

# **School Improvement Plan - 2013-2014**

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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:



*Indiana Student Achievement Institute*  
931 25th Street  
Columbus, IN 47201  
Phone: 812-669-0009  
Email: [asai@asainstitute.org](mailto:asai@asainstitute.org)  
Website: <http://www.asainstitute.org>

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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
- Indiana Rules and Regulations

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

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

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

## **Using Data for Decision-Making**

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

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

## **Implementation Next Year**

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

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

# Who Wrote this School Improvement Plan?

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

## Groups and Roles

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

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

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

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

## Discussion Topics

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

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

## Steering Team

- Dwight Ashley - Administrator
- Amanda Elizondo - Teacher
- Kerry Ferguson - Administrator
- Stacey Gill - Parent/Guardian
- Matt Miller - Teacher
- Dawn Newnum - Community Representative (Business)
- Bruce Scaggs - Teacher
- Tracy Schopmeyer - Teacher

## Strategy Chairs

- Dwight Ashley
- Amanda Elizondo
- Kerry Ferguson
- Matt Miller
- Bruce Scaggs
- Alison Whitman

## Community Council

- Shannon Belcher - Parent
- Rosa Brattain - Parent
- Lori Brown - Parent
- Tom Cory - Parent

- Stephanie Crum - Parent/Coordinates Local ICE youth work program
- Heather Emery - Parent/Local Business Operator
- Kerry Ferguson - Parent
- Stacey Gill - Parent
- Bruce Girdler - Parent/Community Agency
- Shelly Girdler - Parent/4-H Leader
- Samantha Gregg - Parent
- Cathy Harkrider - Parent
- Kendall Jeffers - Parent
- Kelli Keller - Parent
- Karen Kent - Parent
- Jessica Lawhorn - Parent
- Allen Long - Parent
- Audra Long - Parent
- Chris Newcomb - Parent
- Dawn Newnum - Business
- Stephanie Newnum - Parent/Community Agency
- Belinda Rivers - Parent
- Linda Snodgrass - Parent
- Katy Stevens - Parent
- Melissa Stumpf - Parent
- Sandy Thurman - Parent
- Kathy Wirth - 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.

## 7th and 8th Grade Male Students - Passing ISTEP+ Language Arts

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	71.2%	80%	68%	72%		76%		80%		82%		100%

## 7th and 8th grade Male Students - Passing ISTEP+ Math

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85%	88.2%	90%	77%	91%		92%		93%		94%		100

## 7th and 8th Grade Students - Mastery of ISTEP Standard: Algebra and Functions

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
79%	74%	77%	71%	74%		77%		80%		82%		100%

**All Graduates - Earning Core 40 diploma**

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55%	42%	58%	63%	67%		71%		75%		79%		100%

**All Male Students Tested - Passing ECA English 10**

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75	65%	70%	76%	73%		76%		79%		82%		100%

**All students - Passing Algebra I ECA**

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
57%	87.5	88%	83%	85%		87%		89%		91%		100%

**Seniors - Graduating HS in four years**

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	82.4%	85%	95	87%		89%		90%		91%		100%

**Special Education Students - Passing English/LA ISTEP+**

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
45%	41%	45%	45%	50%		55%		60%		64%		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... Male students will increase engagement in the classroom.**

Consistent low scores among male population.

**We are concerned that... Students are not completing or turning in homework.**

Students are not completing or turning in homework. Students go home to environments where homework is not valued or parents are unable to help.

**We are concerned that... Student behaviors interfere with learning**

## Required Areas of Concern

**F. Encourage Rigorous Curriculum**

**G. Attendance**

**I. Focused Academic Area**

**U. Focused Student Group**

**X. Graduation Plan**



# Strategies

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

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

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

The strategy titles and descriptions are listed below:

## Local Strategies

### Improving student performance through homework accountability.

This strategy team will be focusing on the homework accountability aspect of the tutorial period. This program will be continued and expanded throughout the school year. Students will receive stamps in their student planner when they do not complete a homework assignment. They will then have to go to the homework completion room during the 30 minute tutorial period. The late homework will be accepted for full credit. The student has no other option or location they can go during the tutorial period. The goal is to teach students how to complete homework and to improve students' grades and knowledge of subject material.

**Impact Level:** High Impact - Outside

**Focus:** General

### Social Skills Program: Bullying Prevention Strategies

A "Basic Skills" class for middle school students will be implemented. 6th and 7th grade students will participate in the class daily on a 9 week rotation, and the 8th grade students will participate in the class daily for one semester. Basic Skills include character education, study skills, and bullying prevention. In addition, the entire staff will use videos and activities during tutorial period to educate 6th-12th grade students on various aspects of social skills. Student clubs (NJHS, FFA, Peer Tutor) will assist as peer advocates during tutorial time. The student clubs will also help during bullying prevention week.

**Impact Level:** High Impact - Inside

**Focus:** General

## Required Strategies

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

Teachers in grades K-9 in an effort to increase student achievement and success on ISTEP and ECA's will provide Consistent Use of Algebraic Concepts in the Classroom. Turkey Run Schools will be implementing Five Star's SDA (Student Data Analysis) tool which includes a Curriculum Mapping tool to help teachers directly connect assessment results of their students to key standards that need to be addressed with each student. Initial training on this tool will be given at the beginning of the school year and followed up with periodic PD throughout the year.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### F. Encourage Rigorous Curriculum: Vertical Alignment of English Curriculum Grades 6-12

The English Department will continue meeting to vertically align the English Curriculum in grades 6-12.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## **G. Attendance**

The school will enforce the attendance policy as described in the student handbook below. Each student and family is given a planner at the beginning of the school year that contains the school handbook.

**Impact Level:** Low Impact

**Focus:** General

## **I. Focused Academic Area: Literacy Strategies**

Each teacher will incorporate a monthly research-based literacy strategy into their curriculum. One literacy strategy will be given each month with a specific rubric to follow and activities for guidance. Each teacher will report what they are doing in their classroom on a monthly basis. All students will be targeted and all teachers will participate

**Impact Level:** High Impact - Inside

**Focus:** Specific

## **U. Focused Student Group: Special Education**

Two sections of Integrated Math will be added to the master schedule for the 2013-14 school year. The purpose of these two sections is to focus extra time and help on weaker students to help them "step up" and be successful in Algebra I and pass the Algebra ECA. Many students in these two sections will be identified through the IEP process and will be enrolled in these two sections. The special education teachers, working with the Math teachers, and the guidance counselor will meet periodically to look at key data sources, Acuity, etc to track students' progress. Special Ed teachers will also work closely with the Math teachers to work with students in the classroom and also pull certain students out to the resource room to give them even more focused help and attention. This same concept will also be followed in the scheduling of a Read 7 class. The English teacher will team with a special ed teacher to focus specifically on weaker students, based on assessment data with the intent of helping them be more successful on E/LA ISTEP+.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## **X. Graduation Plan**

All students in grades 6-12 will create or update the Indiana Graduation Plan annually. The Graduation Plan includes a statement of the student's intent to graduate from high school; an acknowledgment of the importance of good citizenship, school attendance and diligent study habits; and the subject and skill areas of interest to the student. The Graduation Plan is a part of the student's permanent school record. The Graduation Plan includes a Core 40 program of study that meets the student's aptitudes and interests and upon satisfactory fulfillment of the plan, enables the student to 1) graduate, 2) have taking at least the minimum variety and number of courses necessary to gain admittance to a state educational institution. The Graduation Plan includes an indication of assessments (other than ISTEP and ECA) that the student plans to take voluntarily during grades 10 through 12.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## Strategy Data

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

## Required Strategies

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

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual

## 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

**Aug 15, 2013:** Five Star Data Training **Person:** Rebecca Cory/Dwight Ashley

**Sep 10, 2013:** Five Star Data Analysis **Person:** Alison Whitman

**Nov 30, 2013:** Collect fall data: Compilation(%) of checklist (standards) from teachers lessons. **Person:** Bruce Scaggs

**Jun 30, 2014:** Collect spring data: Compilation(%) of checklist (standards) from teachers lessons. **Person:** Bruce Scaggs

## Focused Academic Area

**Aug 31, 2013:** INSAI Steering Committee to meet in August to discuss specific strategies to be given to staff members throughout the course of the year **Person:** Tracy Schopmeyer/Amanda Elizondo

**Aug 31, 2013:** Staff Work Time **Person:** Tracy Schopmeyer/Amanda Elizondo

**Nov 2, 2013:** Staff Work Time **Person:** Tracy Schopmeyer/Amanda Elizondo

**Jan 4, 2014:** Staff Work Time **Person:** Tracy Schopmeyer/Amanda Elizondo

**Mar 8, 2014:** Staff Work Time **Person:** Tracy Schopmeyer/Amanda Elizondo

## Focused Student Group

**Aug 15, 2013:** Periodic progress checks for weaker students in Algebra/Eng. **Person:** Kerry Ferguson

**Sep 15, 2013:** Periodic progress checks for weaker students in Algebra/Eng. **Person:** Kerry Ferguson

**Oct 15, 2013:** Periodic progress checks for weaker students in Algebra/Eng. **Person:** Kerry Ferguson

**Nov 15, 2013:** Periodic progress checks for weaker students in Algebra/Eng. **Person:** Kerry Ferguson

**Dec 15, 2013:** Periodic progress checks for weaker students in Algebra/Eng. **Person:** Kerry Ferguson

**Jan 15, 2014:** Periodic progress checks for weaker students in Algebra/Eng. **Person:** Kerry Ferguson

**Feb 15, 2014:** Periodic progress checks for weaker students in Algebra/Eng. **Person:** Kerry Ferguson

**Mar 15, 2014:** Periodic progress checks for weaker students in Algebra/Eng. **Person:** Kerry Ferguson

**Apr 15, 2014:** Periodic progress checks for weaker students in Algebra/Eng. **Person:** Kerry Ferguson

**May 15, 2014:** Periodic progress checks for weaker students in Algebra/Eng. **Person:** Kerry Ferguson

## 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 to their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

### Improving student performance through homework accountability.

No professional development is needed for this strategy.

### Social Skills Program: Bullying Prevention Strategies

No professional development is needed for this strategy.

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

### Five Star Data Training

**Brief Description:** Staff will be trained at the beginning of the year on how to use the Five Star Data System. It will be used throughout the year to track student data.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Aug 15, 2013

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:**

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

## F. Encourage Rigorous Curriculum: Vertical Alignment of English Curriculum Grades 6-12

### Five Star Data Analysis

**Brief Description:** Staff will continue to monitor and evaluate test scores using the Five Star Data Analysis. Staff will make changes as necessary in relation to test score results

**Intended Participants:** Teachers

**Date:** Sep 10, 2013

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Talk to

**Funding:**

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

## **I. Focused Academic Area: Literacy Strategies**

### **Staff Work Time**

**Brief Description:** Staff Will be given time to work on literacy strategies to use in their classroom during PD time. Two hours will be devoted every other month.

**Intended Participants:** Teachers, Counselors, Administrators

**Dates:** Aug 31, 2013; Nov 2, 2013; Jan 4, 2014; Mar 8, 2014

**Activity Purpose:** Skill Building

**Activity Format:** Other

**Funding:**

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

## **U. Focused Student Group: Special Education**

No professional development is needed for this strategy.



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

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

### **Local Areas of Concern**

#### **We are concerned that... Male students will increase engagement in the classroom.**

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

- 7th and 8th Grade Male Students -- Passing ISTEP+ Language Arts
- All Male Students Tested -- Passing ECA English 10

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

#### **We are concerned that... Students are not completing or turning in homework.**

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

- 7th and 8th Grade Male Students -- Passing ISTEP+ Language Arts
- 7th and 8th grade Male Students -- Passing ISTEP+ Math
- 7th and 8th Grade Students -- Mastery of ISTEP Standard: Algebra and Functions
- All Graduates -- Earning Core 40 diploma
- All Male Students Tested -- Passing ECA English 10
- All students -- Passing Algebra I ECA
- Seniors -- Graduating HS in four years
- Special Education Students -- Passing English/LA ISTEP+

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

- Improving student performance through homework accountability.

#### **We are concerned that... Student behaviors interfere with learning**

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

- 7th and 8th Grade Male Students -- Passing ISTEP+ Language Arts
- 7th and 8th grade Male Students -- Passing ISTEP+ Math
- 7th and 8th Grade Students -- Mastery of ISTEP Standard: Algebra and Functions
- All Graduates -- Earning Core 40 diploma
- All students -- Passing Algebra I ECA
- Special Education Students -- Passing English/LA ISTEP+

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

- Social Skills Program: Bullying Prevention Strategies

### **Required Areas of Concern**

## **F. Encourage Rigorous Curriculum (IN Rules)**

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

- 7th and 8th grade Male Students -- Passing ISTEP+ Math
- 7th and 8th Grade Students -- Mastery of ISTEP Standard: Algebra and Functions
- All students -- Passing Algebra I ECA

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

- Improving student performance through homework accountability.
- F. Encourage Rigorous Curriculum: Vertical Alignment of English Curriculum Grades 6-12
- F. Encourage Rigorous Curriculum: Consistent Use of Algebraic Concepts in the Classroom

## **G. Attendance (IN Rules)**

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

- Seniors -- Graduating HS in four years

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

- G. Attendance

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

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

- 7th and 8th grade Male Students -- Passing ISTEP+ Math
- 7th and 8th Grade Students -- Mastery of ISTEP Standard: Algebra and Functions
- All Graduates -- Earning Core 40 diploma
- All students -- Passing Algebra I ECA

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

- I. Focused Academic Area: Literacy Strategies

## **U. Focused Student Group (IN Rules)**

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

- 7th and 8th Grade Male Students -- Passing ISTEP+ Language Arts
- All Male Students Tested -- Passing ECA English 10
- Special Education Students -- Passing English/LA ISTEP+

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

- U. Focused Student Group: Special Education

## **X. Graduation Plan (IN Rules)**

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

- Seniors -- Graduating HS in four years

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

- Improving student performance through homework accountability.
- X. Graduation Plan



## Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	Principal's 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. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes. We will continue to follow our attendance policies and send warning/reminder letters to parents as needed.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Acuity - all areas and levels NWEA MAP

## 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 2014-2015 school year