

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

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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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# Table of Contents

- School Improvement Plan Introduction . . . . . 3
- Who Wrote this School Improvement Plan? . . . . . 4
- Vision Statement . . . . . 6
- Academic Goals . . . . . 7
- Needs Assessment / Areas of Concern . . . . . 9
- Strategies . . . . . 10
- Strategy Data . . . . . 12
- To-Do List . . . . . 14
- Professional Development Summary . . . . . 18
- Relationship Report: Areas of Concern / Strategies / Achievement Goals . . . . . 20
- Force Field Excerpt . . . . . 22
- Continuous Improvement Timeline . . . . . 23

# 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-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

- 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 - parent
- Cena Chaplain - parent
- Robin Cox - parent
- Karen Francis - parent
- Theresa Goddard - parent
- Greg Harvey - parent
- Dennis Hobbs - business

- Barbara Little - parent
- Tammy Lutz - parent
- Christopher Newcomb - community agency
- Valori Newcomb - parent
- Jeff Pell - youth organization
- Marilyn Rode - business
- Tami Smith - parent
- Amy South - parent
- David Sowers - parent
- Rena Uplinger - parent
- Denise Walker - parent
- Donna Williams - community agency
- Stephanie Wrightsman - 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:**

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

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

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

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

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

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

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

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

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			48%	52%		55%		58%		61%		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	57%		63%	66%		68%		72%		75%		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	58%		68%	71%		74%		77%		80%		100

**All males tested - passing English 10 ECA**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				25%		30%		45%		50%		100%

**All students - Passing Algebra I ECA**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	7%		14%	25%		30%		40%		50%		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	67		73	76		79		82		85		100

## Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

## Local Areas of Concern

**We are concerned that... some students are not exposed to opportunities for work/social advancement**

Students need to be exposed to more jobs. (High outside)

**We are concerned that... [blank]**

## Required Areas of Concern

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**U. Focused Student Group**

# Strategies

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

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

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

The strategy titles and descriptions are listed below:

## Local Strategies

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

The English Department will begin the implementation of Horizontal/Vertical alignment of English Curriculum in grades 6-12. Over the past few years, we have had quite a bit of turn over in the English Department. This will allow each of our English teachers to know exactly what the other teacher is doing, ending unnecessary overlap in curriculum. Planning 2009-2010 Implementation 2010-11

**Impact Level:** High Impact - Inside

**Focus:** Specific

### Improving student performance through homework accountability.

Revision of homework policy to improve student performance and accountability. This group will track their new policies and organize guided study halls for students who are not turning in homework. The group will track student homework by using the Harmony Student Software program.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## 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

**Impact Level:** High Impact - Inside

**Focus:** Specific

### 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.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### 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. The four English teachers in the school will split the teaching staff up between each other and meet once a month with their teacher's on their prep period to review what content their covering and to give them ideas for their monthly writing activity. Then during the next meeting the English teacher will give the teacher a sheet telling the teacher how to grade the writing assignment and then be given a new writing assignment for that month.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## Strategy Data

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

## Local Strategies

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

% of English teachers who have curriculum in place with proper standards/indicators alignment

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	70%		90%	

## Required Strategies

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

Compilation(%) of checklist (standards) from teachers lessons.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	90%		100%	

### I. Focused Academic Area: Math Compass Learning Lab

% of math lab teachers/instructional assistants who provide extra-help for students who struggle in pre-algebra/algebra/ECA

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
No Data until June 2010	No Data until June 2010		No Data until June 2010	

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

Number of cross curricular writing strategies implemented

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	50%		75%	

## To-Do List

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

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

## Encourage Rigorous Curriculum

- Apr 1, 2010:** Collect baseline data: Compilation(%) of checklist (standards) from teachers lessons. **Person:** Jeff Thompson
- Aug 20, 2010:** Meeting/Contact with math and science teachers to make sure rigorous standards are being covered. **Person:** Steve Stewart
- Oct 22, 2010:** Meeting/Contact with math and science teachers to make sure rigorous standards are being covered. **Person:** Steve Stewart
- Nov 30, 2010:** Collect fall data: Compilation(%) of checklist (standards) from teachers lessons. **Person:** Jeff Thompson
- Dec 24, 2010:** Meeting/Contact with math and science teachers to make sure rigorous standards are being covered. **Person:** Steve Stewart
- Feb 25, 2011:** Meeting/Contact with math and science teachers to make sure rigorous standards are being covered. **Person:** Steve Stewart
- Apr 29, 2011:** Meeting/Contact with math and science teachers to make sure rigorous standards are being covered. **Person:** Steve Stewart
- Jun 30, 2011:** Collect spring data: Compilation(%) of checklist (standards) from teachers lessons. **Person:** Jeff Thompson

## Focused Academic Area

- Apr 1, 2010:** Collect baseline data: % of math lab teachers/instructional assistants who provide extra-help for students who struggle in pre-algebra/algebra/ECA **Person:** Earl/Ferguson
- May , 2010:** Data Collection **Person:** Mrs. Earl / Ms. Ferguson
- Jun 28, 2010:** Organizing Students in Labs **Person:** Math/Guidance
- Aug 15, 2010:** Collaborate with Guidance Counselor **Person:** Earl/Ferguson
- Aug 19, 2010:** Take the Compass Lab Course **Person:** Math Teachers/Guidance
- Aug 26, 2010:** Take the Compass Lab Course **Person:** Math Teachers/Guidance
- Sep 2, 2010:** Take the Compass Lab Course **Person:** Math Teachers/Guidance
- Sep 9, 2010:** Take the Compass Lab Course **Person:** Math Teachers/Guidance
- Sep 16, 2010:** Take the Compass Lab Course **Person:** Math Teachers/Guidance
- Sep 23, 2010:** Take the Compass Lab Course **Person:** Math Teachers/Guidance
- Sep 30, 2010:** Take the Compass Lab Course **Person:** Math Teachers/Guidance
- Oct 7, 2010:** Take the Compass Lab Course **Person:** Math Teachers/Guidance
- Oct 14, 2010:** Take the Compass Lab Course **Person:** Math Teachers/Guidance
- Oct 21, 2010:** Take the Compass Lab Course **Person:** Math Teachers/Guidance
- Oct 28, 2010:** Take the Compass Lab Course **Person:** Math Teachers/Guidance
- Nov 4, 2010:** Take the Compass Lab Course **Person:** Math Teachers/Guidance
- Nov 11, 2010:** Take the Compass Lab Course **Person:** Math Teachers/Guidance
- Nov 18, 2010:** Take the Compass Lab Course **Person:** Math Teachers/Guidance
- Nov 25, 2010:** Take the Compass Lab Course **Person:** Math Teachers/Guidance
- Nov 30, 2010:** Collect fall data: % of math lab teachers/instructional assistants who provide extra-help for students who struggle in pre-algebra/algebra/ECA **Person:** Earl/Ferguson
- Dec 2, 2010:** Take the Compass Lab Course **Person:** Math Teachers/Guidance
- Dec 9, 2010:** Take the Compass Lab Course **Person:** Math Teachers/Guidance
- Dec 16, 2010:** Take the Compass Lab Course **Person:** Math Teachers/Guidance
- Dec 23, 2010:** Take the Compass Lab Course **Person:** Math Teachers/Guidance
- Dec 30, 2010:** Take the Compass Lab Course **Person:** Math Teachers/Guidance
- Jan 6, 2011:** Take the Compass Lab Course **Person:** Math Teachers/Guidance

**Jan 13, 2011:** Take the Compass Lab Course **Person:** Math Teachers/Guidance  
**Jan 20, 2011:** Take the Compass Lab Course **Person:** Math Teachers/Guidance  
**Jan 27, 2011:** Take the Compass Lab Course **Person:** Math Teachers/Guidance  
**Feb 3, 2011:** Take the Compass Lab Course **Person:** Math Teachers/Guidance  
**Feb 10, 2011:** Take the Compass Lab Course **Person:** Math Teachers/Guidance  
**Feb 17, 2011:** Take the Compass Lab Course **Person:** Math Teachers/Guidance  
**Feb 24, 2011:** Take the Compass Lab Course **Person:** Math Teachers/Guidance  
**Mar 3, 2011:** Take the Compass Lab Course **Person:** Math Teachers/Guidance  
**Mar 10, 2011:** Take the Compass Lab Course **Person:** Math Teachers/Guidance  
**Mar 17, 2011:** Take the Compass Lab Course **Person:** Math Teachers/Guidance  
**Mar 24, 2011:** Take the Compass Lab Course **Person:** Math Teachers/Guidance  
**Mar 31, 2011:** Take the Compass Lab Course **Person:** Math Teachers/Guidance  
**Apr 7, 2011:** Take the Compass Lab Course **Person:** Math Teachers/Guidance  
**Apr 14, 2011:** Take the Compass Lab Course **Person:** Math Teachers/Guidance  
**Apr 21, 2011:** Take the Compass Lab Course **Person:** Math Teachers/Guidance  
**Apr 28, 2011:** Take the Compass Lab Course **Person:** Math Teachers/Guidance  
**May 5, 2011:** Take the Compass Lab Course **Person:** Math Teachers/Guidance  
**May 12, 2011:** Take the Compass Lab Course **Person:** Math Teachers/Guidance  
**May 19, 2011:** Take the Compass Lab Course **Person:** Math Teachers/Guidance  
**May 26, 2011:** Take the Compass Lab Course **Person:** Math Teachers/Guidance  
**May 28, 2011:** Required Class to Graduate **Person:** Guidance  
**Jun 30, 2011:** Collect spring data: % of math lab teachers/instructional assistants who provide extra-help for students who struggle in pre-algebra/algebra/ECA **Person:** Earl/Ferguson

## Focused Student Group

**Apr 1, 2010:** Collect baseline data: Number of cross curricular writing strategies implemented **Person:** English Dep. / Kiefer / Munoz  
**May 26, 2010:** Writing Prep Meeting **Person:** Zach, Rush, Whitman, Jacks  
**Jun 26, 2010:** Writing Prep Meeting **Person:** Zach, Rush, Whitman, Jacks  
**Jul 26, 2010:** Writing Prep Meeting **Person:** Zach, Rush, Whitman, Jacks  
**Aug , 2010:** Writing Prep Meeting **Person:** Zach, Rush, Whitman, Jacks  
**Aug 5, 2010:** Treat for each meeting **Person:** Munoz/Kiefer  
**Aug 26, 2010:** Writing Prep Meeting **Person:** Zach, Rush, Whitman, Jacks  
**Sep 2, 2010:** Treat for each meeting **Person:** Munoz/Kiefer  
**Sep 26, 2010:** Writing Prep Meeting **Person:** Zach, Rush, Whitman, Jacks  
**Oct , 2010:** Langauge Arts Conf. **Person:** Zach/Jacks  
**Oct 7, 2010:** Treat for each meeting **Person:** Munoz/Kiefer  
**Oct 26, 2010:** Writing Prep Meeting **Person:** Zach, Rush, Whitman, Jacks  
**Nov 4, 2010:** Treat for each meeting **Person:** Munoz/Kiefer  
**Nov 26, 2010:** Writing Prep Meeting **Person:** Zach, Rush, Whitman, Jacks  
**Nov 30, 2010:** Collect fall data: Number of cross curricular writing strategies implemented **Person:** English Dep. /Kiefer/ Munoz  
**Dec 2, 2010:** Treat for each meeting **Person:** Munoz/Kiefer  
**Dec 26, 2010:** Writing Prep Meeting **Person:** Zach, Rush, Whitman, Jacks  
**Jan 6, 2011:** Treat for each meeting **Person:** Munoz/Kiefer  
**Jan 26, 2011:** Writing Prep Meeting **Person:** Zach, Rush, Whitman, Jacks  
**Feb 3, 2011:** Treat for each meeting **Person:** Munoz/Kiefer  
**Feb 26, 2011:** Writing Prep Meeting **Person:** Zach, Rush, Whitman, Jacks  
**Mar 3, 2011:** Treat for each meeting **Person:** Munoz/Kiefer  
**Mar 26, 2011:** Writing Prep Meeting **Person:** Zach, Rush, Whitman, Jacks  
**Apr 7, 2011:** Treat for each meeting **Person:** Munoz/Kiefer  
**Apr 26, 2011:** Writing Prep Meeting **Person:** Zach, Rush, Whitman, Jacks  
**May 5, 2011:** Treat for each meeting **Person:** Munoz/Kiefer  
**Jun 30, 2011:** Collect spring data: Number of cross curricular writing strategies implemented **Person:** English Dep. /Kiefer/ Munoz

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

**Aug 16, 2010:** Data Collector **Person:** Ms. Ferguson  
**Aug 18, 2010:** Monthly Review of Standards Coverage **Person:** Team  
**Aug 20, 2010:** Collecting Baseline Data **Person:** Mrs. Whitman, Mrs. Elizando, Ms. Ferguson

**Sep 15, 2010:** Monthly Review of Standards Coverage **Person:** Team  
**Sep 20, 2010:** Data Collector **Person:** Ms. Ferguson  
**Oct 18, 2010:** Data Collector **Person:** Ms. Ferguson  
**Oct 20, 2010:** Monthly Review of Standards Coverage **Person:** Team  
**Nov 15, 2010:** Data Collector **Person:** Ms. Ferguson  
**Nov 17, 2010:** Monthly Review of Standards Coverage **Person:** Team  
**Nov 30, 2010:** Collect fall data: % of English teachers who have curriculum in place with proper standards/indicators alignment  
**Person:**  
**Dec 15, 2010:** Monthly Review of Standards Coverage **Person:** Team  
**Dec 20, 2010:** Data Collector **Person:** Ms. Ferguson  
**Jan 17, 2011:** Data Collector **Person:** Ms. Ferguson  
**Jan 19, 2011:** Monthly Review of Standards Coverage **Person:** Team  
**Feb 16, 2011:** Monthly Review of Standards Coverage **Person:** Team  
**Feb 21, 2011:** Data Collector **Person:** Ms. Ferguson  
**Mar 16, 2011:** Monthly Review of Standards Coverage **Person:** Team  
**Mar 21, 2011:** Data Collector **Person:** Ms. Ferguson  
**Apr 18, 2011:** Data Collector **Person:** Ms. Ferguson  
**Apr 20, 2011:** Monthly Review of Standards Coverage **Person:** Team  
**May 16, 2011:** Data Collector **Person:** Ms. Ferguson  
**May 18, 2011:** Monthly Review of Standards Coverage **Person:** Team  
**Jun 30, 2011:** Collect spring data: % of English teachers who have curriculum in place with proper standards/indicators alignment  
**Person:**

## Improving student performance through homework accountability.

**Aug 20, 2010:** Before / After School for 5 missing assignments **Person:** Stephanie Wrightsman  
**Aug 20, 2010:** Constant Evaluation throughout the school. **Person:** Stephanie Wrightsman  
**Aug 20, 2010:** Entire Strategy: Will be added to the school handbook as a requirement. **Person:** Felicia Walls, Rob Belcher, Lynn Fischer  
**Aug 20, 2010:** If a student misses 5 assignments throughout the school, they are given before or after school. **Person:** Team  
**Aug 27, 2010:** Before / After School for 5 missing assignments **Person:** Stephanie Wrightsman  
**Aug 27, 2010:** Constant Evaluation throughout the school. **Person:** Stephanie Wrightsman  
**Sep 3, 2010:** Before / After School for 5 missing assignments **Person:** Stephanie Wrightsman  
**Sep 3, 2010:** Constant Evaluation throughout the school. **Person:** Stephanie Wrightsman  
**Sep 10, 2010:** Before / After School for 5 missing assignments **Person:** Stephanie Wrightsman  
**Sep 10, 2010:** Constant Evaluation throughout the school. **Person:** Stephanie Wrightsman  
**Sep 17, 2010:** Before / After School for 5 missing assignments **Person:** Stephanie Wrightsman  
**Sep 17, 2010:** Constant Evaluation throughout the school. **Person:** Stephanie Wrightsman  
**Sep 17, 2010:** If a student misses 5 assignments throughout the school, they are given before or after school. **Person:** Team  
**Sep 24, 2010:** Before / After School for 5 missing assignments **Person:** Stephanie Wrightsman  
**Sep 24, 2010:** Constant Evaluation throughout the school. **Person:** Stephanie Wrightsman  
**Oct 1, 2010:** Before / After School for 5 missing assignments **Person:** Stephanie Wrightsman  
**Oct 1, 2010:** Constant Evaluation throughout the school. **Person:** Stephanie Wrightsman  
**Oct 8, 2010:** Before / After School for 5 missing assignments **Person:** Stephanie Wrightsman  
**Oct 8, 2010:** Constant Evaluation throughout the school. **Person:** Stephanie Wrightsman  
**Oct 15, 2010:** Before / After School for 5 missing assignments **Person:** Stephanie Wrightsman  
**Oct 15, 2010:** Constant Evaluation throughout the school. **Person:** Stephanie Wrightsman  
**Oct 15, 2010:** If a student misses 5 assignments throughout the school, they are given before or after school. **Person:** Team  
**Oct 22, 2010:** Before / After School for 5 missing assignments **Person:** Stephanie Wrightsman  
**Oct 22, 2010:** Constant Evaluation throughout the school. **Person:** Stephanie Wrightsman  
**Oct 29, 2010:** Before / After School for 5 missing assignments **Person:** Stephanie Wrightsman  
**Oct 29, 2010:** Constant Evaluation throughout the school. **Person:** Stephanie Wrightsman  
**Nov 5, 2010:** Before / After School for 5 missing assignments **Person:** Stephanie Wrightsman  
**Nov 5, 2010:** Constant Evaluation throughout the school. **Person:** Stephanie Wrightsman  
**Nov 12, 2010:** Before / After School for 5 missing assignments **Person:** Stephanie Wrightsman  
**Nov 12, 2010:** Constant Evaluation throughout the school. **Person:** Stephanie Wrightsman  
**Nov 19, 2010:** Before / After School for 5 missing assignments **Person:** Stephanie Wrightsman  
**Nov 19, 2010:** Constant Evaluation throughout the school. **Person:** Stephanie Wrightsman  
**Nov 19, 2010:** If a student misses 5 assignments throughout the school, they are given before or after school. **Person:** Team  
**Nov 26, 2010:** Before / After School for 5 missing assignments **Person:** Stephanie Wrightsman



## Professional Development Summary

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

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

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

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

No professional development is needed for this strategy.

## 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

No professional development is needed for this strategy.

## I. Focused Academic Area: Math Compass Learning Lab

No professional development is needed for this strategy.

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

**Language Arts Conf.**

**Brief Description:** WAR Team will go to a Language Arts meeting as soon as one is located to give the WAR team better ideas and a fresh look at writing.

**Intended Participants:** Teachers

**Date:** Oct 0, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** N/A

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

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

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

### **Local Areas of Concern**

#### **We are concerned that... some students are not exposed to opportunities for work/social advancement**

**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

#### **We are concerned that... [blank]**

**Data Targets Influenced by This Concern:**

**Strategies to Impact This Concern:**

### **Required Areas of Concern**

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

**Data Targets Influenced by This Concern:**

- All males tested -- ISTEP passing math (AYP)
- All students -- Passing Algebra I ECA
- 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 (PL221)**

**Data Targets Influenced by This Concern:**

- All male graduates earning a core 40 -- Earning core 40 diploma
- All males tested -- ISTEP passing math (AYP)
- All students -- Passing Algebra I ECA
- 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 male graduates earning a core 40 -- Earning core 40 diploma
- All males tested -- ISTEP passing Language Arts (AYP)
- All males tested -- passing English 10 ECA

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

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

## 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?	Main Office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	None
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	NWEA Map Testing -Assesment of academic achievement in math, science, reading/language.

## Continuous Improvement Timeline

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

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