

School Improvement Plan - 2014-2015

Generated on May 30, 2014 at 7:39 PM

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 American Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- American Student Achievement Institute
- Indiana Rules and Regulations

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Making

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- 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
- Barb Earl
- Amanda Elizondo
- Kerry Ferguson
- Matt Miller
- Bruce Scaggs
- Tracy Schopmeyer
- 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
- Staci Cruser - Parent
- 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
- Kristina Hale - 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
- Shelley Reitsma - Parent
- 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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	68%	72%	71%	76%		80%		82%		85%		100%

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
90%	77%	91%	73%	92%		93%		94%		96%		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
77%	71%	74%	88%	77%		80%		82%		88%		100%

All Graduates - Earning Core 40 diploma

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
58%	60%	67%	60	71%		75%		79%		85%		100%

All Male Students Tested - Passing ECA English 10

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	76%	73%	95%	76%		79%		82%		90%		100%

All students - Passing Algebra I ECA

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
88%	83%	85%	91%	87%		89%		91%		96%		100%

Seniors - Graduating HS in four years

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85%	100	87%	100	89%		90%		91%		97%		100%

Special Education Students - Passing English/LA ISTEP+

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
45%	45%	50%	26%	55%		60%		64%		70%		100%

Comprehensive Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

Areas of Concern

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

Consistent low scores among male population.

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

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... Encourage Rigorous Curriculum

We are concerned that... Attendance

We are concerned that... Focused Academic Area

We are concerned that... Focused Student Group

We are concerned that... Graduation Plan

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Strategies

Attendance

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

Encourage Rigorous Curriculum - Algebra

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

Encourage Rigorous Curriculum - English

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

Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Area - Literacy

Each semester, teachers will be given a literacy strategy to choose from and incorporate into their classroom. The strategies will be given during professional development time and/or staff meetings. The teacher will be responsible for implementing the strategy into their lessons and reporting back to the strategy chair each semester. The teacher will need to provide examples on how they used the strategy in their lesson.

Impact Level: High Impact - Inside

Focus: Specific

Focused Student Group

One section of Integrated Math will be added to the master schedule for the 2014-15 school year. The purpose of this section 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 this class 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. Reading 8 will be added to the schedule in 2014-2015 as well. We will be blocking Math 6 and Lang Arts 6 and Math 7 and LA 7 so it will allow more time with English and Math remediation.

Impact Level: High Impact - Inside

Focus: Specific

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: General

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. In the 2014-2015 school year, the high school will be adding assignment completion. The following are key items that will be the focus of planning for Tutorial/Homework Completion: - additional instruction on a topic taught in class - more guided practice - help with a difficult assignment - help study properly for a test - allow a student time to finish something that couldn't be completed during class time (especially since we don't have much study hall time in the schedule) - give a student an opportunity to learn more about a topic than is covered during regular class time - RTI time to address remediation needs - Remediation time for Accuplacer - Homework Completion that may be planned partly during tutorial and/or after school (depending on the needs of and the PD plan for the corporation - Reward/Incentive system specifically for middle school that does not use instructional time during the day

Impact Level: High Impact - Inside

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

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.

Encourage Rigorous Curriculum - Algebra

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
90%	90%		90%	

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 - Algebra

- Sep 1, 2014:** Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson
- Sep 8, 2014:** Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson
- Sep 15, 2014:** Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson
- Sep 22, 2014:** Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson
- Sep 29, 2014:** Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson
- Oct 6, 2014:** Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson
- Oct 13, 2014:** Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson
- Oct 20, 2014:** Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson
- Oct 27, 2014:** Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson
- Nov 3, 2014:** Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson
- Nov 10, 2014:** Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson
- Nov 17, 2014:** Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson
- Nov 24, 2014:** Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson
- Nov 30, 2014:** Collect fall data: Compilation(%) of checklist (standards) from teachers lessons. **Person:** Bill Chestnut
- Dec 1, 2014:** Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson
- Dec 8, 2014:** Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson
- Dec 15, 2014:** Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson
- Dec 22, 2014:** Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson
- Dec 29, 2014:** Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson
- Jan 5, 2015:** Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson
- Jan 12, 2015:** Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson
- Jan 19, 2015:** Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson
- Jan 26, 2015:** Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson

Feb 2, 2015: Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson

Feb 9, 2015: Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson

Feb 16, 2015: Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson

Feb 23, 2015: Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson

Mar 2, 2015: Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson

Mar 9, 2015: Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson

Mar 16, 2015: Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson

Mar 23, 2015: Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson

Mar 30, 2015: Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson

Apr 6, 2015: Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson

Apr 13, 2015: Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson

Apr 20, 2015: Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson

Apr 27, 2015: Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson

May 4, 2015: Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson

May 11, 2015: Weekly math department team meetings to adjust lesson plans for next week based on student data **Person:** Jeff Thompson

Jun 30, 2015: Collect spring data: Compilation(%) of checklist (standards) from teachers lessons. **Person:** Bill Chestnut

Encourage Rigorous Curriculum - English

Sep 1, 2014: Weekly English department meetings to review lesson plans and insure plans are aligned with student data and needs **Person:** Alison Whitman

Sep 8, 2014: Weekly English department meetings to review lesson plans and insure plans are aligned with student data and needs **Person:** Alison Whitman

Sep 15, 2014: Weekly English department meetings to review lesson plans and insure plans are aligned with student data and needs **Person:** Alison Whitman

Sep 22, 2014: Weekly English department meetings to review lesson plans and insure plans are aligned with student data and needs **Person:** Alison Whitman

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Dec 1, 2014: Weekly English department meetings to review lesson plans and insure plans are aligned with student data and needs
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Dec 8, 2014: Weekly English department meetings to review lesson plans and insure plans are aligned with student data and needs
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Dec 29, 2014: Weekly English department meetings to review lesson plans and insure plans are aligned with student data and needs
Person: Alison Whitman

Jan 5, 2015: Weekly English department meetings to review lesson plans and insure plans are aligned with student data and needs
Person: Alison Whitman

Jan 12, 2015: Weekly English department meetings to review lesson plans and insure plans are aligned with student data and needs
Person: Alison Whitman

Jan 19, 2015: Weekly English department meetings to review lesson plans and insure plans are aligned with student data and needs
Person: Alison Whitman

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Feb 2, 2015: Weekly English department meetings to review lesson plans and insure plans are aligned with student data and needs
Person: Alison Whitman

Feb 9, 2015: Weekly English department meetings to review lesson plans and insure plans are aligned with student data and needs
Person: Alison Whitman

Feb 16, 2015: Weekly English department meetings to review lesson plans and insure plans are aligned with student data and needs
Person: Alison Whitman

Feb 23, 2015: Weekly English department meetings to review lesson plans and insure plans are aligned with student data and needs
Person: Alison Whitman

Mar 2, 2015: Weekly English department meetings to review lesson plans and insure plans are aligned with student data and needs
Person: Alison Whitman

Mar 9, 2015: Weekly English department meetings to review lesson plans and insure plans are aligned with student data and needs
Person: Alison Whitman

Mar 16, 2015: Weekly English department meetings to review lesson plans and insure plans are aligned with student data and needs
Person: Alison Whitman

Mar 23, 2015: Weekly English department meetings to review lesson plans and insure plans are aligned with student data and needs
Person: Alison Whitman

Mar 30, 2015: Weekly English department meetings to review lesson plans and insure plans are aligned with student data and needs
Person: Alison Whitman

Apr 6, 2015: Weekly English department meetings to review lesson plans and insure plans are aligned with student data and needs
Person: Alison Whitman

Apr 13, 2015: Weekly English department meetings to review lesson plans and insure plans are aligned with student data and needs
Person: Alison Whitman

Apr 20, 2015: Weekly English department meetings to review lesson plans and insure plans are aligned with student data and needs
Person: Alison Whitman

Apr 27, 2015: Weekly English department meetings to review lesson plans and insure plans are aligned with student data and needs
Person: Alison Whitman

May 4, 2015: Weekly English department meetings to review lesson plans and insure plans are aligned with student data and needs
Person: Alison Whitman

May 11, 2015: Weekly English department meetings to review lesson plans and insure plans are aligned with student data and needs
Person: Alison Whitman

Focused Academic Area - Literacy

Sep 1, 2014: Once a month each teacher should submit a lesson plan that incorporates a literacy component into their subject area
Person: Every Teacher

Oct 6, 2014: Once a month each teacher should submit a lesson plan that incorporates a literacy component into their subject area
Person: Every Teacher

Oct 11, 2014: Literacy Strategy meeting **Person:** Amanda Elizondo

Nov 3, 2014: Once a month each teacher should submit a lesson plan that incorporates a literacy component into their subject area
Person: Every Teacher

Dec 1, 2014: Once a month each teacher should submit a lesson plan that incorporates a literacy component into their subject area
Person: Every Teacher

Jan 5, 2015: Once a month each teacher should submit a lesson plan that incorporates a literacy component into their subject area

Person: Every Teacher

Feb 1, 2015: Literacy Workshop **Person:** Amanda Elizondo

Feb 2, 2015: Once a month each teacher should submit a lesson plan that incorporates a literacy component into their subject area

Person: Every Teacher

Mar 2, 2015: Once a month each teacher should submit a lesson plan that incorporates a literacy component into their subject area

Person: Every Teacher

Apr 6, 2015: Once a month each teacher should submit a lesson plan that incorporates a literacy component into their subject area

Person: Every Teacher

May 4, 2015: Once a month each teacher should submit a lesson plan that incorporates a literacy component into their subject area

Person: Every Teacher

Focused Student Group

Oct 1, 2014: All school assembly addressing social skills and bullying **Person:** Kerry Ferguson

Jan 5, 2015: All school assembly addressing study skills and homework during tutorial time **Person:** Kerry Ferguson

Improving student performance through homework accountability.

Aug 18, 2014: Homework Accountability **Person:** Kerry Ferguson/Matt Miller

Professional Development Summary

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

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

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

Encourage Rigorous Curriculum - Algebra

No professional development is needed for this strategy.

Encourage Rigorous Curriculum - English

No professional development is needed for this strategy.

Focused Academic Area - Literacy

Literacy Strategy meeting

Brief Description: Staff members will meet once a semester with the Literacy Strategy steering team members. Team members will present information on different literacy strategies that can be implemented into the classroom. Staff members will have to report back to the steering team members on how they incorporated a specific strategy into their lesson.

Intended Participants: Teachers, Counselors, Administrators

Date: Oct 11, 2014

Activity Purpose: Information

Activity Format: Talk to, Presentation

Funding: no funding needed

Does this activity occur during the school day? No

Literacy Workshop

Brief Description: Enter a brief description of the Professional Development Activity

Intended Participants:

Date: Feb 1, 2015

Activity Purpose:

Activity Format:

Funding: Pd Funds

Does this activity occur during the school day? Yes

Focused Student Group

No professional development is needed for this strategy.

Improving student performance through homework accountability.

Homework Accountability

Brief Description: Teachers will meet in June as well as at the beginning of the school year to discuss implementing more homework accountability into the school. Teachers will be given a set of procedures and instructions to follow in the hopes of getting more students to turn in their work and not accept a zero for a grade. Some committee members will be meeting during June to come up with an implementation plan.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 18, 2014

Activity Purpose: Information

Activity Format: Talk to, Presentation

Funding: no funding needed

Does this activity occur during the school day? No

Social Skills Program: Bullying Prevention Strategies

No professional development is needed for this strategy.

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

We are concerned that... 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:

- Encourage Rigorous Curriculum - Algebra
- Focused Academic Area - Literacy
- 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

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... Encourage Rigorous Curriculum

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:

- Encourage Rigorous Curriculum - Algebra
- Encourage Rigorous Curriculum - English

We are concerned that... Attendance

Data Targets Influenced by This Concern:

- Seniors -- Graduating HS in four years

Strategies to Impact This Concern:

- Attendance

We are concerned that... Focused Academic Area

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:

- Focused Academic Area - Literacy

We are concerned that... Focused Student Group

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:

- Focused Student Group

We are concerned that... Graduation Plan

Data Targets Influenced by This Concern:

- Seniors -- Graduating HS in four years

Strategies to Impact This Concern:

- 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"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	None.
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes. 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 NWEA

Continuous Improvement Timeline

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

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