

School Improvement Plan - 2011-2012

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Rockville Jr-Sr High School (6637)

Rockville Community School Corp

Rockville, IN

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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School Improvement Plan Introduction

Rockville Jr-Sr High School

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

- Indiana Student Achievement Institute
- Indiana Rules and Regulations

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Making

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- -
- Teresa Cribelar - Teacher (Media Specialist)
- Pam Harper - Teacher
- Tammy Jones - Parent/Guardian
- Kathy Knapke - Community Representative (Business)
- Dave Mahurin - Administrator
- Jane McMullen - School Counselor
- Dawn Mitchell - School
- Jennifer Pakiz - Teacher
- Lou Ann Wake - Community Representative (Pastoral)

Strategy Chairs

- Teresa Cribelar
- Jeff Eslinger
- Pam Harper
- Kathy Knapke
- Andrea Lugar
- Jane McMullen
- 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
- Lynn Dwyer - Business
- Phyllis Dwyer - community
- Donna Eslinger - parent
- Victor Fields - college educator
- Ronda Foster - Parent
- Larry Gambiani - government official
- Patsy Gooch - Business
- 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
- Marita Katzenberger - Parent
- Tim Katzenberger - Parent
- Andrew Kelley - parent
- Kathleen Kelley - parent
- Marla Kempf - Parent
- Shawndel Kiefner - parent
- Nancy King - parent
- Tom Knapke - business
- Dawn Lawson - parent
- Chris Lear - parent
- Krista Leatherman - 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. Rockville High School 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 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.

7th grade free and reduced lunch students - % Passing ISTEP math for grades 7

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					56%	68%		75%		88%		100%

8th grade free and reduced lunch students - % Passing ISTEP math for grades 8

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					57%	68%		80%		99%		100%

All 7th grade - mastering Computation

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	79	82	86	85		88		91		95		100

All 7th grade - mastering Language Conventions

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	73	76	69	78		80		82		90		100

All 7th grade - mastering Lit Response & Analysis

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	75	78	71	80		82		84		90		100

All 7th grade - mastering Problem Solving

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	81	84	92	93		94		95		97		100

All 8th grade - mastering Measurement

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	75	80	80	85		90		95		98		100

All 8th grade - mastering Problem Solving

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	78	80	82	84		88		90		95		100

All 8th grade - mastering Reading Comprehension

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65	70	75	73	80		85		90		95		100

All 8th grade - mastering Writing Applications

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	68	70	75	77		80		85		90		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
91	90.1	93%	91.46	94%		96%		98%		99		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	69	70	59	69		75		85		90		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	65	82	57	65		75		82		90		100

Students enrolled in Algebra I - % passing EOC assessment

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	37	40	73	75		80		85		90		100

Students enrolled in English 10 - % passing EOC assessment

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a		75	62	65		75		85		95		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... 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 have clean clothes nor do they shower daily.

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.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

X. Graduation Plan

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Attendance

We will continue our attendance incentive program that allows students to earn a \$100 savings bond for perfect attendance. Every 9 weeks, names of all students are put into a drawing for gift cards from various local businesses and each name is then entered in a final drawing at the end of the year for prizes donated from the Parke County Community Foundation. 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

College Visits

Guidance counselors will work with colleges to arrange in-house visits from reps of different area colleges. This will be held during activity period on Thursdays and Fridays throughout the year for interested juniors and seniors. Guidance counselors will work with students and parents to arrange campus visits. Students are allowed one day as juniors and two days as seniors and must get it approved before going and pick-up necessary paperwork and permission slips.

Impact Level: High Impact - Outside

Focus: General

Tutoring Program

Tutoring will be available Tuesday and Thursday from 7:00 am to 7:55am and 3:20pm to 4:15pm in the designated area. 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: General

Required Strategies

F. Encourage Rigorous Curriculum: Bell Ringers-General Ed

Teachers will use The Learning Connection as suggested by the DOE to help develop and track bell ringers and lessons, cover standards, and progress tied to the Common Core Standards as needed, at least once per grading period.

Impact Level: High Impact - Inside

Focus: General

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 ECA tests. These students will be in an English Lab to review language arts skills daily. Teachers will use the Learning Connection to identify each student's weaknesses and prescribe an individual educational plan for them.

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. Teachers will use the Learning Connection to identify each student's weaknesses and prescribe an individual educational plan for them.

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance

see local strategy for attendance

Impact Level:

Focus:

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

During the first 5 minutes of the English class period on Monday, Tuesday, and Wednesday, all English teachers will do English 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. Teachers will utilize the Learning Connection as needed for resources.

Impact Level: High Impact - Outside

Focus: Specific

I. Focused Academic Area: Bell Ringers-Math Skills

During the first 5 minutes of math class on Monday, Tuesday, and Wednesday, all math teachers will do math Bell Ringers. Bell Ringers will give the students practice and review of the math skills: problem solving, computation and measurement. Teachers will utilize the Learning Connection as needed for resources.

Impact Level: High Impact - Outside

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: 7th through 9th grade Free and Reduced Lunch Students

Each day students who did not pass ISTEP math will be given additional support in math lab, study hall, and/or homeroom remediation. The students will be using a self-paced program (Plato or Acuity) during study hall and it will be monitored by classroom teacher and study hall teacher. In remediation during homeroom, a teacher will prescribe additional practice and hands-on/computer generated questions over state standards for ISTE/ECA.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Male Students-Auto Skills

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. Students will use auto-skills daily during their English lab, math lab or study hall.

Impact Level: High Impact - Inside

Focus: General

U. Focused Student Group: Male Students-Mentoring

Members of the community will work with selected at-risk 7-9 grade male students in a mentoring program during homeroom on Thursdays and Fridays throughout the year.

Impact Level: High Impact - Outside

Focus: Specific

X. Graduation Plan

School counselors will assist students and their parents with the initial development and annual review of the Indiana Graduation Plan. The Indiana Graduation Plan will be part of the student's permanent record, will include a core 40 program of study, will offer PSAT, SAT, and ACT during students' sophomore/junior/senior years, and will acknowledge the importance of good citizenship, attendance, and diligent study habits. The plan will also lead to graduation and enable students upon successful completion to enroll in a post-secondary institution.

Impact Level: High Impact - Outside

Focus: General

Strategy Data

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

Required Strategies

F. Encourage Rigorous Curriculum: Bell Ringers-General Ed

% of teachers logging into The Learning Connection each grading period.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
n/a	100		100	

F. Encourage Rigorous Curriculum: Language Arts Lab

% of grading periods that the counselor identifies and places students in language arts lab

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	100		100	

F. Encourage Rigorous Curriculum: Math Lab

% of grading periods that the counselor identifies and places students in math lab

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	100		100	

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

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
95	100		100	

I. Focused Academic Area: Bell Ringers-Math Skills

The percent of teachers who do Bell Ringers.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
95	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 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100	100		100	

U. Focused Student Group: Male Students-Auto Skills

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

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
70	100		100	

U. Focused Student Group: Male Students-Mentoring

The number of adults from the community mentoring male students in grades 7-9

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 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.

Encourage Rigorous Curriculum

Apr 1, 2011: Collect baseline data: % of grading periods that the counselor identifies and places students in language arts lab

Person: English Dept

Apr 1, 2011: Collect baseline data: % of grading periods that the counselor identifies and places students in math lab **Person:**

Guidance

Apr 1, 2011: Collect baseline data: % of teachers logging into The Learning Connection each grading period. **Person:**

Aug 5, 2011: Identify students not passing English and/or English/LA ISTEP or EOC test. **Person:** Guidance

Aug 5, 2011: Identify students not passing math and/or math ISTEP or ECA for Algebra I test. **Person:** Guidance

Aug 10, 2011: Each semester use data from learning connection to identify weak areas for each student in their classroom and in Eng Lab. **Person:** English Teachers

Aug 10, 2011: Each semester use data from learning connection to identify weak areas for each student in their classrooms and in math lab. **Person:** Math Lab Teacher

Aug 10, 2011: Guidance will meet with students who have not passed the English/LA or English 10 EOC test to inform them of remediation and requirements for diploma. **Person:** Guidance

Aug 10, 2011: Guidance will meet with students who have not passed the ISTEP math or Algebra I EOC test to inform them of remediation and requirements for diploma. **Person:** Guidance

Aug 20, 2011: Fall semester use data from learning connection to identify weak areas for each student. **Person:** Eng Lab Teacher

Aug 20, 2011: Fall semester use data from learning connection to identify weak areas for each student. **Person:** Math Lab Teacher

Aug 20, 2011: Teachers will meet and use data from the learning connection to identify weak areas for each student in their classrooms. **Person:** Teachers

Aug 20, 2011: Teachers will use The Learning Connection as suggested by the DOE to help develop and track bell ringers **Person:** Teachers

Oct 1, 2011: Teachers will use The Learning Connection as suggested by the DOE to help develop and track bell ringers **Person:** Teachers

Oct 10, 2011: Test each student according to the Core Standards and weak areas of the ISTEP/ECA in Eng at the end of the 1st grading period for mastery of standards as identified by the Learning Connection. **Person:** Eng Lab Teacher

Oct 10, 2011: Test each student according to the Core Standards and weak areas of the ISTEP/ECA in math or Algebra I at the end of the 1st grading period for mastery of standards as identified by the Learning Connection. **Person:** Math Lab Teacher

Oct 20, 2011: Work only with Identified areas that each student is still weak in for the last 9 weeks of the semester. **Person:** Eng Lab Teacher

Oct 20, 2011: Work only with Identified areas that each student is still weak in for the last 9 weeks of the semester. **Person:** Math Lab Teacher

Nov 12, 2011: Teachers will use The Learning Connection as suggested by the DOE to help develop and track bell ringers **Person:** Teachers

Nov 30, 2011: Collect fall data: % of grading periods that the counselor identifies and places students in language arts lab **Person:** English Dept

Nov 30, 2011: Collect fall data: % of grading periods that the counselor identifies and places students in math lab **Person:** Guidance

Nov 30, 2011: Collect fall data: % of teachers logging into The Learning Connection each grading period. **Person:**

Dec 20, 2011: Identify students not passing English and/or English/LA ISTEP or EOC test. **Person:** Guidance

Dec 20, 2011: Identify students not passing math and/or math ISTEP or ECA for Algebra I test. **Person:** Math Lab Teacher

Dec 20, 2011: Re-test each student according to the Core Standards and weak areas of the ISTEP/ECA in Eng at the end of the semester for mastery. **Person:** Eng Lab Teacher

Dec 20, 2011: Re-test each student according to the Core Standards and weak areas of the ISTEP/ECA in math or Algebra I at the end of the semester for mastery. **Person:** Math Lab Teacher

Dec 24, 2011: Teachers will use The Learning Connection as suggested by the DOE to help develop and track bell ringers **Person:** Teachers

Jan 10, 2012: Each semester use data from learning connection to identify weak areas for each student enrolled in their classrooms and in English Lab. **Person:** English Teachers

Jan 10, 2012: Each semester use data from learning connection to identify weak areas for each student in their classrooms and in math lab. **Person:** Math Lab Teacher

Jan 10, 2012: Spring semester use data from learning connection to identify weak areas for each student. **Person:** Eng Lab Teacher

Jan 10, 2012: Spring semester use data from learning connection to identify weak areas for each student. **Person:** Math Lab Teacher

Feb 4, 2012: Teachers will use The Learning Connection as suggested by the DOE to help develop and track bell ringers **Person:** Teachers

Mar 10, 2012: Test each student according to the Core Standards and weak areas of the ISTEP/ECA in Eng at the end of the 3rd grading period for mastery of standards as identified by the Learning Connection. **Person:** Eng Lab Teacher

Mar 10, 2012: Test each student according to the Core Standards and weak areas of the ISTEP/ECA in math or Algebra I at the end of the 3rd grading period for mastery of standards as identified by the Learning Connection. **Person:** Math Lab Teacher

Mar 17, 2012: Teachers will use The Learning Connection as suggested by the DOE to help develop and track bell ringers **Person:** Teachers

Mar 20, 2012: Work only with Identified areas that each student is still weak in for the last 9 weeks of the semester. **Person:** Eng Lab Teacher

Mar 20, 2012: Work only with Identified areas that each student is still weak in for the last 9 weeks of the semester. **Person:** Math Lab Teacher

Apr 28, 2012: Teachers will use The Learning Connection as suggested by the DOE to help develop and track bell ringers **Person:** Teachers

May 20, 2012: Re-test each student according to the Core Standards and weak areas of the ISTEP/ECA in Eng at the end of the semester for mastery. **Person:** Eng Lab Teacher

May 20, 2012: Re-test each student according to the Core Standards and weak areas of the ISTEP/ECA in math or Algebra I at the end of the semester for mastery. **Person:** Math Lab Teacher

Jun 30, 2012: Collect spring data: % of grading periods that the counselor identifies and places students in language arts lab **Person:** English Dept

Jun 30, 2012: Collect spring data: % of grading periods that the counselor identifies and places students in math lab **Person:** Guidance

Jun 30, 2012: Collect spring data: % of teachers logging into The Learning Connection each grading period. **Person:**

Focused Academic Area

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

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

Nov 30, 2011: Collect fall data: The percent of teachers who do Bell Ringers. **Person:**

Jun 30, 2012: Collect spring data: % of teachers doing Bell Ringers and have record of doing them and student samples. **Person:**

Jun 30, 2012: Collect spring data: Percentage of teachers who have students write a paper and score it using the given rubric. **Person:**

Jun 30, 2012: Collect spring data: The percent of teachers who do Bell Ringers. **Person:**

Focused Student Group

Apr 1, 2011: Collect baseline data: The number of adults from the community mentoring male students in grades 7-9 **Person:**

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

Nov 30, 2011: Collect fall data: The number of adults from the community mentoring male students in grades 7-9 **Person:**

Jun 30, 2012: Collect spring data: Percent of teachers placing junior high boys in Auto-Skills each grading period **Person:**

Jun 30, 2012: Collect spring data: The number of adults from the community mentoring male students in grades 7-9 **Person:**

Graduation Plan

May 10, 2011: Guidance will meet with 6th grade students to schedule classes, tour the building, and review schedule. **Person:** Guidance

Sep 10, 2011: Guidance will meet with students in grades 7 and 8 to review graduation options, schedules, and Twenty-First Century Scholars applications. Parents will sign off on all courses chosen. **Person:** Guidance

Oct 15, 2011: Guidance will meet with students not meeting diploma and graduation requirements **Person:** Guidance

Nov 20, 2011: Guidance will meet with Seniors near the end of the first semester to review credits and graduation requirements. Parents and students will be informed of any area lacking the minimum requirements. **Person:** Guidance

Dec 17, 2011: Guidance will meet with students not meeting diploma and graduation requirements **Person:** Guidance

Feb 18, 2012: Guidance will meet with students not meeting diploma and graduation requirements **Person:** Guidance

Apr 10, 2012: Guidance will meet with all juniors near the end of the year to review their graduation plan, total credits earned and credits needed to graduate. Schedule will be sent home for parents to sign off on. **Person:** Guidance

Apr 15, 2012: Guidance will meet with all sophomores near the end of the year to review their graduation plan, total credits earned and credits needed to graduate. Schedule will be sent home for parents to sign off on. **Person:** Guidance

Apr 20, 2012: Guidance will meet with all freshmen near the end of the year to review their graduation plan, total credits earned and credits needed to graduate. Schedule will be sent home for parents to sign off on. **Person:** Guidance

Apr 20, 2012: Students and parents will be informed of graduation requirements and options. Parents will sign off schedule choices for the following year **Person:** Guidance

Apr 21, 2012: Guidance will meet with students not meeting diploma and graduation requirements **Person:** Guidance

May 15, 2012: Track number of students meeting minimum graduation requirements or better. **Person:** Guidance

May 15, 2012: Track number of students meeting minimum graduation requirements or better. **Person:** Guidance

Professional Development Summary

REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

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

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

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

F. Encourage Rigorous Curriculum: Bell Ringers-General Ed

Teachers will meet and use data from the learning connection to identify weak areas for each student

Brief Description: Each general ed teacher will develop a plan for students in their classroom that identifies their standards based weaknesses using the Learning Connection.

Intended Participants: Teachers

Date: Aug 20, 2011

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

Activity Format: Study Group, Peer Coaching, Collaborative Problem Solving

Funding: General Fund

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Language Arts Lab

Each semester use data from learning connection to identify weak areas for each student enrolled in

Brief Description: English teachers will meet and explore the Learning Connection to identify weak areas for all students placed in Eng Lab.

Intended Participants: Teachers, Counselors

Date: Jan 10, 2012

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Collaborative Problem Solving

Funding: General Fund

Does this activity occur during the school day? Yes

Each semester use data from learning connection to identify weak areas for each student in their cla

Brief Description: English teachers will get together with guidance and explore the Learning Connection to identify weak areas for all 7th-10th grade students by class that they each have.

Intended Participants: Teachers, Counselors

Date: Aug 10, 2011

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Collaborative Problem Solving

Funding: General Fund

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Math Lab

Each semester use data from learning connection to identify weak areas for each student in their cla

Brief Description: Math teachers will get together with guidance and explore the Learning Connection to identify weak areas for all 7th-9th grade students by class that they each have.

Intended Participants: Teachers, Counselors

Date: Aug 10, 2011

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

Each semester use data from learning connection to identify weak areas for each student in their cla

Brief Description: Math teachers will meet and explore the Learning Connection to identify weak areas for all students placed in mathLab.

Intended Participants: Teachers, Counselors

Date: Jan 10, 2012

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Collaborative Problem Solving

Funding: General Fund

Does this activity occur during the school day? Yes

U. Focused Student Group: 7th through 9th grade Free and Reduced Lunch Students

Status: Only Title & Description Meets Criteria at This Time

X. Graduation Plan

No professional development is needed for this strategy.

Relationship Report:

Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

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:

- College Visits

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

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:

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

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 Visits
- X. Graduation Plan

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
- F. Encourage Rigorous Curriculum: Bell Ringers-General Ed
- X. Graduation Plan

Required Areas of Concern**F. Encourage Rigorous Curriculum (IN Rules)****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:

- Tutoring Program
- F. Encourage Rigorous Curriculum: Math Lab
- F. Encourage Rigorous Curriculum: Language Arts Lab
- F. Encourage Rigorous Curriculum: Bell Ringers-General Ed
- X. Graduation Plan

I. Focused Academic Area (IN Rules)**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:

- Tutoring Program
- F. Encourage Rigorous Curriculum: Math Lab
- F. Encourage Rigorous Curriculum: Language Arts Lab
- I. Focused Academic Area: Writing across the Curriculum
- I. Focused Academic Area: Bell Ringers-Math Skills
- I. Focused Academic Area: Bell Ringers - Language Arts Skills

U. Focused Student Group (IN Rules)**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: 7th through 9th grade Free and Reduced Lunch Students
- U. Focused Student Group: Male Students-Auto Skills
- U. Focused Student Group: Male Students-Mentoring

X. Graduation Plan (IN Rules)**Data Targets Influenced by This Concern:**

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

Strategies to Impact This Concern:

- Attendance
- College Visits
- X. Graduation Plan

Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	On the school website
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	none
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	yes
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>Acuity: an assessment tool from the State that predicts how a student will do on the ISTEP+ test. It also identifies areas of needed improvement and "prescribes" course work to remediate those areas. Students are assessed three times before the ISTEP+ exam to monitor growth.</p> <p>Apangea:</p> <p>Auto Skills Academy of Reading: an assessment given to identify those above/at/below grade level in reading.</p> <p>Auto Skills Academy of Math:an assessment given to identify those above/at/below grade level in math.</p> <p>PSAT: assessment used to predict AP potential</p> <p>SAT: used to predict AP and dual credit potential</p> <p>ACT: used to predict AP and dual credit potential</p> <p>Explore: used to predict college readiness standards</p> <p>Work Keys: used to predict readiness for the work force</p> <p>Compass: predictor for readiness into Ivy Tech programs</p>

Continuous Improvement Timeline

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

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