

# **School Improvement Plan - 2014-2015**

Generated on May 22, 2014 at 8:17 PM

## **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:



*American Student Achievement Institute*  
3925 E. Hagan St. Suite 105  
Bloomington, IN 47401  
Phone: 812-349-4142  
Email: [asai@asainstitute.org](mailto:asai@asainstitute.org)  
Website: <http://www.asainstitute.org>

# Table of Contents

- School Improvement Plan Introduction . . . . . 3
- Who Wrote this School Improvement Plan? . . . . . 4
- Vision Statement . . . . . 6
- Academic Goals . . . . . 8
- Comprehensive Needs Assessment / Areas of Concern . . . . . 12
- Strategies . . . . . 14
- Strategy Data . . . . . 17
- To-Do List . . . . . 18
- Professional Development Summary . . . . . 21
- Relationship Report: Areas of Concern / Strategies / Achievement Goals . . . . . 24
- Force Field Excerpt . . . . . 28
- Continuous Improvement Timeline . . . . . 29

# 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 American 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:

- American 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
- Pam Harper - Teacher
- Jan Jeffries -
- Steve Jones - Parent/Guardian
- Tammy Jones - Teacher
- Andrea Lugar - Teacher
- Dave Mahurin - Administrator
- Jane McMullen - School Counselor
- Samantha Woodard - Teacher

## Strategy Chairs

- Teresa Cribelar
- Andrea Lugar
- Dave Mahurin
- Jane McMullen
- Dawn Mitchell
- Dawn Mitchell
- Samantha Woodard

## Community Council

- Rusty Akers - School Board, parent
- Julie Becker - parent
- Becky Black - parent
- Andrea Gordon - parent
- Kristy Gossett - parent
- Ella Houvenagle - Park Board, parent
- Steve Jones - parent
- Jessica Lynk - Business
- Angela Stowe - parent
- Marcie Tinkle - parent
- Robin Vukovits - 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' 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 All Classes: 100%
- % of students who Score Above 1200 on SAT: 100%
- % of students who Earn 4.0 GPA or more on a 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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60	72	74	74	77		80		82		84		

## 8th grade Free and Reduced Lunch Students - % Passing ISTEP+ Math

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60	58	60	52	57		61		65		69		

## All 7th grade - mastering Computation

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75	84	86	86	88		90		91		92		



**All 7th grade - mastering Language Conventions**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
79	76	78	78	80		82		84		86		100

**All 7th grade - mastering Literary Response & Analysis (Writing Applications)**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76	76	78	81	83		85		87		89		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68	86	88	91	92		93		94		95		100

**All 8th grade - mastering Literary Text**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76	63	70	71	74		77		80		82		100

**All 8th grade - mastering Measurement**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	72	73	73	76		79		81		83		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
87	70	71	71	74		77		80		82		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	68	70	67	71		74		77		80		100

**All students - Graduation Rate-Secondary Indicator for NCLB**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
92	91	92	86	88		91		92		93		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
69	68	83	81	83		85		87		89		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	59	73	51	55		60		64		68		100

**Students enrolled in Algebra I - % passing ECA (End of Course Assessment) Algebra 1**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65	49	54	57	62		66		70		73		100

**Students enrolled in English 10 - % passing ECA (End of Course Assessment) English 10**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
72	85	87	85	87		89		90		91		100



# Comprehensive 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.

## Areas of Concern

**We are concerned that... 8th grade students score lower on the ISTEP than they did as 7th graders year after year.**

The low scores on ISTEP for the 8th grade 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 wear 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.

**We are concerned that... Encourage Rigorous Curriculum**

**We are concerned that... Attendance**

**We are concerned that... Focused Academic Area**

**We are concerned that... Focused Student Group**

**We are concerned that... 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:

## Strategies

### Attendance

Each grading period, names of students with perfect attendance will be entered into a drawing for a prize. Students with perfect attendance for the entire year will be entered into an additional drawing for a larger prize. Note: Perfect attendance means no absences at all, even excused absences, unless it is a school-sponsored field trip or college visit.

**Impact Level:** High Impact - Outside

**Focus:** General

### College Visits

Guidance counselors will work with area colleges to arrange in-house visits from college representatives. Guidance and PVETI will arrange for trade union and vocational positions to also be represented. The post-secondary education representatives will meet with junior and senior students during activity period throughout the year. A mass email or automated phone call will be sent out by the counselors to parents of juniors and seniors letting them know when these in-house visits will take place. Guidance counselors will also work with students and parents to arrange campus visits also referred to as "college days". Students are allowed one college day as juniors and two college days as seniors. These days must be pre-approved with the necessary paperwork and permission slips completed prior to the student's college campus visit.

**Impact Level:** High Impact - Outside

**Focus:** General

### Encourage Rigorous Curriculum: Language Arts Lab

Counselors 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 language arts or the English 10 ECA. These students will be in an English Lab to review language arts skills daily. Teachers will use the Learning Connection, Acuity, and Pivot to identify each student's weaknesses and prescribe an individual educational plan for them. There will be frequent assessments (Friday quizzes) over standards covered for the week. Acuity will be used in Aug to establish a baseline and students will be assessed every 9 weeks using Acuity. Note: Due to teacher availability and course offerings, this may not be a regular period class, but rather conducted during study hall and/or activity period.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### Encourage Rigorous Curriculum: Math Lab

Counselors 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 math and Algebra 1 ECA. These students will be in a math lab to review math skills daily. Teachers will use the Learning Connection, Acuity, and Pivot to identify each student's weaknesses and prescribe an individual educational plan for them. There will be frequent assessments (Friday quizzes) over standards covered for the week. Acuity will be used in August to establish a baseline and students will be assessed every 9 weeks using Acuity. Note: Due to teacher availability and course

offerings, this may not be a regular period class, but rather conducted during study hall and/or activity period.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **Encourage Rigorous Curriculum: Start of Class Test Prep - General Ed/Math/Eng/Bio**

In any class that is not tested on the ISTEP or ECA, teachers will spend the first five minutes of class on a minimum of three days per week reviewing topics for upcoming unit/chapter tests. English and math teachers will use this time for ISTEP/ECA test prep. English teachers will focus on literary response and analysis, language conventions, and reading comprehension. Math teachers will focus on problem solving, measurement, computation, and algebraic equations. This can be done in any manner the teacher sees fit, but each teacher will determine a way to assign scores for these bell ringers so that students are held accountable for their work. This will be explained to students in advance.

**Impact Level:** High Impact - Inside

**Focus:** Specific

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

All teachers will present all students with writing assignments. A minimum of one assignment across the curriculum will be given and evaluated by each teacher each grading period. Teachers and/or students could use computer technology to complete this task. Teachers will have to create their own assignments 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

### **Focused Student Group - Activity Period Remediation Plan**

Junior High: Students with a stamp in their planners for missing work will go to tutorial. Students with clear planners can choose to sign out to the gym, walking/game room (depending on weather), or quiet room(s). During the third grading period, 7th and 8th grade students will each be divided up into three groups based on ability level in math and English. Those groups will follow a 4 day rotation plan as practice for ISTEP. 7th grade rotations will be math, ELA, and social studies. 8th grade rotations will be math, ELA (grammar), and writing. Teachers will design their own lessons based on weaknesses shown thus far on Acuity tests. These lessons can be taught by the method(s) of the teachers choosing. Teachers may utilize acuity or other web sites or computer programs, resources provided with the textbooks, or simply practice the concepts in class by reteaching/reviewing them. 1. After ISTEP scores have been received, students who do not earn a passing score on any part of the ISTEP will attend remediation during activity period on Mondays and Tuesdays in an assigned computer lab. Those students will practice ELA skills on Mondays and math skills on Tuesdays. Teachers can utilize Acuity or other remediation-centered websites. Teachers will monitor computer activity and teach concepts/answer questions as needed. 2. Additionally, there will be a remediation plan implemented after each round of Acuity. Students who are predicted to not pass the ISTEP, along with students who have not shown sufficient growth according to the Acuity results will be assigned to a computer lab each Monday and Tuesday. Those students will practice ELA skills on Mondays and math skills on Tuesdays. Teachers can utilize Acuity or other remediation-centered websites. Teachers will monitor computer activity and teach concepts/answer questions as needed. High School: Remediation classes for ECA/ISTEP will stay in their respective rooms. Students with a stamp in their planners for missing work will go to tutorial. Tutorial rooms will be assigned, not chosen by the student. Students with clear planners can choose to sign out to go to the gym, library, or quiet room(s) or to another teacher for help. Any student who failed the Algebra 1 ECA or English 10 ECA will be placed into a remediation class during activity period to address those weak areas during the first semester. Students who are identified as "bubble kids" (those at risk of not passing based on previous ISTEP scores, Acuity scores, and/or classroom performance) will be placed into a remediation class during activity period to address those weak areas during the second semester. Teachers may utilize acuity or other web sites or computer programs, resources provided with the textbooks, or simply practice the concepts in class by reteaching/reviewing them. This strategy is designed to impact the free/reduced lunch and male students, as well as focusing on 8th graders.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **Focused Student Group: Faculty-Identified Student Mentoring**

Members of the community will work with selected at-risk students in a mentoring program during activity periods on Wednesdays through Fridays throughout the year. The mentors will be working with the at-risk students on: appropriate boy-girl behavior, academic success, personal crisis management techniques, appropriate social interaction, self-esteem, day-to-day survival, and other personal topics as guided by the students.

**Impact Level:** Low Impact

**Focus:** General

## **Graduation Plan**

School counselors will assist students and their parents with the initial development and annual review of the Indiana Graduation Plan. An individualized graduation requirement check list will be sent home to parents of students who will be registering for high school courses. 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's 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 to enroll in a post-secondary institution. Counselors will also meet with 8th graders to explain the importance of considering involvement in school clubs, community service, etc. in order to prepare for future college and scholarship applications.

**Impact Level:** High Impact - Outside

**Focus:** General

## **Tutoring Program**

A mass email will be sent to parents explaining the availability of peer tutors during study halls and the after-school tutoring program. Details about the after-school program (and possibly before-school) will be provided at the beginning of the school year after it can be determined who is available at what time. Peer tutors could also help out during these times. A list will also be compiled in the office of local tutors available for hire.

**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.

Due to the nature of our strategies, we have decided not to monitor strategy data. Instead, the impact of our strategies will be determined through the analysis of Achievement Data and Force Field Data.

## 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.

## Attendance

**Jun 4, 2014:** Contact local businesses for prize donations/money **Person:** Dave Mahurin

**Jul 4, 2014:** Contact local businesses for prize donations/money **Person:** Dave Mahurin

**Aug 4, 2014:** Contact local businesses for prize donations/money **Person:** Dave Mahurin

**Aug 13, 2014:** Write a grant to the Community Foundation for money to buy BIG end of year prize for those with perfect attendance all year **Person:** Dave Mahurin

**Sep 4, 2014:** Contact local businesses for prize donations/money **Person:** Dave Mahurin

**Oct 4, 2014:** Contact local businesses for prize donations/money **Person:** Dave Mahurin

**Oct 15, 2014:** Enter all names of students with perfect attendance into a jar each grading period **Person:** Dave Mahurin

**Nov 4, 2014:** Contact local businesses for prize donations/money **Person:** Dave Mahurin

**Dec 4, 2014:** Contact local businesses for prize donations/money **Person:** Dave Mahurin

**Dec 17, 2014:** Enter all names of students with perfect attendance into a jar each grading period **Person:** Dave Mahurin

**Feb 18, 2015:** Enter all names of students with perfect attendance into a jar each grading period **Person:** Dave Mahurin

**Apr 22, 2015:** Enter all names of students with perfect attendance into a jar each grading period **Person:** Dave Mahurin

## College Visits

**Aug 4, 2014:** Create a calendar of "in-house" college visits, trade/voc representative visits for all juniors and seniors **Person:** Dawn Mitchell

**Sep 1, 2014:** Create a calendar of "in-house" college visits, trade/voc representative visits for all juniors and seniors **Person:** Dawn Mitchell

**Sep 10, 2014:** Make mass phone call to parents of all juniors and seniors reminding them of the college in house visits, etc 2 days prior to the visiting day **Person:** Dawn Mitchell

**Sep 10, 2014:** Send mass email to parents of all juniors and seniors with the calendar of visits each month **Person:** Dawn Mitchell

**Oct 6, 2014:** Create a calendar of "in-house" college visits, trade/voc representative visits for all juniors and seniors **Person:** Dawn Mitchell

**Oct 8, 2014:** Make mass phone call to parents of all juniors and seniors reminding them of the college in house visits, etc 2 days prior to the visiting day **Person:** Dawn Mitchell

**Oct 8, 2014:** Send mass email to parents of all juniors and seniors with the calendar of visits each month **Person:** Dawn Mitchell

**Nov 3, 2014:** Create a calendar of "in-house" college visits, trade/voc representative visits for all juniors and seniors **Person:** Dawn Mitchell

**Nov 12, 2014:** Make mass phone call to parents of all juniors and seniors reminding them of the college in house visits, etc 2 days prior to the visiting day **Person:** Dawn Mitchell

**Nov 12, 2014:** Send mass email to parents of all juniors and seniors with the calendar of visits each month **Person:** Dawn Mitchell

**Dec 1, 2014:** Create a calendar of "in-house" college visits, trade/voc representative visits for all juniors and seniors **Person:** Dawn Mitchell

**Dec 10, 2014:** Make mass phone call to parents of all juniors and seniors reminding them of the college in house visits, etc 2 days prior to the visiting day **Person:** Dawn Mitchell

**Dec 10, 2014:** Send mass email to parents of all juniors and seniors with the calendar of visits each month **Person:** Dawn Mitchell

**Jan 5, 2015:** Create a calendar of "in-house" college visits, trade/voc representative visits for all juniors and seniors **Person:** Dawn Mitchell

**Jan 14, 2015:** Make mass phone call to parents of all juniors and seniors reminding them of the college in house visits, etc 2 days prior to the visiting day **Person:** Dawn Mitchell

**Jan 14, 2015:** Send mass email to parents of all juniors and seniors with the calendar of visits each month **Person:** Dawn Mitchell

**Feb 2, 2015:** Create a calendar of "in-house" college visits, trade/voc representative visits for all juniors and seniors **Person:** Dawn Mitchell

**Feb 11, 2015:** Make mass phone call to parents of all juniors and seniors reminding them of the college in house visits, etc 2 days prior to the visiting day **Person:** Dawn Mitchell

**Feb 11, 2015:** Send mass email to parents of all juniors and seniors with the calendar of visits each month **Person:** Dawn Mitchell

**Mar 2, 2015:** Create a calendar of "in-house" college visits, trade/voc representative visits for all juniors and seniors **Person:** Dawn Mitchell

**Mar 11, 2015:** Make mass phone call to parents of all juniors and seniors reminding them of the college in house visits, etc 2 days prior to the visiting day **Person:** Dawn Mitchell

**Mar 11, 2015:** Send mass email to parents of all juniors and seniors with the calendar of visits each month **Person:** Dawn Mitchell

**Apr 6, 2015:** Create a calendar of "in-house" college visits, trade/voc representative visits for all juniors and seniors **Person:** Dawn Mitchell

**Apr 8, 2015:** Make mass phone call to parents of all juniors and seniors reminding them of the college in house visits, etc 2 days prior to the visiting day **Person:** Dawn Mitchell

**Apr 8, 2015:** Send mass email to parents of all juniors and seniors with the calendar of visits each month **Person:** Dawn Mitchell

**May 4, 2015:** Create a calendar of "in-house" college visits, trade/voc representative visits for all juniors and seniors **Person:** Dawn Mitchell

## Encourage Rigorous Curriculum: Language Arts Lab

**Aug 4, 2014:** Place students into Eng/LA Lab during study hall time or homeroom **Person:** Dawn Mitchell

**Aug 12, 2014:** Teachers will be trained on techniques **Person:** Dave Mahurin

**Oct 6, 2014:** Place students into Eng/LA Lab during study hall time or homeroom **Person:** Dawn Mitchell

**Oct 14, 2014:** Teachers will be trained on techniques **Person:** Dave Mahurin

**Dec 8, 2014:** Place students into Eng/LA Lab during study hall time or homeroom **Person:** Dawn Mitchell

**Dec 16, 2014:** Teachers will be trained on techniques **Person:** Dave Mahurin

**Feb 9, 2015:** Place students into Eng/LA Lab during study hall time or homeroom **Person:** Dawn Mitchell

**Feb 17, 2015:** Teachers will be trained on techniques **Person:** Dave Mahurin

**Apr 13, 2015:** Place students into Eng/LA Lab during study hall time or homeroom **Person:** Dawn Mitchell

**Apr 21, 2015:** Teachers will be trained on techniques **Person:** Dave Mahurin

## Encourage Rigorous Curriculum: Math Lab

**Aug 4, 2014:** Place students into math Lab during study hall time or homeroom **Person:** Dawn Mitchell

**Aug 10, 2014:** Teachers will be trained on techniques **Person:** Dave Mahurin

**Oct 6, 2014:** Place students into math Lab during study hall time or homeroom **Person:** Dawn Mitchell

**Oct 12, 2014:** Teachers will be trained on techniques **Person:** Dave Mahurin

**Dec 8, 2014:** Place students into math Lab during study hall time or homeroom **Person:** Dawn Mitchell

**Dec 14, 2014:** Teachers will be trained on techniques **Person:** Dave Mahurin

**Feb 9, 2015:** Place students into math Lab during study hall time or homeroom **Person:** Dawn Mitchell

**Feb 15, 2015:** Teachers will be trained on techniques **Person:** Dave Mahurin

**Apr 13, 2015:** Place students into math Lab during study hall time or homeroom **Person:** Dawn Mitchell

**Apr 19, 2015:** Teachers will be trained on techniques **Person:** Dave Mahurin

## Focused Academic Area: Writing across the Curriculum

**Aug 14, 2014:** PD Literacy and Writing **Person:** Laura Reberger

## Focused Student Group - Activity Period Remediation Plan

**Aug 10, 2014:** Remediation PD **Person:** Andrea Lugar, Laura Reberger, Samantha Woodard, Teresa Cribelar

**Sep 10, 2014:** Remediation PD **Person:** Andrea Lugar, Laura Reberger, Samantha Woodard, Teresa Cribelar  
**Oct 10, 2014:** Remediation PD **Person:** Andrea Lugar, Laura Reberger, Samantha Woodard, Teresa Cribelar  
**Nov 10, 2014:** Remediation PD **Person:** Andrea Lugar, Laura Reberger, Samantha Woodard, Teresa Cribelar  
**Dec 10, 2014:** Remediation PD **Person:** Andrea Lugar, Laura Reberger, Samantha Woodard, Teresa Cribelar  
**Jan 10, 2015:** Remediation PD **Person:** Andrea Lugar, Laura Reberger, Samantha Woodard, Teresa Cribelar  
**Feb 10, 2015:** Remediation PD **Person:** Andrea Lugar, Laura Reberger, Samantha Woodard, Teresa Cribelar  
**Mar 10, 2015:** Remediation PD **Person:** Andrea Lugar, Laura Reberger, Samantha Woodard, Teresa Cribelar  
**Apr 10, 2015:** Remediation PD **Person:** Andrea Lugar, Laura Reberger, Samantha Woodard, Teresa Cribelar

## Graduation Plan

**Jun 10, 2014:** Counselors will create a checklist of clubs and activities that students can participate in **Person:** Dawn Mitchell, Jane McMullen, Dave Mahurin  
**Jun 10, 2014:** Counselors will create a checklist of courses for freshmen, sophomores, etc **Person:** Dawn Mitchell, Jane McMullen, Dave Mahurin  
**Aug 10, 2014:** When counselors meet with students, the checklist will be given to them with all required courses and options for electives for them to get signed by their parents **Person:** Dawn Mitchell, Jane McMullen, Dave Mahurin  
**Dec 15, 2014:** Counselors will meet with each student before the end of the first semester to go over the 2nd semester schedule **Person:** Dawn Mitchell, Jane McMullen  
**May 15, 2015:** Counselors will meet with each student at the end of the school year to go over next year's schedule of required courses and elective courses. **Person:** Dawn Mitchell, Jane McMullen

## Tutoring Program

**Aug 10, 2014:** A mass email will be sent to parents explaining the availability of peer tutors during study halls and the after-school tutoring program. **Person:** Dawn Mitchell, Jane McMullen  
**Sep 10, 2014:** Counselors will compile a list of local tutors available for hire along with their subject expertise. **Person:** Dawn Mitchell, Jane McMullen

# Professional Development Summary

**Alignment with the School Improvement Plan:** The Professional Development Summary 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 Summary 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.

## Attendance

No professional development is needed for this strategy.

## College Visits

No professional development is needed for this strategy.

## Encourage Rigorous Curriculum: Language Arts Lab

**Teachers will be trained on techniques**

**Brief Description:** Teachers will receive professional development for new techniques and differentiation models

**Intended Participants:** Teachers

**Dates:** Aug 12, 2014; Oct 14, 2014; Dec 16, 2014; Feb 17, 2015; Apr 21, 2015

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

**Activity Format:** Presentation, Professional Reading, Site Visit

**Funding:**

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

## Encourage Rigorous Curriculum: Math Lab

**Teachers will be trained on techniques**

**Brief Description:** Teachers will receive professional development for new techniques and differentiation models

**Intended Participants:** Teachers

**Dates:** Aug 10, 2014; Oct 12, 2014; Dec 14, 2014; Feb 15, 2015; Apr 19, 2015

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

**Activity Format:** Presentation, Professional Reading, Collaborative Problem Solving, Site Visit

**Funding:**

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

## Focused Academic Area: Writing across the Curriculum

### PD Literacy and Writing

**Brief Description:** All teachers will attend a workshop, webinar, professional development session (in-service), or conference relating to writing across the curriculum, literacy skills, or incorporating math into all subject areas.

**Intended Participants:** Teachers

**Date:** Aug 14, 2014

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

**Activity Format:** Talk to, Presentation, Study Group, Peer Coaching, Collaborative Problem Solving

**Funding:**

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

## Focused Student Group - Activity Period Remediation Plan

### Remediation PD

**Brief Description:** Faculty meetings and/or in-service time will be used to present new teaching and technology practices aligned with state standards in each academic area. This will include how to analyze data and identify strengths and weaknesses, along with how to utilize Acuity and other resources for the homeroom remediation plan.

**Intended Participants:** Teachers

**Dates:** Aug 10, 2014; Sep 10, 2014; Oct 10, 2014; Nov 10, 2014; Dec 10, 2014; Jan 10, 2015; Feb 10, 2015; Mar 10, 2015; Apr 10, 2015

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

**Activity Format:** Talk to, Presentation, Study Group, Peer Coaching, Collaborative Problem Solving

**Funding:**

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

## Graduation Plan

No professional development is needed for this strategy.

## **Tutoring Program**

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.

### **We are concerned that... 8th grade students score lower on the ISTEP than they did as 7th graders year after year.**

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

- 8th grade Free and Reduced Lunch Students -- % Passing ISTEP+ Math
- All 8th grade -- mastering Literary Text
- All 8th grade -- mastering Measurement
- All 8th grade -- mastering Problem Solving
- All 8th grade -- mastering Writing Applications
- Males in grade 8 -- % passing ISTEP English/LA
- Students enrolled in Algebra I -- % passing ECA (End of Course Assessment) Algebra 1

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

- Encourage Rigorous Curriculum: Language Arts Lab
- Encourage Rigorous Curriculum: Math Lab
- Encourage Rigorous Curriculum: Start of Class Test Prep - General Ed/Math/Eng/Bio
- Focused Student Group - Activity Period Remediation Plan
- Focused Student Group: Faculty-Identified Student Mentoring
- Tutoring Program

### **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:**

- 7th grade Free and Reduced Lunch Students -- % Passing ISTEP+ Math
- 8th grade Free and Reduced Lunch Students -- % Passing ISTEP+ Math
- All students -- Graduation Rate-Secondary Indicator for NCLB

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

- College Visits
- Encourage Rigorous Curriculum: Start of Class Test Prep - General Ed/Math/Eng/Bio

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

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

- 7th grade Free and Reduced Lunch Students -- % Passing ISTEP+ Math
- 8th grade Free and Reduced Lunch Students -- % Passing ISTEP+ Math
- All 7th grade -- mastering Computation
- All 7th grade -- mastering Language Conventions
- All 7th grade -- mastering Literary Response & Analysis (Writing Applications)
- All 7th grade -- mastering Problem Solving
- All 8th grade -- mastering Literary Text
- All 8th grade -- mastering Measurement



- All 8th grade -- mastering Problem Solving
- All 8th grade -- mastering Writing Applications
- All students -- Graduation Rate-Secondary Indicator for NCLB
- Males in grade 7 -- % passing ISTEP English/LA
- Males in grade 8 -- % passing ISTEP English/LA
- Students enrolled in Algebra I -- % passing ECA (End of Course Assessment) Algebra 1
- Students enrolled in English 10 -- % passing ECA (End of Course Assessment) English 10

**Strategies to Impact This Concern:**

- Encourage Rigorous Curriculum: Language Arts Lab
- Encourage Rigorous Curriculum: Math Lab
- Focused Academic Area: Writing across the Curriculum
- Focused Student Group - Activity Period Remediation Plan
- Focused Student Group: Faculty-Identified Student Mentoring
- Tutoring Program

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

**Data Targets Influenced by This Concern:**

- 7th grade Free and Reduced Lunch Students -- % Passing ISTEP+ Math
- 8th grade Free and Reduced Lunch Students -- % Passing ISTEP+ Math
- 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 ECA (End of Course Assessment) Algebra 1

**Strategies to Impact This Concern:**

- Focused Student Group - Activity Period Remediation Plan
- Tutoring Program

**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 Literary Response & Analysis (Writing Applications)
- All 8th grade -- mastering Literary Text
- All 8th grade -- mastering Writing Applications
- Males in grade 7 -- % passing ISTEP English/LA
- Males in grade 8 -- % passing ISTEP English/LA
- Students enrolled in English 10 -- % passing ECA (End of Course Assessment) English 10

**Strategies to Impact This Concern:**

- 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:**

- 7th grade Free and Reduced Lunch Students -- % Passing ISTEP+ Math
- 8th grade Free and Reduced Lunch Students -- % Passing ISTEP+ Math
- All students -- Graduation Rate-Secondary Indicator for NCLB
- Males in grade 7 -- % passing ISTEP English/LA
- Males in grade 8 -- % passing ISTEP English/LA

**Strategies to Impact This Concern:**

- Attendance
- College Visits
- Focused Student Group - Activity Period Remediation Plan
- Graduation Plan

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

**Data Targets Influenced by This Concern:**

- 7th grade Free and Reduced Lunch Students -- % Passing ISTEP+ Math
- 8th grade Free and Reduced Lunch Students -- % Passing ISTEP+ Math
- All students -- Graduation Rate-Secondary Indicator for NCLB
- Males in grade 7 -- % passing ISTEP English/LA
- Males in grade 8 -- % passing ISTEP English/LA

**Strategies to Impact This Concern:**

- Attendance
- Encourage Rigorous Curriculum: Start of Class Test Prep - General Ed/Math/Eng/Bio
- Focused Student Group - Activity Period Remediation Plan
- Graduation Plan

**We are concerned that... Encourage Rigorous Curriculum**

**Data Targets Influenced by This Concern:**

- All 7th grade -- mastering Computation
- All 7th grade -- mastering Language Conventions
- All 7th grade -- mastering Literary Response & Analysis (Writing Applications)
- All 7th grade -- mastering Problem Solving
- All 8th grade -- mastering Literary Text
- All 8th grade -- mastering Measurement
- All 8th grade -- mastering Problem Solving
- All 8th grade -- mastering Writing Applications
- Students enrolled in Algebra I -- % passing ECA (End of Course Assessment) Algebra 1
- Students enrolled in English 10 -- % passing ECA (End of Course Assessment) English 10

**Strategies to Impact This Concern:**

- Attendance
- Encourage Rigorous Curriculum: Language Arts Lab
- Encourage Rigorous Curriculum: Math Lab
- Encourage Rigorous Curriculum: Start of Class Test Prep - General Ed/Math/Eng/Bio

**We are concerned that... Attendance**

**Data Targets Influenced by This Concern:**

- 7th grade Free and Reduced Lunch Students -- % Passing ISTEP+ Math
- 8th grade Free and Reduced Lunch Students -- % Passing ISTEP+ Math
- Students enrolled in Algebra I -- % passing ECA (End of Course Assessment) Algebra 1

- Students enrolled in English 10 -- % passing ECA (End of Course Assessment) English 10

**Strategies to Impact This Concern:**

- Attendance

## **We are concerned that... Focused Academic Area**

**Data Targets Influenced by This Concern:**

- All 7th grade -- mastering Computation
- All 7th grade -- mastering Language Conventions
- All 7th grade -- mastering Literary Response & Analysis (Writing Applications)
- All 7th grade -- mastering Problem Solving
- All 8th grade -- mastering Literary Text
- All 8th grade -- mastering Measurement
- All 8th grade -- mastering Problem Solving
- All 8th grade -- mastering Writing Applications
- Students enrolled in Algebra I -- % passing ECA (End of Course Assessment) Algebra 1
- Students enrolled in English 10 -- % passing ECA (End of Course Assessment) English 10

**Strategies to Impact This Concern:**

- Attendance

## **We are concerned that... Focused Student Group**

**Data Targets Influenced by This Concern:**

- 7th grade Free and Reduced Lunch Students -- % Passing ISTEP+ Math
- 8th grade Free and Reduced Lunch Students -- % Passing ISTEP+ Math
- Males in grade 7 -- % passing ISTEP English/LA
- Males in grade 8 -- % passing ISTEP English/LA

**Strategies to Impact This Concern:**

- Focused Student Group - Activity Period Remediation Plan
- Focused Student Group: Faculty-Identified Student Mentoring

## **We are concerned that... Graduation Plan**

**Data Targets Influenced by This Concern:**

- All students -- Graduation Rate-Secondary Indicator for NCLB

**Strategies to Impact This Concern:**

- Attendance
- College Visits
- 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"> <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. 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</p>

## Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd Year Schools	Alumni Schools	
Annual Update Meeting	n/a	n/a	Session AM - Sept	n/a
New Principal and Steering Team Member Training	n/a	n/a	Session PM - Sept	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	Aug Webinar	Sept
Vision	Session 2 – Sept	n/a	Sept Webinar	Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Oct Webinar	Nov
Areas of Concern	Session 4 - Dec	n/a	Nov Webinar	Jan*
Conference on Learning	Jan	Jan	Jan	n/a
Strategy Selection	Session 5 - Jan	Session 2 - Jan	Jan Webinar	Feb
Strategy Title & Description	Session 5 - Jan	Session 2 - Jan	Feb Webinar	Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Mar Webinar	Apr

\* Our school will complete these tasks every three years  
We are next scheduled to complete these tasks during the 2014-2015 school year