

School Improvement Plan - PL221 Version - 2009-2012

May 31, 2009 10:42:23

Pike Central High Sch (6763)

Pike County School Corp

Petersburg, 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
Website: <http://www.asainstitute.org>

Table of Contents

- School Improvement Plan Introduction 3
- Reviewer Guide 4
- Who Wrote this School Improvement Plan? 5
- Vision Statement 6
- Academic Goals 7
- Areas of Concern 10
- Strategies 11
- Professional Development 12
- Relationship Report -- Areas of Concern / Strategies / Data Targets 14
- Force Field Excerpt 16
- To-Do List 17
- Continuous Improvement Timeline 25

School Improvement Plan Introduction

Pike Central High Sch

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
- NCA

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

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

Reviewer Guide

Indiana Public Law 221

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

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

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

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

Who Wrote this School Improvement Plan?

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

Steering Team

- Joe Dedman - Community Representative (Business)
- Jodie Elkins - Teacher
- Rachel Gegogaine - Teacher
- LeAnne Kelley - Administrator
- Fritz Krahl - Teacher
- Ray Niehaus - Teacher
- Amy Ruxer - Administrator
- Jami Seifert - Teacher
- Alice Sims - Teacher
- Melissa Stieneker - Teacher
- Debbie Troutman - Parent

Strategy Chairs

- Kim Nalley
- Ray Niehaus
- Dustin Powell
- Alice Sims
- Melissa Stieneker
- Abigail Vinnedge

Community Council

- Phyllis Arnold
- Jeff Biesterveld - Judge
- Stephanie Clark
- Kelly Cook - Nurse
- Jon Craig - Mayor of Petersburg
- Joe Dedman - Bank President/IDEA Pike Co. member
- Jill Estey - Parent of junior
- Troy and Kelli Gordon
- Susan Haislip
- Brittany Hodge - Student
- LeAnne Kelley - Principal
- Kim McCandless
- Makenzie Meny - Student grade 10
- Leilani Meyer
- Lerie Mitchell - Student
- Rhonda Robinette - Parent
- Rick Shoultz - Senior loan officer
- Alice Sims - Teacher
- Angela Tamalavic - Parent
- Elizabeth Wedding - Senior at PCHS
- Dennis Whitehead - Postmaster
- Carla Willis - Accountant
- Terry Wornica - Salesperson

Vision Statement

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

We believe all students deserve:

a caring community; a safe and fair environment in which the staff, with the support of parents, guides the children toward respecting others, and striving for academic and behavioral excellence. Student progress in achieving the established instructional goals should be frequently and systematically monitored using a variety of assessment techniques. We practice data-driven instruction. Academics are creative, challenging, meaningful and relevant to each student's interests while enhancing and complementing their learning styles. The entire student body is taught with compassion and humor.

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

Staff members are facilitators who do not allow students to choose failure because success is their only option. Everyone treats others with love, respect and fairness. Each stakeholder strives toward non-complacency. Parents and the broad community should be engaged in meaningful support and reinforcement for academic achievement at the individual student and school building level. The staff and administrators have a commitment to excellence, individual student achievement, continuous professional development and a willingness to be held accountable. The staff and administrators act as a family where differences are respected, but members share common goals. Ongoing communication and collaboration among classroom teachers, support staff, and the administration result in an integrated curriculum for all students.

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

should become enthusiastic, life-long learners and productive citizens; will be active participants in the classroom; will possess the attitudes, knowledge and skills necessary to contribute positively and compete in a global society; and have an exemplary reputation in all aspects of academics and extra-curricular activities. In addition, 100% of our students should be prepared for a rapidly changing technological world and should be able to access information, solve problems, think critically, make decisions, and learn to cooperate and work productively with others.

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

- % of students who pass the math portion of the ISTEP: 100%
- % of students who pass the English portion of the ISTEP: 100%
- % of students who graduate: 100%
- % of students who receive a Core-40 or Academic Honors Diploma: 100%

Academic Goals

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

9th grade ISTEP takers - Writing Process

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
67	66	68	73	70		70		72		73		100%

All Students (126 days) - ISTEP PL221 Category Placement Performance

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	65	80	70	82		85		85		86		100%

All Students Taking ISTEP - English 9th,10th and Retesters - % passing ISTEP - English

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78	64	83	74	85		87		88		89		100

All Students Taking ISTEP - Mathematics 9th,10th and Retesters - % passing ISTEP Mathematics

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78	65	83	79	85		87		88		89		100

Core 40 Diploma Candidates in 11th grade English and Algebra 1 - Passing the Core 40 end-of-course assessments

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
49%	39	50		55		60		62		63		100%

Graduating Seniors - Earning Academic Honors Diploma

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50%	25	55	27	57		59		60		62		100%

Graduating Seniors - Earning Core 40 Diploma

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60%	40	65	32	70		75		76		77		100%

Graduating Seniors - - Students graduating with their class

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
98%	98	98	99	98		98		98		98		100%

Sophomores - Students passing ISTEP English/Language Arts

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78	70	83	70	85		87		88		89		100%

Sophomores - Students passing ISTEP Math

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78%	68	78	68	80		82		83		84		100%

Students with an IEP - 9th, 10th and Retesters - % passing ISTEP - English

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
18	13	23	20	25		27		28		29		100

Students with an IEP - 9th, 10th and Retesters - % passing ISTEP - Mathematics

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
28	21	33	39	35		37		37		38		100

Areas of Concern

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

Local Areas of Concern

Concern: Lack of Motivation

Results of PBA discussions and survey results show that students lack motivation. This is seen in every class. Also the low attendance rates and high drop-out rates.

Concern: Students lack of organizational skills

Lack of preparation on student behalf. Student work shows lack of organizational skills.

Concern: Teachers' knowledge of individual student's strengths and weaknesses block abilities to help students master skills needed.

Teachers do not use data to plan lessons to help students mastery skills needed to pass ISTEP and/or Core 40 End-of-Year Assessments.

Concern: Parental Involvement CARE

* 22% of the community believes that the students will not continue their education. This shows a lack of support on the behalf of the community. They blame this on several things. * Even though 36% of the students say they have personal problems that interfere with school work, the faculty expected this number to be higher (92%). Only 24% of the parents believe their children have personal problems that interfere with school work.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

Strategies

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

Local Strategies

Freshman Academy —

All ninth grade students will be placed in mentor groups that are led by a core group of teachers who volunteered for the academy. The teachers will get to know their students' strengths and weaknesses during weekly mentor sessions. The mentors will provide students with an adult who cares and will help motivate students and provide a safe and disciplined learning environment.

Parent Involvement: Community Alliance Refining Education (CARE) —

This strategy will assist in increasing school, parent, and community communications, cooperation and involvement. Community Alliance Refining Education (CARE) will continue to monitor parent/community involvement and increase participation in activities. A Hometown Competitiveness Incubator will be started in Petersburg to encourage students to use job skills that will bring them back to the community after graduating from college. This will be overseen by parents and community members.

Required Strategies

F. Encourage Rigorous Curriculum —

All students are encouraged to take Core 40 and Honors courses every semester by staff members and guidance counselors. The Pathways books and guidance counselors inform students about their choices of curriculum.

F. Encourage Rigorous Curriculum: Data Driven Continuous Improvement —

This task force team will be trained by Steve Benjamin on how to utilize classroom instruction to help students comprehend core standards. The team will develop a strategy to utilize within the Algebra I, English 9 and English 10 classrooms. It will join with the Best Practices team to finalize the plan. Results will be made available to the faculty and staff and classroom strategies will be designed accordingly to continue school and student improvement.

I. Focused Academic Area: Best Practices —

Teachers will continue adding to list of best practices and professional development materials and training to support the instructional strategies. Teachers will continue implementing best practices in math and English classes. Teachers will be given monthly enhancement opportunities to diversify their instructional practices during the school year. This will be done through the professional library, conducting professional development workshops, and having peer teaching. Site visits to other schools will give staff members the opportunity to view other instructional strategies, thus allowing teachers to better themselves professionally in order to instruct students by their strengths and weaknesses and becoming highly motivating.

U. Focused Student Group: Closing the Achievement Gap Between Special Needs and General Education Students —

This strategy will help the regular classroom teachers understand the characteristics of special needs students and how to aid them in the classrooms. It will also explore ways to assist students in closing the achievement gap for standardized tests, as well as classrooms grades. Diverse abilities, developmental levels, readiness and learning styles will be addressed. It will also identify desired outcomes for student achievement.

Professional Development

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

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

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

Freshman Academy

No professional development is needed for this strategy.

Parent Involvement: Community Alliance Refining Education (CARE)

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Data Driven Continuous Improvement

Professional Development Activity	Funding	Activity Purpose
<i>Continue training with Steve Benjamin</i>	Source: Title II, Part D Grant Amount: \$1600	Information Skill Building
Brief Description	Intended Participants	Activity Format
Steve Benjamin trains math and English teachers on how to use Data Dashboard. This small groups trains rest of staff.	Teachers	Presentation/Workshop Peer Coaching

I. Focused Academic Area: Best Practices

Professional Development Activity	Funding	Activity Purpose
<i>Site visits at other schools</i>	Source: Professional Development Amount: \$500	Information Skill Building
Brief Description	Intended Participants	Activity Format
Substitute teachers will need to be hired to allow team members to do site visits.	Teachers	Networking/Site Visit

U. Focused Student Group: Closing the Achievement Gap Between Special Needs and General Education Students

No professional development is needed for this strategy.

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

Former Areas of Concern Summary

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

Local Areas of Concern

Concern: Lack of Motivation

Data Targets Influenced by This Concern:

- All Students Taking ISTEP - English 9th,10th and Retesters -- % passing ISTEP - English
- All Students Taking ISTEP - Mathematics 9th,10th and Retesters -- % passing ISTEP Mathematics
- Core 40 Diploma Candidates in 11th grade English and Algebra 1 -- Passing the Core 40 end-of-course assessments
- Graduating Seniors -- Students graduating with their class
- Sophomores -- Students passing ISTEP English/Language Arts
- Sophomores -- Students passing ISTEP Math
- Students with an IEP - 9th, 10th and Retesters -- % passing ISTEP - English
- Students with an IEP - 9th, 10th and Retesters -- % passing ISTEP - Mathematics

Strategies to Impact This Concern:

- Freshman Academy

Concern: Students lack of organizational skills

Data Targets Influenced by This Concern:

- 9th grade ISTEP takers -- Writing Process
- All Students Taking ISTEP - English 9th,10th and Retesters -- % passing ISTEP - English
- All Students Taking ISTEP - Mathematics 9th,10th and Retesters -- % passing ISTEP Mathematics
- Core 40 Diploma Candidates in 11th grade English and Algebra 1 -- Passing the Core 40 end-of-course assessments
- Graduating Seniors -- Earning Core 40 Diploma

Strategies to Impact This Concern:

- Freshman Academy

Concern: Teachers' knowledge of individual student's strengths and weaknesses block abilities to help students master skills needed.

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All Students Taking ISTEP - English 9th,10th and Retesters -- % passing ISTEP - English
- All Students Taking ISTEP - Mathematics 9th,10th and Retesters -- % passing ISTEP Mathematics
- Core 40 Diploma Candidates in 11th grade English and Algebra 1 -- Passing the Core 40 end-of-course assessments
- Students with an IEP - 9th, 10th and Retesters -- % passing ISTEP - English
- Students with an IEP - 9th, 10th and Retesters -- % passing ISTEP - Mathematics

Strategies to Impact This Concern:

- Freshman Academy
- F. Encourage Rigorous Curriculum: Data Driven Continuous Improvement
- I. Focused Academic Area: Best Practices

- U. Focused Student Group: Closing the Achievement Gap Between Special Needs and General Education Students

Concern: Parental Involvement CARE

Data Targets Influenced by This Concern:

- All Students Taking ISTEP - English 9th,10th and Retesters -- % passing ISTEP - English
- All Students Taking ISTEP - Mathematics 9th,10th and Retesters -- % passing ISTEP Mathematics
- Core 40 Diploma Candidates in 11th grade English and Algebra 1 -- Passing the Core 40 end-of-course assessments
- Graduating Seniors -- Earning Academic Honors Diploma
- Graduating Seniors -- Earning Core 40 Diploma
- Graduating Seniors - -- Students graduating with their class

Strategies to Impact This Concern:

- Parent Involvement: Community Alliance Refining Education (CARE)

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- Graduating Seniors -- Earning Academic Honors Diploma
- Graduating Seniors -- Earning Core 40 Diploma

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum
- F. Encourage Rigorous Curriculum: Data Driven Continuous Improvement

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- All Students Taking ISTEP - English 9th,10th and Retesters -- % passing ISTEP - English
- All Students Taking ISTEP - Mathematics 9th,10th and Retesters -- % passing ISTEP Mathematics
- Core 40 Diploma Candidates in 11th grade English and Algebra 1 -- Passing the Core 40 end-of-course assessments
- Graduating Seniors -- Earning Academic Honors Diploma
- Graduating Seniors -- Earning Core 40 Diploma

Strategies to Impact This Concern:

- I. Focused Academic Area: Best Practices

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- All Students Taking ISTEP - English 9th,10th and Retesters -- % passing ISTEP - English
- All Students Taking ISTEP - Mathematics 9th,10th and Retesters -- % passing ISTEP Mathematics

Strategies to Impact This Concern:

- U. Focused Student Group: Closing the Achievement Gap Between Special Needs and General Education Students

Force Field Excerpt

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

Description and location of curriculum:	Central office, principal's office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	SAT PSAT End-of-Course Assessments	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	Force Field Report G: Environment Additional Data #2

To-Do List

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

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

Encourage Rigorous Curriculum

Apr 1, 2009: Create survey for staff

Person: Alice Sims

Activity: Collect baseline data

Apr 15, 2009: Distribute, collect and tally surveys

Person: Alice Sims

Activity: Collect baseline data

Sep , 2009: Incorporate Data Dashboard in classes

Person: Math and English teachers

Activity: Use data dashboard in math and English classrooms

Sep 5, 2009: Steve Benjamin trains math and English teachers on data dashboard

Person: LeAnne Kelley

Activity: Continue training with Steve Benjamin

Sep 17, 2009: Share information with rest of staff

Person: Math and English teachers

Activity: Continue training with Steve Benjamin

Sep 17, 2009: Information learned from Steve Benjamin will be shared with other staff members

Person: Math and English teachers

Activity: Share information with rest of staff

Sep 30, 2009: Start using data dashboard in math and English classrooms

Person: Math and English teachers

Activity: Continue training with Steve Benjamin

Dec 15, 2009: Distribute, collect and tally surveys

Person: Alice Sims

Activity: Collect first semester/trimester follow up data

May 1, 2010: Distribute, collect and tally surveys

Person: Alice Sims

Activity: Collect final semester/trimester follow up data

Focused Academic Area

Jan 19, 2009: Team members share ideas learned at site schools

Person: Team members

Activity: Site visits at other schools

Mar 23, 2009: Team members share ideas learned at site schools

Person: Team members

Activity: Site visits at other schools

May 1, 2009: Collect and record percentage of teachers increasing use of best practices

Person: Dustin Powell

Activity: Baseline Strategy Data

- Sep 1, 2009:** Teachers will document in weekly lesson plans the use of any new instructional methods being used
Person: Individual teachers
Activity: Documentation
- Sep 1, 2009:** Schedule meetings for team members
Person: Dustin Powell
Activity: Site visits at other schools
- Sep 1, 2009:** Research different teaching strategies for best practices
Person: Task force team
Activity: Staff will be notified every month of learning opportunities for best practices
- Sep 10, 2009:** Share best practices findings with staff
Person: Dustin Powell
Activity: Staff will be notified every month of learning opportunities for best practices
- Sep 15, 2009:** Team members share ideas learned at site schools
Person: Team members
Activity: Site visits at other schools
- Oct 1, 2009:** Research different teaching strategies for best practices
Person: Task force team
Activity: Staff will be notified every month of learning opportunities for best practices
- Oct 10, 2009:** Share best practices findings with staff
Person: Dustin Powell
Activity: Staff will be notified every month of learning opportunities for best practices
- Nov 1, 2009:** Research different teaching strategies for best practices
Person: Task force team
Activity: Staff will be notified every month of learning opportunities for best practices
- Nov 3, 2009:** Schedule meetings for team members
Person: Dustin Powell
Activity: Site visits at other schools
- Nov 10, 2009:** Share best practices findings with staff
Person: Dustin Powell
Activity: Staff will be notified every month of learning opportunities for best practices
- Nov 17, 2009:** Team members share ideas learned at site schools
Person: Team members
Activity: Site visits at other schools
- Dec 1, 2009:** Collect and record percentage of teachers increasing use of best practices
Person: Dustin Powell
Activity: First semester/trimester follow up Strategy Data
- Dec 1, 2009:** Research different teaching strategies for best practices
Person: Task force team
Activity: Staff will be notified every month of learning opportunities for best practices
- Dec 10, 2009:** Share best practices findings with staff
Person: Dustin Powell
Activity: Staff will be notified every month of learning opportunities for best practices
- Jan 1, 2010:** Research different teaching strategies for best practices
Person: Task force team
Activity: Staff will be notified every month of learning opportunities for best practices

- Jan 5, 2010:** Schedule meetings for team members
Person: Dustin Powell
Activity: Site visits at other schools
- Jan 10, 2010:** Share best practices findings with staff
Person: Dustin Powell
Activity: Staff will be notified every month of learning opportunities for best practices
- Feb 1, 2010:** Research different teaching strategies for best practices
Person: Task force team
Activity: Staff will be notified every month of learning opportunities for best practices
- Feb 10, 2010:** Share best practices findings with staff
Person: Dustin Powell
Activity: Staff will be notified every month of learning opportunities for best practices
- Mar 1, 2010:** Research different teaching strategies for best practices
Person: Task force team
Activity: Staff will be notified every month of learning opportunities for best practices
- Mar 9, 2010:** Schedule meetings for team members
Person: Dustin Powell
Activity: Site visits at other schools
- Mar 10, 2010:** Share best practices findings with staff
Person: Dustin Powell
Activity: Staff will be notified every month of learning opportunities for best practices
- Apr 1, 2010:** Research different teaching strategies for best practices
Person: Task force team
Activity: Staff will be notified every month of learning opportunities for best practices
- Apr 10, 2010:** Share best practices findings with staff
Person: Dustin Powell
Activity: Staff will be notified every month of learning opportunities for best practices
- May 1, 2010:** Collect and record percentage of teachers increasing use of best practices
Person: Dustin Powell
Activity: Final semester/trimester follow up Strategy Data
- May 1, 2010:** Research different teaching strategies for best practices
Person: Task force team
Activity: Staff will be notified every month of learning opportunities for best practices
- May 10, 2010:** Share best practices findings with staff
Person: Dustin Powell
Activity: Staff will be notified every month of learning opportunities for best practices

Focused Student Group

- May , 2009:** Survey teachers on understanding of characteristics of special needs students
Person: Alice Sims
Activity: Collect baseline data
- May , 2009:** Tally number of special needs students who were tutored in 2008-09
Person: Pam Julian
Activity: Collect baseline data
- Sep , 2009:** Copy articles, information for teachers
Person: Alice Sims
Activity: Increase teachers' understanding of characteristics of special needs students

Sep , 2009: Gather articles, information on characteristics
Person: Task force team
Activity: Increase teachers' understanding of characteristics of special needs students

Sep , 2009: Put information in teachers' mailboxes
Person: Alice Sims
Activity: Increase teachers' understanding of characteristics of special needs students

Sep 7, 2009: Prepare teacher survey on characteristics of special needs students
Person: Task force team
Activity: Survey Teachers of Special Needs Students

Sep 27, 2009: Copy articles, information for teachers
Person: Alice Sims
Activity: Increase teachers' understanding of characteristics of special needs students

Sep 27, 2009: Gather articles, information on characteristics
Person: Task force team
Activity: Increase teachers' understanding of characteristics of special needs students

Sep 27, 2009: Put information in teachers' mailboxes
Person: Alice Sims
Activity: Increase teachers' understanding of characteristics of special needs students

Sep 30, 2009: Copy and distribute survey
Person: Alice Sims
Activity: Survey Teachers of Special Needs Students

Oct 5, 2009: Collect survey
Person: Alice Sims
Activity: Survey Teachers of Special Needs Students

Oct 10, 2009: Distribute results of survey to staff
Person: Alice Sims
Activity: Survey Teachers of Special Needs Students

Oct 10, 2009: Tally survey
Person: Task force team
Activity: Survey Teachers of Special Needs Students

Oct 25, 2009: Copy articles, information for teachers
Person: Alice Sims
Activity: Increase teachers' understanding of characteristics of special needs students

Oct 25, 2009: Gather articles, information on characteristics
Person: Task force team
Activity: Increase teachers' understanding of characteristics of special needs students

Oct 25, 2009: Put information in teachers' mailboxes
Person: Alice Sims
Activity: Increase teachers' understanding of characteristics of special needs students

Nov 29, 2009: Copy articles, information for teachers
Person: Alice Sims
Activity: Increase teachers' understanding of characteristics of special needs students

Nov 29, 2009: Gather articles, information on characteristics
Person: Task force team
Activity: Increase teachers' understanding of characteristics of special needs students

Nov 29, 2009: Put information in teachers' mailboxes
Person: Alice Sims
Activity: Increase teachers' understanding of characteristics of special needs students

Dec , 2009: Collect and tally sign-in sheets at tutoring sessions
Person: Pam Julian
Activity: Collect first semester/trimester follow up data

Dec 20, 2009: Distribute survey on characteristics of special needs students
Person: Alice Sims
Activity: Collect first semester/trimester follow up data

Dec 27, 2009: Copy articles, information for teachers
Person: Alice Sims
Activity: Increase teachers' understanding of characteristics of special needs students

Dec 27, 2009: Gather articles, information on characteristics
Person: Task force team
Activity: Increase teachers' understanding of characteristics of special needs students

Dec 27, 2009: Put information in teachers' mailboxes
Person: Alice Sims
Activity: Increase teachers' understanding of characteristics of special needs students

Jan 31, 2010: Copy articles, information for teachers
Person: Alice Sims
Activity: Increase teachers' understanding of characteristics of special needs students

Jan 31, 2010: Gather articles, information on characteristics
Person: Task force team
Activity: Increase teachers' understanding of characteristics of special needs students

Jan 31, 2010: Put information in teachers' mailboxes
Person: Alice Sims
Activity: Increase teachers' understanding of characteristics of special needs students

Feb 28, 2010: Copy articles, information for teachers
Person: Alice Sims
Activity: Increase teachers' understanding of characteristics of special needs students

Feb 28, 2010: Gather articles, information on characteristics
Person: Task force team
Activity: Increase teachers' understanding of characteristics of special needs students

Feb 28, 2010: Put information in teachers' mailboxes
Person: Alice Sims
Activity: Increase teachers' understanding of characteristics of special needs students

Mar 28, 2010: Copy articles, information for teachers
Person: Alice Sims
Activity: Increase teachers' understanding of characteristics of special needs students

Mar 28, 2010: Gather articles, information on characteristics
Person: Task force team
Activity: Increase teachers' understanding of characteristics of special needs students

Mar 28, 2010: Put information in teachers' mailboxes
Person: Alice Sims
Activity: Increase teachers' understanding of characteristics of special needs students

May , 2010: Collect and tally sign-in sheets at tutoring sessions

Person: Pam Julian

Activity: Collect final semester/trimester follow up data

May 1, 2010: Distribute survey on characteristics of special needs students

Person: Alice Sims

Activity: Collect final semester/trimester follow up data

Freshman Academy

May 16, 2009: Distribute, collect, tally survey of % of teachers surveyed that feel they were motivated to help the students succeed

Person: Melissa Stieneker

Activity: Baseline Strategy Data

May 16, 2009: Distribute, collect, tally survey of % of teachers that feel program helps student success

Person: Melissa Stieneker

Activity: Baseline Strategy Data

May 16, 2009: Distribute, collect, tally surveys of % of students surveyed who feel their mentor helped motivate them to succeed

Person: Mentor teachers

Activity: Baseline Strategy Data

Jun , 2009: Divide freshmen into mentor groups

Person: Task force team

Activity: Group freshmen with mentors

Sep , 2009: Mentors will meet weekly with mentor groups

Person: Task force team

Activity: Meet weekly with mentor groups

Sep , 2009: Prepare survey for Freshman Academy teachers on their motivation for student success

Person: Melissa Stieneker

Activity: Surveys

Sep , 2009: Prepare surveys for freshmen students

Person: Mentor teachers

Activity: Surveys

Dec 15, 2009: Distribute, collect, tally survey of % of teachers surveyed that feel they were motivated to help the students succeed

Person: Melissa Stieneker

Activity: First semester/trimester follow up Strategy Data

Dec 15, 2009: Distribute, collect, tally survey of % of teachers that feel program helps student success

Person: Melissa Stieneker

Activity: First semester/trimester follow up Strategy Data

Dec 15, 2009: Distribute, collect, tally surveys of % of students surveyed who feel their mentor helped motivate them to succeed

Person: Mentor teachers

Activity: First semester/trimester follow up Strategy Data

May 15, 2010: Distribute, collect, tally survey of % of teachers that feel program helps student success

Person: Melissa Stieneker

Activity: Final semester/trimester follow up Strategy Data

May 15, 2010: Distribute, collect, tally surveys of % of students surveyed who feel their mentor helped motivate them to succeed

Person: Mentor teachers

Activity: Final semester/trimester follow up Strategy Data

May 20, 2010: Distribute, collect, tally survey of % of teachers surveyed that feel they were motivated to help the students succeed

Person: Melissa Stieneker

Activity: Final semester/trimester follow up Strategy Data

Parent Involvement: Community Alliance Refining Education (CARE)

May 20, 2009: Attendance sheets are collected and tallied

Person: Ray Niehaus

Activity: Create Hometown Competitiveness Incubator

May 29, 2009: Get approval from School Board

Person: Ray Niehaus

Activity: Create Hometown Competitiveness Incubator

Jun 3, 2009: Get approval from Petersburg Community Council

Person: Ray Niehaus

Activity: Create Hometown Competitiveness Incubator

Aug 10, 2009: Set up Incubator in Petersburg

Person: Ray Niehaus

Activity: Create Hometown Competitiveness Incubator

Aug 30, 2009: Parents/Community members start supervising Incubator

Person: Ray Niehaus

Activity: Create Hometown Competitiveness Incubator

Aug 30, 2009: Students start creating projects at Incubator

Person: Ray Niehaus

Activity: Create Hometown Competitiveness Incubator

Aug 30, 2009: Students, parents, community members always sign-in upon attendance at Incubator

Person: Parents/Community Members

Activity: Create Hometown Competitiveness Incubator

Oct 20, 2009: Parents/Guardians sign attendance sheet at conferences

Person: Individual teachers

Activity: Attendance sheets at Parent/Teacher Conferences

Oct 20, 2009: Collect sign-in sheets after conferences and Open House

Person: Pep Young

Activity: Collect first semester/trimester follow up data

Oct 21, 2009: Attendance sheets are collected and tallied

Person: Pep Young

Activity: Attendance sheets at Parent/Teacher Conferences

Dec 15, 2009: Collect sign-in sheets at Incubator sight

Person: Ray Niehaus

Activity: Collect first semester/trimester follow up data

Dec 15, 2009: Attendance sheets are collected and tallied

Person: Ray Niehaus

Activity: Create Hometown Competitiveness Incubator

Mar 20, 2010: Attendance sheets are collected and tallied

Person: Pep Young

Activity: Attendance sheets at Parent/Teacher Conferences

Mar 20, 2010: Parents/guardians sign attendance sheet at conferences

Person: Individual teachers

Activity: Attendance sheets at Parent/Teacher Conferences

Mar 25, 2010: Collect sign-in sheets after conferences and Open House

Person: Pep Young

Activity: Collect final semester/trimester follow up data

May 15, 2010: Collect sign-in sheets at Incubator sight

Person: Ray Niehaus

Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

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