

School Improvement Plan - PL221 Version - 2009-2012

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Turkey Run High School (6649)

Turkey Run Community Sch Corp

Marshall, 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

Turkey Run High School

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

- Indiana Student Achievement Institute
- PL221

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

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

Reviewer Guide

Indiana Public Law 221

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

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

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

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

Who Wrote this School Improvement Plan?

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

Steering Team

- Kerry Ferguson - Administrator
- Steffyn Kiefer - Administrator
- Daniel Lutz - Parent/Guardian
- Craig Newby - Administrator
- Dawn Newnum - Community Representative (Business)
- Steve Stewart - Teacher

Strategy Chairs

- Barb Earl
- Annette Munoz
- Susan Seitz
- Felicia Walls
- Alison Whitman

Community Council

- Andrew Brown
- Cena Chaplain
- Monte Chaplain
- Robin Cox - Parent
- Karen Francis - Educator / Parent
- Theresa Goddard
- Greg Harvey
- Dennis Hobbs - Farmer / Parent
- Barbara Little - Accountant / Parent
- Tammy Lutz - Parent
- Christopher Newcomb - Park Manager / Parent
- Valori Newcomb - Parent
- Jeff Pell
- Marilyn Rode
- Tami Smith - Parent
- Amy South - Mail Carrier / Parent
- David Sowers - Retired
- Rene Uplinger
- Denise Walker - Parent
- Donna Williams - Computer Analyst
- Stephanie Wrightsman - Parent/ISS/Athletic Secretary

Vision Statement

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

We believe all students deserve:

Students deserve to be surrounded by caring adults as the students make decisions about their lives—present and future. To prepare to be adults in modern society, students deserve high quality educational tools to explore their world. Students deserve to be in classrooms where they interact with knowledgeable teachers, who deliver structured lessons in a structured classroom to fit the student's educational needs. Students deserve to be taught with a variety of methods that meet their individual needs and learning styles. Students deserve to be in a safe environment at both home and school where they are provided with food, clothing, shelter, and transportation to and from school. Students will stay actively engaged in the learning process through their attentiveness and have consistent attendance. Students need to understand the value of learning and respect which will give them a window to the world outside their community.

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

Our community of teachers, counselors, administrators, parents, and community members has high expectations of students, and work together to help students reach those expectations. Teachers show enthusiasm in the classroom while integrating subject material across curricular disciplines and relating it to the real world. At the same time, the other community members encourage students to set goals and to become positively involved in the school and community. As a community, we set high goals for the students, encouraging them to not only go to school, but to participate to the best of their ability while attending school. The community strives to be highly involved in our student's learning while demonstrating care for others, and regularly discussing important issues such as character and education.

In this environment where all adults are living by their core convictions, all students:

As a result of the students and community members working together to achieve success, and encouraging other peers to take the next step, we will all be able to meet the challenges that the future holds. Students will stay actively engaged in the learning process through their attentiveness and consistent attendance. Students will demonstrate mastery of content critical to solving real-world problems and will make sound educational and career decisions. Students will take full advantage of their potential.

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

- % of students who pass ISTEP Math: 100%
- % of students who pass ISTEP English: 100%
- % of students who graduate from high school: 100%
- % of students who pass core 40 Assessment: 100%
- % of students who obtain above the general diploma: 100%

Academic Goals

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

All male graduates earning a core 40 - Earning core 40 diploma

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	48%					52%		55%		58%		100

All males tested - ISTEP passing Language Arts (AYP)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			57%			61%		65%		69%		100

All males tested - ISTEP passing math (AYP)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			58%			60%		62%		64%		100

All Students Tested ISTEP - Achieving Mastery of Algebra and Functions (seat data)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	67		67		82	82		84		86		100

High School Graduates - All diplomas in achievement standards

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	79.7		85.7			87.7		89.7		91.7		100

Areas of Concern

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

Local Areas of Concern

Concern: All Students Tested ISTEP -- Achieving Mastery of Algebra and Functions (seat data)

Observations of DOE ISTEP data.

Concern: Males tested ISTEP passing Math

Males passing math ISTEP is 58%.

Concern: Males tested ISTEP Language Arts

Male passing ISTEP language arts percentage 57%

Concern: Not all students are receiving diplomas

Indiana Department of Education data

Concern: All male graduates earning a core 40 -- Earning core 40 diploma

37% of males received the core 40 diploma in 07-08.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

Strategies

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

Local Strategies

Horizontal/Vertical Alignment of English Curriculum Grades 6-12 —

The English Department will begin the process of aligning the curriculum horizontally and vertically in grades 6-12. Planning 2009-2010 Implementation 2010-11

Improving student performance through homework accountability. —

Revision of homework policy to improve student performance and accountability. The team assigned to this strategy. Planning 2009-10 Implementation 2010-2011

Required Strategies

F. Encourage Rigorous Curriculum: Consistency of Use of Algebraic Concepts in the Classroom —

Consistency of Use of Algebraic Concepts in the Classroom in grades K-9 in an effort to increase student achievement and success on ISTEP and ECA's. The K-9 mathematics group will be re-formed for the purpose of meeting Materials will be developed for this process. The strategy will be in all math areas. Planning 2009-10 Implementation 2010-11

I. Focused Academic Area: Math Compass Learning Lab —

6th, 7th, 8th, and 9th grade students who are not meeting set academic standards in mathematics will receive additional lab experience using the Compass Learning program. This will be instructed by a licensed math teacher or by team.

U. Focused Student Group: Improving male student writing scores —

The staff will implement monthly male focused cross curricular Language Arts activities in all classes, incorporating technical writing and other boy interest to better reach the boys. Take a year and build a task force that has a core group of teachers to decide what type of writing is important to the boys. The task force will go to Union City High School to see how they incorporated this type of program, we will then develop the program based on the needs of Turkey Run Jr./Sr. HS A task force of interested teachers will be formed to investigate and then implement a school wide writing program geared towards boys' interests. The research will take place over the period of the 2009-2010 school year with implementation in the 2010-2011.

Professional Development

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

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

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

Horizontal/Vertical Alignment of English Curriculum Grades 6-12

Professional Development Activity	Funding	Activity Purpose
<i>research discussions</i>	Source: TBD Amount: \$TBD	Information
Brief Description	Intended Participants	Activity Format
These will be meetings to research the best practices for horizontally and vertically aligning English Curriculum grades 6-12.	Teachers Counselors	Study Group Action Research

Professional Development Activity	Funding	Activity Purpose
<i>alignment of 6-12 English curriculum and instruction</i>	Source: TBD Amount: \$TBD	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
These will be meetings to horizontally and vertically align English Curriculum grades 6-12.	Teachers Counselors	Study Group Action Research

Professional Development Activity	Funding	Activity Purpose
<i>initial meeting</i>	Source: TBD Amount: \$TBD	Information
Brief Description	Intended Participants	Activity Format
This will be an initial meeting of the English Department to research all available online resources from the IDOE.	Teachers Counselors	Study Group Action Research

Improving student performance through homework accountability.

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Consistency of Use of Algebraic Concepts in the Classroom

Professional Development Activity	Funding	Activity Purpose
<i>K-12 Math Department Meetings</i>	Source: School Grant Amount: \$TBA	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Algebra I checklist to use by K-9 teachers	Teachers	Study Group Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Initiate Meetings Between Elementary and Middle/High School Math Departments</i>	Source: School Grant Amount: \$TBA	Information Skill Building
Brief Description	Intended Participants	Activity Format
Algebra I meeting to determine teacher training needs in Algebra I (K-9)	Teachers	Talk to Study Group Peer Coaching Collaborative Problem Solving Action Research Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>Algebra I Teacher Training</i>	Source: School Grant Amount: \$tba	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teacher training for grades K-9 in Algebra I concepts and content.(Summer Program)	Teachers	Talk to Presentation/Workshop Study Group Peer Coaching Professional Reading Collaborative Problem Solving Action Research Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>Textbook Adoption</i>	Source: School Corporation Amount: \$TBA	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Collaboration of Teacher's Grades K-9 for the textbook selection of 2010 Mathematics Textbooks.	Teachers	Talk to Presentation/Workshop Study Group Professional Reading Collaborative Problem Solving Action Research Networking/Site Visit

I. Focused Academic Area: Math Compass Learning Lab

Professional Development Activity	Funding	Activity Purpose
<i>Summer Compass Training</i>	Source: School Grant Amount: \$TBA	Skill Building
Brief Description	Intended Participants	Activity Format
Learning about tools to be used with language arts activities.	Teachers	Presentation/Workshop

U. Focused Student Group: Improving male student writing scores

Professional Development Activity	Funding	Activity Purpose
<i>English Teacher Workshop</i>	Source: Grants Amount: TBA	Skill Building
Brief Description	Intended Participants	Activity Format
All four english teachers will attend an English writing strategy workshop.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>English Network Luncheon</i>	Source: Grant/School Funding Amount: \$TBA	Feedback/Support
Brief Description	Intended Participants	Activity Format
English teachers and team will have lynch once each 9 weeks. 1. coordinate and reflect on accomplishments or struggles. 2. Discuss instructional methods.	Teachers	Peer Coaching

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

Former Areas of Concern Summary

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

Local Areas of Concern

Concern: All Students Tested ISTEP -- Achieving Mastery of Algebra and Functions (seat data)

Data Targets Influenced by This Concern:

- All Students Tested ISTEP -- Achieving Mastery of Algebra and Functions (seat data)

Strategies to Impact This Concern:

- Improving student performance through homework accountability.
- F. Encourage Rigorous Curriculum: Consistency of Use of Algebraic Concepts in the Classroom
- I. Focused Academic Area: Math Compass Learning Lab

Concern: Males tested ISTEP passing Math

Data Targets Influenced by This Concern:

- All males tested -- ISTEP passing math (AYP)

Strategies to Impact This Concern:

- Improving student performance through homework accountability.
- F. Encourage Rigorous Curriculum: Consistency of Use of Algebraic Concepts in the Classroom
- I. Focused Academic Area: Math Compass Learning Lab

Concern: Males tested ISTEP Language Arts

Data Targets Influenced by This Concern:

- All males tested -- ISTEP passing Language Arts (AYP)

Strategies to Impact This Concern:

- Horizontal/Vertical Alignment of English Curriculum Grades 6-12
- Improving student performance through homework accountability.
- U. Focused Student Group: Improving male student writing scores

Concern: Not all students are receiving diplomas

Data Targets Influenced by This Concern:

- High School Graduates -- All diplomas in achievement standards

Strategies to Impact This Concern:

- Horizontal/Vertical Alignment of English Curriculum Grades 6-12
- Improving student performance through homework accountability.
- I. Focused Academic Area: Math Compass Learning Lab

Concern: All male graduates earning a core 40 -- Earning core 40 diploma

Data Targets Influenced by This Concern:

- All male graduates earning a core 40 -- Earning core 40 diploma

Strategies to Impact This Concern:

- Horizontal/Vertical Alignment of English Curriculum Grades 6-12
- Improving student performance through homework accountability.
- F. Encourage Rigorous Curriculum: Consistency of Use of Algebraic Concepts in the Classroom
- I. Focused Academic Area: Math Compass Learning Lab

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All male graduates earning a core 40 -- Earning core 40 diploma

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Consistency of Use of Algebraic Concepts in the Classroom

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- All Students Tested ISTEP -- Achieving Mastery of Algebra and Functions (seat data)

Strategies to Impact This Concern:

- I. Focused Academic Area: Math Compass Learning Lab

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- All males tested -- ISTEP passing math (AYP)

Strategies to Impact This Concern:

- U. Focused Student Group: Improving male student writing scores

Force Field Excerpt

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

Description and location of curriculum:	Principal's office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	NWEA Map testing - Used twice per year to check the academic levels of students. Compass Learning - Uses Map data to develop learning levels for students.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	Force Field Report G: Environment Additional Data #2

To-Do List

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

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

Encourage Rigorous Curriculum

, 0: Troubleshooting sessions for clarifications of the checklist

Person: Steve Stewart

Activity: Formulate Algebraic Concepts Checklist

May 5, 2009: collect strategy data

Person: Jeff Thompson

Activity: Collect baseline data

May 20, 2009: Summer Program: grade 9 (Physics and Algebra I)

Person: Susan Seitz

Activity: Summer Programs

Jun 1, 2009: Call elementary to initiate meeting

Person: Craig Newby

Activity: Initiate Meetings Between Elementary and Middle/High School Math Departments

Jun 5, 2009: Troubleshooting sessions for clarifications of the checklist

Person: Steve Stewart

Activity: Formulate Algebraic Concepts Checklist

Jul 5, 2009: Troubleshooting sessions for clarifications of the checklist

Person: Steve Stewart

Activity: Formulate Algebraic Concepts Checklist

Aug 5, 2009: Troubleshooting sessions for clarifications of the checklist

Person: Steve Stewart

Activity: Formulate Algebraic Concepts Checklist

Aug 25, 2009: Reconvene math K-12 meetings

Person: Steve Stewart

Activity: Initiate Meetings Between Elementary and Middle/High School Math Departments

Aug 25, 2009: Math department personnel and appointed elementary teachers will meet

Person: Steve Stewart

Activity: K-12 Math Department Meetings

Sep 5, 2009: Troubleshooting sessions for clarifications of the checklist

Person: Steve Stewart

Activity: Formulate Algebraic Concepts Checklist

Oct 5, 2009: Troubleshooting sessions for clarifications of the checklist

Person: Steve Stewart

Activity: Formulate Algebraic Concepts Checklist

Oct 27, 2009: Math department personnel and appointed elementary teachers will meet

Person: Steve Stewart

Activity: K-12 Math Department Meetings

Nov 5, 2009: Troubleshooting sessions for clarifications of the checklist

Person: Steve Stewart

Activity: Formulate Algebraic Concepts Checklist

- Nov 15, 2009:** Evaluation and Selection of Textbooks Grades K-9
Person: Steve Stewart
Activity: Textbook Adoption
- Dec 5, 2009:** Troubleshooting sessions for clarifications of the checklist
Person: Steve Stewart
Activity: Formulate Algebraic Concepts Checklist
- Dec 15, 2009:** Algebra acceleration: acceleration of Algebra grades K to 5 to support pre-algebra in grades 6 and 7 and grades 8 and 9 in Algebra I
Person: Susan Seitz
Activity: Algebra acceleration: grades 6 to 8
- Dec 15, 2009:** Assess current teaching K-12, review algebra I standards with what is being taught, how and when it is being taught.
Person: Steve Stewart
Activity: Alignment of Algebra concepts K-12 with standards and activities in the classroom
- Dec 15, 2009:** Identify struggling struggling students (MAP scores) grades 5 to 9 in Algebra I and Algebra concepts
Person: Madonna Ball
Activity: Identify Students
- Dec 15, 2009:** Identify students for grade 8 algebra I
Person: Madonna Ball
Activity: Identify Students
- Dec 15, 2009:** Identify students for pre-algebra grade 7 (HA)
Person: Madonna Ball
Activity: Identify Students
- Dec 15, 2009:** Identify teachers who need additional courses and/or training in algebra and algebra concepts
Person: Tina Allee
Activity: Identify Teachers
- Dec 29, 2009:** Math department personnel and appointed elementary teachers will meet
Person: Steve Stewart
Activity: K-12 Math Department Meetings
- Jan , 2010:** Meeting w/ HS and appointed elementary personnel to formulate checklist
Person: Steve Stewart
Activity: Formulate Algebraic Concepts Checklist
- Jan 5, 2010:** Troubleshooting sessions for clarifications of the checklist
Person: Steve Stewart
Activity: Formulate Algebraic Concepts Checklist
- Jan 17, 2010:** Evaluation and Selection of Textbooks Grades K-9
Person: Steve Stewart
Activity: Textbook Adoption
- Feb , 2010:** Distribute checklist
Person: Steve Stewart
Activity: Formulate Algebraic Concepts Checklist
- Feb 5, 2010:** Troubleshooting sessions for clarifications of the checklist
Person: Steve Stewart
Activity: Formulate Algebraic Concepts Checklist
- Mar , 2010:** Troubleshooting sessions for clarifications of the checklist
Person: Steve Stewart
Activity: Formulate Algebraic Concepts Checklist

- Mar 2, 2010:** Math department personnel and appointed elementary teachers will meet
Person: Steve Stewart
Activity: K-12 Math Department Meetings
- Mar 5, 2010:** Troubleshooting sessions for clarifications of the checklist
Person: Steve Stewart
Activity: Formulate Algebraic Concepts Checklist
- Mar 30, 2010:** Finalize Textbook Adoption
Person: Steve Stewart
Activity: Textbook Adoption
- Apr 5, 2010:** Troubleshooting sessions for clarifications of the checklist
Person: Steve Stewart
Activity: Formulate Algebraic Concepts Checklist
- Apr 30, 2010:** Adoption of textbooks for junior high (6 to 8) that support rigorous curriculum
Person: Jeff Thompson
Activity: Textbook adoption: 2009-2010 school year
- Apr 30, 2010:** Alignment of textbook adoption K-12 for school year 2010-2011. Alignment of textbooks that support rigorous algebra curriculum
Person: Steve Stewart
Activity: Textbook adoption: 2009-2010 school year
- May 4, 2010:** Math department personnel and appointed elementary teachers will meet
Person: Steve Stewart
Activity: K-12 Math Department Meetings
- May 19, 2010:** Research materials and methods for acceleration K to 7 in Algebra I
Person: Susan Seitz
Activity: Summer Programs
- May 20, 2010:** Summer Acceleration Program grades 6 and 7
Person: Susan Seitz
Activity: Summer Programs
- May 20, 2010:** Training for teachers in Algebra I K to 9 including courses in algebra for teachers
Person: Tina Allee
Activity: Teacher Training
- May 20, 2010:** Supplementary teaching materials: teaching materials for K-5; grades 6 to 8 and grade 9
Person: Jeff Thompson
Activity: Teaching Materials
- Jun 1, 2010:** Algebra I workshop for teachers
Person: Jeff Thompson
Activity: Algebra I Teacher Training
- Jun 10, 2010:** Research ideas and implement summer programs
Person: Susan Seitz
Activity: Algebra acceleration: grades 6 to 8
- Nov 30, 2010:** collect strategy data
Person: Susan Seitz
Activity: Collect first semester/trimester follow up data
- May 30, 2011:** collect strategy data
Person: Steve Stewart
Activity: Collect final semester/trimester follow up data

Focused Academic Area

- ✓ **Apr 21, 2009:** Invite teachers
Person: Technology Director/Principal
Activity: Summer Compass Training

- ✓ **Apr 21, 2009:** Speaker scheduled
Person: technology director
Activity: Summer Compass Training

- May 1, 2009:** Create math lab course in harmony (master schedule)
Person: Guidance
Activity: Math Lab - Course creation

- May 1, 2009:** Secure teachers for math lab sections
Person: Principal
Activity: Math Lab - Course creation

- May 1, 2009:** Student enrollment (students who did not meet standard on statewide testing)
Person: Guidance
Activity: Math Lab - Course creation

- May 5, 2009:** collect strategy data
Person: Guidance counselor/test coordinator
Activity: Collect baseline data

- May 15, 2009:** Registration
Person: technology director
Activity: Summer Compass Training

- Aug 18, 2009:** student enrollment (students who did not meet standard on statewide testing)
Person: Guidance
Activity: Math Lab - Course creation

- Dec 7, 2009:** collect strategy data
Person: Guidance counselor/test coordinator
Activity: Collect first semester/trimester follow up data

- Dec 22, 2009:** Student Enrollment (students who did not meet standards on statewide testing)
Person: Guidance
Activity: Math Lab - Course creation

- May 9, 2010:** collect strategy data
Person: Guidance councilor/ test coordinator
Activity: Collect final semester/trimester follow up data

Focused Student Group

- , **2009:** Collect Data Forms from Union City
Person: Munoz
Activity: Data Collection

- , **2009:** Office Supplies
Person: Whitman
Activity: War Supplies

- , **2009:** Warteam Collaboration and Research
Person: Zach
Activity: War Supplies

- , **2009:** Warteam visit Union City
Person: Munoz
Activity: War Supplies

- , **2009:** Get presentation on Agenda for Feb. Teacher Meeting
Person: Munoz
Activity: WAR Team Staff Presentation

- , **2009:** Make WAR Presentation
Person: WAR Team
Activity: WAR Team Staff Presentation

- , **2009:** Organize Presentation
Person: WAR Team
Activity: WAR Team Staff Presentation

- , **2009:** Split up staff with each WAR Leader
Person: WAR Team
Activity: War Teams

- 25, 2009:** Secure teachers for warteam
Person: Munoz
Activity: War Supplies

- , **2010:** Collect WAR baseline student data
Person: Zach/Munoz
Activity: Collect baseline data

- , **2010:** Collect WAR baseline teacher data
Person: Zach/Munoz
Activity: Collect baseline data

- , **2010:** Enter Data Online
Person: Zach/Munoz
Activity: Collect baseline data

- , **2010:** Collect WAR follow up 1st semester data on students
Person: Task Force
Activity: Collect first semester/trimester follow up data

- , **2010:** Collect WAR follow-up 1st semester data on teachers
Person: Munoz/Zach
Activity: Collect first semester/trimester follow up data

- , **2010:** Enter data online
Person: Zach and Munoz
Activity: Collect first semester/trimester follow up data

- , **2010:** Collaboration Luncheon
Person: Munoz
Activity: English Network Luncheon

- , **2010:** Collaboration Luncheon planning
Person: Munoz
Activity: English Network Luncheon

- , **2010:** Attend Writing Workshops
Person: WAR Team/Jacks
Activity: English Teacher Workshop

- , **2010:** Research Writing Strategy Workshops
Person: Jacks
Activity: English Teacher Workshop
- , **2010:** Finalize plan and set start date for fall 2010
Person:
Activity: War Finalization
- , **2010:** Meet with WARteam members to discuss plan
Person: Duley
Activity: War Finalization
- , **2011:** Collect WAR follow up second semester data for students
Person: Munoz/Zach
Activity: Collect final semester/trimester follow up data
- , **2011:** collect WAR follow up second semester data for students
Person: Task Force
Activity: Collect final semester/trimester follow up data
- , **2011:** Enter data online
Person: Zach and Munoz
Activity: Collect final semester/trimester follow up data

Horizontal/Vertical Alignment of English Curriculum Grades 6-12

- ✓ **May 12, 2009:** collect strategy data
Person: Whitman
Activity: Collect baseline data
- Aug 28, 2009:** remind English staff and counselor of work day
Person: Whitman
Activity: September 15 research session
- Aug 28, 2009:** secure computer lab
Person: Whitman
Activity: September 15 research session
- Aug 28, 2009:** secure subs
Person: Whitman
Activity: September 15 research session
- Sep 12, 2009:** remind English staff and counselor of meeting
Person: Whitman
Activity: Research Discussion Needs
- Sep 15, 2009:** meet to research IDOE for needed materials
Person: Whitman
Activity: initial meeting
- Oct 1, 2009:** secure subs
Person: Whitman
Activity: Research Discussion Needs
- Oct 10, 2009:** secure meeting room
Person: Whitman
Activity: Research Discussion Needs
- Oct 12, 2009:** remind English staff and counselor of meeting
Person: Whitman
Activity: Research Discussion Needs

Oct 15, 2009: meet to discuss research findings
Person: English department
Activity: research discussions

Nov 1, 2009: secure subs
Person: Whitman
Activity: Research Discussion Needs

Nov 10, 2009: secure meeting room
Person: Whitman
Activity: Research Discussion Needs

Nov 12, 2009: remind English staff and counselor of meeting
Person: Whitman
Activity: Research Discussion Needs

Nov 15, 2009: meet to discuss research findings
Person: English department
Activity: research discussions

Dec 1, 2009: Collect strategy data
Person: Whitman
Activity: Collect first semester/trimester follow up data

Dec 1, 2009: secure subs
Person: Whitman
Activity: Research Discussion Needs

Dec 10, 2009: secure meeting room
Person: Whitman
Activity: Research Discussion Needs

Dec 12, 2009: remind English staff and counselor of meeting
Person: Whitman
Activity: Research Discussion Needs

Dec 15, 2009: meet to discuss research findings
Person: English department
Activity: research discussions

Jan 1, 2010: secure subs
Person: Whitman
Activity: Research Discussion Needs

Jan 10, 2010: secure meeting room
Person: Whitman
Activity: Research Discussion Needs

Jan 12, 2010: remind English staff and counselor of meeting
Person: Whitman
Activity: Research Discussion Needs

Jan 15, 2010: horizontal, vertical alignment
Person: English Department
Activity: alignment of 6-12 English curriculum and instruction

Jan 15, 2010: meet to discuss research findings
Person: English department
Activity: research discussions

Feb 1, 2010: secure subs
Person: Whitman
Activity: Research Discussion Needs

Feb 10, 2010: secure meeting room
Person: Whitman
Activity: Research Discussion Needs

Feb 12, 2010: remind English staff and counselor of meeting
Person: Whitman
Activity: Research Discussion Needs

Feb 15, 2010: horizontal, vertical alignment
Person: English Department
Activity: alignment of 6-12 English curriculum and instruction

Feb 15, 2010: meet to discuss research findings
Person: English Department
Activity: research discussions

Mar 1, 2010: secure subs
Person: Whitman
Activity: Research Discussion Needs

Mar 10, 2010: secure meeting room
Person: Whitman
Activity: Research Discussion Needs

Mar 12, 2010: remind English staff and counselor of meeting
Person: Whitman
Activity: Research Discussion Needs

Mar 15, 2010: horizontal, vertical alignment
Person: English Department
Activity: alignment of 6-12 English curriculum and instruction

Mar 15, 2010: meet to discuss research findings
Person: English Department
Activity: research discussions

Apr 1, 2010: secure subs
Person: Whitman
Activity: Research Discussion Needs

Apr 10, 2010: secure meeting room
Person: Whitman
Activity: Research Discussion Needs

Apr 12, 2010: remind English staff and counselor of meeting
Person: Whitman
Activity: Research Discussion Needs

Apr 15, 2010: horizontal, vertical alignment
Person: English Department
Activity: alignment of 6-12 English curriculum and instruction

Apr 15, 2010: meet to discuss research findings
Person: English Department
Activity: research discussions

May 1, 2010: collect strategy data
Person: Whitman
Activity: Collect final semester/trimester follow up data

May 1, 2010: secure subs
Person: Whitman
Activity: Research Discussion Needs

May 10, 2010: secure meeting room
Person: Whitman
Activity: Research Discussion Needs

May 15, 2010: horizontal, vertical alignment
Person: English Department
Activity: alignment of 6-12 English curriculum and instruction

May 15, 2010: meet to discuss research findings
Person: English Department
Activity: research discussions

Improving student performance through homework accountability.

Jul 9, 2009: Selection of personnel
Person: Admin
Activity: Development of Study Hall Homeroom

Aug 5, 2009: Create database
Person: Admin
Activity: Development of Study Hall Homeroom

Aug 5, 2009: Create forms-quad
Person: Committee
Activity: Development of Study Hall Homeroom

Aug 18, 2009: After 10 missing assignments - conference
Person: Admin
Activity: Implementation of Homework Study Hall

Aug 18, 2009: After 15 missing assignments- loss of extra curricular activities
Person: Admin
Activity: Implementation of Homework Study Hall

Aug 18, 2009: After 20 missing assignments - loss of all privileges
Person: Admin
Activity: Implementation of Homework Study Hall

Aug 18, 2009: After 5 missing assignments- letter sent home
Person: Admin
Activity: Implementation of Homework Study Hall

Aug 18, 2009: Homework returned to Teacher
Person: Study Hall Proctor
Activity: Implementation of Homework Study Hall

Aug 18, 2009: Student completes referral
Person: Student
Activity: Implementation of Homework Study Hall

Aug 18, 2009: Student notification
Person: Admin
Activity: Implementation of Homework Study Hall

Aug 18, 2009: Student referral
Person: Teacher
Activity: Implementation of Homework Study Hall

Aug 18, 2009: Study Hall Proctor Notification
Person: Admin
Activity: Implementation of Homework Study Hall

Sep 11, 2009: 10 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Sep 11, 2009: 15 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Sep 11, 2009: 20 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Sep 11, 2009: 5 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Oct 11, 2009: 10 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Oct 11, 2009: 15 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Oct 11, 2009: 20 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Oct 11, 2009: 5 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Nov 11, 2009: 10 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Nov 11, 2009: 15 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Nov 11, 2009: 20 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Nov 11, 2009: 5 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Dec 11, 2009: 10 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Dec 11, 2009: 15 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Dec 11, 2009: 20 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Dec 11, 2009: 5 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Jan 11, 2010: 10 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Jan 11, 2010: 15 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Jan 11, 2010: 20 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Jan 11, 2010: 5 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Feb 11, 2010: 10 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Feb 11, 2010: 15 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Feb 11, 2010: 20 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Feb 11, 2010: 5 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Mar 11, 2010: 20 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Mar 11, 2010: 5 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Apr 11, 2010: 10 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Apr 11, 2010: 15 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Apr 11, 2010: 20 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Apr 11, 2010: 5 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

May 11, 2010: 10 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

May 11, 2010: 15 missing assignments letter
Person: admin
Activity: Letters Home for Missing Assignments

Continuous Improvement Timeline

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