kathy Knapke

**Jul 10, 2010:** Meeting 2: Brainstorm for participants and making contact **Person:** Kathy Knapke

**Jul 20, 2010:** Meeting 3: Finalizing the plan and the participant list **Person:** Kathy Knapke

**Aug 10, 2010:** Meeting 4: Informing the students **Person:** Dawn Mitchell

**Aug 20, 2010:** Meeting 5: Coordinating with teachers **Person:** Steering Team

## College Fair

**Jun 10, 2010:** Meeting 1: The Plan **Person:** Kathy Knapke

**Jul 10, 2010:** Meeting 2: Contact colleges to participate **Person:** Community Council

**Aug 10, 2010:** Meeting 3: Finalize the Plan **Person:** Kathy Knapke

**Sep 10, 2010:** Meeting 4: Setting date for College Fair and informing students **Person:** Dawn Mitchell

## Encourage Rigorous Curriculum

**Aug 5, 2010:** Review Spring grades and ISTEP/EOC scores for placement into an English lab. **Person:** Dawn Mitchell

**Jan 5, 2011:** Review Spring grades and ISTEP/EOC scores for placement into an English lab. **Person:** Dawn Mitchell

## Focused Academic Area

**Apr 1, 2010:** Collect baseline data: % of teachers doing Bell Ringers and have record of doing them and student samples. **Person:**

**Aug 20, 2010:** Coaching during Staff Meeting **Person:** English Teacher

**Aug 20, 2010:** Present Bell Ringer ideas at a staff meeting **Person:** Steering Team

**Aug 20, 2010:** Present Bell Ringer ideas at a staff meeting **Person:** Steering Team

**Aug 20, 2010:** Send email to teachers reminding them to have student samples and hard copy proof of Bell Ringers **Person:**

Andrea Lugar

**Aug 20, 2010:** Send email to teachers reminding them to have student samples and hard copy proof of Bell Ringers **Person:**

Steering Team

**Aug 20, 2010:** Teachers will assign a writing project each semester in each of the class periods that they teach. **Person:** All

Teachers

**Nov 30, 2010:** Collect fall data: % of teachers doing Bell Ringers and have record of doing them and student samples. **Person:**

Chair Person

**Nov 30, 2010:** Collect fall data: Percentage of teachers who have students write a paper and score it using the given rubric.

**Person:** Samantha Woodard

**Nov 30, 2010:** Collect fall data: The percent of teachers who do Bell Ringers. **Person:** Andrea Lugar

**Dec 5, 2010:** Strategy Chair will send email reminder. **Person:** Samantha Woodard

**Jan 20, 2011:** Present Bell Ringer ideas at a staff meeting **Person:** Steering Team

**Jan 20, 2011:** Present Bell Ringer ideas at a staff meeting **Person:** Steering Team

**Jan 20, 2011:** Send email to teachers reminding them to have student samples and hard copy proof of Bell Ringers **Person:** Andrea

Lugar

**Jan 20, 2011:** Send email to teachers reminding them to have student samples and hard copy proof of Bell Ringers **Person:**

Steering Team

**Jan 20, 2011:** Teachers will assign a writing project each semester in each of the class periods that they teach. **Person:** All Teachers

**Apr 25, 2011:** Strategy Chair will send email reminder. **Person:** Samantha Woodard

**Jun 30, 2011:** Collect spring data: % of teachers doing Bell Ringers and have record of doing them and student samples. **Person:** Chair Person

**Jun 30, 2011:** Collect spring data: Percentage of teachers who have students write a paper and score it using the given rubric. **Person:** Samantha Woodard

**Jun 30, 2011:** Collect spring data: The percent of teachers who do Bell Ringers. **Person:** Andrea Lugar

## **Focused Student Group**

**Apr 1, 2010:** Collect baseline data: Percent of teachers placing junior high boys in Auto-Skills each grading period **Person:**

**Aug 15, 2010:** Teachers will test and track student improvement at beginning of the year. **Person:** Teachers

**Oct 15, 2010:** Teachers will test and track student improvement 1st grading period **Person:** Teachers

**Nov 30, 2010:** Collect fall data: Percent of teachers placing junior high boys in Auto-Skills each grading period **Person:**

**Dec 15, 2010:** Teachers will test and track student improvement 2nd grading period **Person:** Teachers

**Mar 15, 2011:** Teachers will test and track student improvement 3rd grading period **Person:** Teachers

**May 15, 2011:** Teachers will test and track student improvement 4th grading period **Person:** Teachers

**Jun 30, 2011:** Collect spring data: Percent of teachers placing junior high boys in Auto-Skills each grading period **Person:**

## **Junior Achievement Program**

**Jun 20, 2010:** Meeting 1: The Plan **Person:** Kathy Knapke

**Jul 10, 2010:** Meeting 2: Contact others who will support us and businesses to donate and participate **Person:** Community Council

**Jul 20, 2010:** Meeting 3: Business Plan **Person:** Task Force Roster

**Aug 10, 2010:** Meeting 4: Inviting students to participate **Person:** Kathy Knapke

**Aug 20, 2010:** Meeting 5: Starting JA **Person:** Pam Harper

# Professional Development Summary

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

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

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

## Career Day and Job Fair

No professional development is needed for this strategy.

## College Fair

No professional development is needed for this strategy.

## Junior Achievement Program

No professional development is needed for this strategy.

## F. Encourage Rigorous Curriculum: Language Arts Lab

No professional development is needed for this strategy.

## I. Focused Academic Area: Bell Ringers - Language Arts Skills

No professional development is needed for this strategy.

## I. Focused Academic Area: Bell Ringers-Math Skills

No professional development is needed for this strategy.

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

### **Coaching during Staff Meeting**

**Brief Description:** An English teacher will present a chosen format for all writing projects within the classroom and a rubric for scoring to staff members. The English department will be available for support and suggestions.

**Intended Participants:** Teachers

**Date:** Aug 20, 2010

**Activity Purpose:** Information, Skill Building, Feedback/Support, Refinement

**Activity Format:** Presentation, Peer Coaching

**Funding:** N/A

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

## **U. Focused Student Group: Male Students**

No professional development is needed for this strategy.

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

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

### **Local Areas of Concern**

**We are concerned that... Students do not believe they can get extra time and help when having difficulties.**

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

- All 7th grade -- mastering Computation
- All 7th grade -- mastering Lit Response & Analysis
- All 8th grade -- mastering Problem Solving
- All 8th grade -- mastering Reading Comprehension
- Males in grade 7 -- % passing ISTEP English/LA (AYP)
- Males 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:**

- Tutoring Program
- F. Encourage Rigorous Curriculum: Math Lab
- F. Encourage Rigorous Curriculum: Language Arts Lab
- I. Focused Academic Area: Bell Ringers-Math Skills
- I. Focused Academic Area: Bell Ringers - Language Arts Skills
- U. Focused Student Group: Male Students

**We are concerned that... Students do not get enough practice using problem solving strategies.**

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

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

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

- Junior Achievement Program
- F. Encourage Rigorous Curriculum: Math Lab
- I. Focused Academic Area: Bell Ringers-Math Skills

**We are concerned that... Students do not get enough practice with writing applications and processes in other subject areas.**

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

- All 7th grade -- mastering Language Conventions
- All 7th grade -- mastering Lit Response & Analysis
- All 8th grade -- mastering Reading Comprehension
- All 8th grade -- mastering Writing Applications
- Males 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: Writing across the Curriculum
- I. Focused Academic Area: Bell Ringers - Language Arts Skills

**We are concerned that... Students do not have high expectations of themselves.**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- Attendance
- College Fair
- Junior Achievement Program

**We are concerned that... Teachers do not have high expectations of the students.**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- Attendance

**We are concerned that... Community is aware of the rising level of poverty and believe that it is impacting the success of our students.**

**Data Targets Influenced by This Concern:**

- All students -- Graduation Rate-Secondary Indicator for NCLB (AYP)

**Strategies to Impact This Concern:**

- Career Day and Job Fair
- College Fair
- Junior Achievement Program

**Required Areas of Concern**

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

**Data Targets Influenced by This Concern:**

- Students enrolled in Algebra I -- % passing EOC assessment
- Students enrolled in English 10 -- % passing EOC assessment

**Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Math Lab
- F. Encourage Rigorous Curriculum: Language Arts Lab

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

**Data Targets Influenced by This Concern:**

- All 7th grade -- mastering Computation
- All 7th grade -- mastering Lit Response & Analysis
- All 8th grade -- mastering Problem Solving
- All 8th grade -- mastering 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 - Language Arts Skills
- I. Focused Academic Area: Writing across the Curriculum
- I. Focused Academic Area: Bell Ringers-Math Skills

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

**Data Targets Influenced by This Concern:**

- Males in grade 7 -- % passing ISTEP English/LA (AYP)
- Males 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: Male Students



## Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

A. Where is the public copy of your school's curriculum located?	Guidance
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	None
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Plato/Edutest-this contains multiple choice questions that are based on Indiana Standards through grade 8 and National Standards for the high school.

## Continuous Improvement Timeline

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

\* Our school will complete these tasks every three years  
We are next scheduled to complete these tasks during the 2011-2012 school year