

School Improvement Plan - 2010-2011

Generated on June 3, 2010 at 3:39 PM

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
- Who Wrote this School Improvement Plan? 4
- Vision Statement 6
- Academic Goals 7
- Needs Assessment / Areas of Concern 10
- Strategies 12
- Strategy Data 14
- To-Do List 18
- Professional Development Summary 27
- Relationship Report: Areas of Concern / Strategies / Achievement Goals 30
- Force Field Excerpt 33
- Continuous Improvement Timeline 34

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-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

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

Strategy Chairs

- LeAnne Kelley
- Ray Niehaus
- Dustin Powell
- Alice Sims
- Melissa Stieneker
- Abigail Vinnedge

Community Council

- Phyllis Arnold - Parent
- Jeff Biesterveld - Parent , community, and judicial
- Stephanie Clark - Parent
- Kelly Cook - Parent
- Jon Craig - Community
- Joe Dedman - Community/IDEA Pike Co./Parent
- Jill Estey - Parent
- Troy and Kelli Gordon - parents
- Susan Haislip - Parent, Community, and Business representative
- LeAnne Kelley - School
- Kim McCandless - Parent
- Makenzie Meny - Student
- Leilani Meyer - Parent of sophomore
- Lerie Mitchell - Student
- Rhonda Robinette - Parent
- Rick Shultz - Community
- Alice Sims - Teacher
- Angela Tamalavic - Parent
- Dennis Whitehead - Community
- Carla Willis - Parent of senior
- Terry Wornica - Community/Parent/Also involved with sports program at PC

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:

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

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.

9th grade ECA takers - Writing Process

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68	73	70	75	70		72		73		74		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	70	82	66	83		84		85		86		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83	74	85	67	85		86		87		88		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83	79	85	65	86		87		88		89		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50		55	22	56		57		58		59		100%

Graduating Seniors - Earning Academic Honors Diploma

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55	27	57	24	58		59		60		61		100%

Graduating Seniors - Earning Core 40 Diploma

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65	32	70	32	75		76		77		78		100%

Graduating Seniors - - Students graduating with their class

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
98	99	98	97	98		98		98		98		100%

Sophomores - Students passing ECA English/Language Arts

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83	70	85	67	87		88		89		89		100%

Sophomores - Students passing ECA Math

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78	68	80	61	81		82		83		84		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
23	20	25	14	26		27		28		29		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
33	39	35	14	36		37		38		39		100

Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

Local Areas of Concern

We are concerned that... 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.

We are concerned that... Students lack of organizational skills

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

We are concerned that... 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.

We are concerned that... 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

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

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.

Impact Level: High Impact - Outside

Focus: General

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.

Impact Level: High Impact - Outside

Focus: General

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.

Impact Level: High Impact - Outside

Focus: General

F. Encourage Rigorous Curriculum: Data Driven Continuous Improvement

This task force team was trained by Steve Benjamin on how to utilize classroom instruction to help students comprehend core standards. The team developed 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.

Impact Level: High Impact - Inside

Focus: Specific

F. Encourage Rigorous Curriculum: Response to Intervention (RTI)

RTI is the practice of identifying the needs of struggling students and providing them focused instruction they need through varying levels of assistance ranging from assistance in the regular classroom to assistance in special education classrooms. It provides more individualized instruction to students who need it, based on deficits. Freshman and sophomores English and math teachers will identify the needs of the students and monitor progress throughout the year.

Impact Level: High Impact - Inside

Focus: General

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.

Impact Level: High Impact - Inside

Focus: Specific

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.

Impact Level: High Impact - Inside

Focus: Specific

Strategy Data

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

Local Strategies

Freshman Academy

% of teachers surveyed that feel they were motivated to help the students succeed.

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

% of students surveyed who feel their mentor helped motivate them to succeed

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

% of teachers that feel program helps student success

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

% of students surveyed who feel their mentors care about their success

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

Parent Involvement: Community Alliance Refining Education (CARE)

Number attending parent/teacher conferences and Open House in the Fall and Spring.

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

of parents and community members who sign-in on the sheet at location

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

% of parents and community have good attitude toward and willingness to become involved.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
55	65		70	

% of parents and community who know the level of involvement and purpose of CARE

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	25		30	

% of parents and community use the information that they receive through CARE

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

Required Strategies

F. Encourage Rigorous Curriculum: Data Driven Continuous Improvement

% of teachers who increase use of rigorous curriculum based on a pre- and post-questionnaires

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
45	55		65	

% of freshman and sophomore English and math teachers who use data to improve classroom instructional strategies

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
35	45		50	

% of freshman and sophomore math and English teachers who use data to monitor progress of students and what types of data are used based on survey

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
50	60		70	

I. Focused Academic Area: Best Practices

Percentage of teachers increasing use of best practices

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
35	45		55	

% of teachers who report daily use of best practices on the survey

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
55	60		65	

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

% of teachers report that they understand characteristics of special needs students on the survey

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
55	65		70	

% of teachers reporting that they understand the special needs of individual students on the survey

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
55	60		65	

To-Do List

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

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

Encourage Rigorous Curriculum

Apr 1, 2010: Collect baseline data: **Person:**

Apr 1, 2010: Collect baseline data: % of freshman and sophomore English and math teachers who use data to improve classroom instructional strategies **Person:** Alice Sims

Apr 1, 2010: Collect baseline data: % of freshman and sophomore math and English teachers who use data to monitor progress of students and what types of data are used based on survey **Person:** Alice Sims

Apr 1, 2010: Collect baseline data: % of teachers who increase use of rigorous curriculum based on a pre- and post-questionnaires **Person:** Alice Sims

Aug 11, 2010: Teachers will be "encouraged" to have more rigorous curriculum. **Person:** LeAnne Kelley

Aug 15, 2010: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Aug 15, 2010: Prepare and tally survey on percentage of teachers using new methods of teaching **Person:** Alice Sims

Aug 22, 2010: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Aug 24, 2010: Freshman and sophomore math and English teachers will work with Susan Parnell on strategies to use **Person:** LeAnne Kelley

Aug 24, 2010: Teachers refer students to RTI team anytime they see a need **Person:** LeAnne Kelley

Aug 24, 2010: Teachers will put interventions in place for referred students **Person:** LeAnne Kelley

Aug 24, 2010: Team will collect data monthly to determine whether the strategies are working **Person:** LeAnne Kelley

Aug 24, 2010: Team will give referral teachers researched based interventions to verify that referred students are improving **Person:** LeAnne Kelley

Aug 24, 2010: Team will use assessment tools to collect and analyze data on referred students **Person:** LeAnne Kelley

Aug 24, 2010: Team will work with Best Practices team to finalize plans for strategy **Person:** LeAnne Kelley/Dustin Powell

Aug 25, 2010: Train freshman and sophomore math and English teachers on strategies to use **Person:** LeAnne Kelley

Aug 29, 2010: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Sep 5, 2010: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Sep 12, 2010: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Sep 15, 2010: Set up mentoring plan for freshman and sophomore math and English teachers for learning new strategies **Person:** LeAnne Kelley

Sep 19, 2010: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Sep 19, 2010: Team continues training with Steve Benjamin on correct data to use **Person:** LeAnne Kelley

Sep 26, 2010: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Oct 3, 2010: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Oct 10, 2010: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Oct 17, 2010: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Oct 24, 2010: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Oct 31, 2010: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Nov 7, 2010: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Nov 14, 2010: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Nov 21, 2010: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Nov 28, 2010: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Nov 30, 2010: Collect fall data: **Person:**

Nov 30, 2010: Collect fall data: % of freshman and sophomore English and math teachers who use data to improve classroom instructional strategies **Person:** Alice Sims

Nov 30, 2010: Collect fall data: % of freshman and sophomore math and English teachers who use data to monitor progress of students and what types of data are used based on survey **Person:** Alice Sims

Nov 30, 2010: Collect fall data: % of teachers who increase use of rigorous curriculum based on a pre- and post-questionnaires **Person:** Alice Sims

Dec 5, 2010: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Dec 12, 2010: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Dec 19, 2010: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Dec 26, 2010: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Jan 2, 2011: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Jan 9, 2011: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Jan 16, 2011: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Jan 23, 2011: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Jan 30, 2011: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Feb , 2011: Students will be given Pathways book before planning schedule for following year **Person:** Amy Ruxer

Feb 6, 2011: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Feb 13, 2011: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Feb 20, 2011: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Feb 27, 2011: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Mar , 2011: Guidance Counselors will meet individually with all students to plan schedule. Will encourage more rigorous curriculum **Person:** Amy Ruxer and Pam Julian

Mar 6, 2011: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Mar 13, 2011: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Mar 20, 2011: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Mar 27, 2011: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Apr 3, 2011: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Apr 4, 2011: Staff will encourage students to take more rigorous classes for following year **Person:** All staff members

Apr 7, 2011: prepare and tally follow-up survey on percentage who increased use of rigorous curriculum **Person:** Alice Sims

Apr 10, 2011: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Apr 17, 2011: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Apr 24, 2011: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Apr 30, 2011: Survey students to see how many signed up for more rigorous classes **Person:** Amy Ruxer

May 1, 2011: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

May 8, 2011: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

May 15, 2011: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

May 22, 2011: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

May 29, 2011: Lesson plans will be checked to see if teachers are using more rigorous curriculum **Person:** LeAnne Kelley

Jun 30, 2011: Collect spring data: **Person:**

Jun 30, 2011: Collect spring data: % of freshman and sophomore English and math teachers who use data to improve classroom instructional strategies **Person:** Alice Sims

Jun 30, 2011: Collect spring data: % of freshman and sophomore math and English teachers who use data to monitor progress of students and what types of data are used based on survey **Person:** Alice Sims

Jun 30, 2011: Collect spring data: % of teachers who increase use of rigorous curriculum based on a pre- and post-questionnaires **Person:** Alice Sims

Focused Academic Area

Apr 1, 2010: Collect baseline data: % of teachers who report daily use of best practices on the survey **Person:** Dustin Powell

Aug 24, 2010: Questionnaire will be given to staff to see who would be willing to be observed by other teachers **Person:** Dustin Powell

Aug 24, 2010: Questionnaire will be given to staff to see who would like to attend workshops and observe other schools **Person:** Dustin Powell

Aug 24, 2010: Questionnaire will be given to staff to see who would like to observe other teachers **Person:** Dustin Powell

Aug 26, 2010: List will be compiled to see who wants to observe, who will be observed, who will attend workshops **Person:** Dustin Powell

Aug 31, 2010: Observations and workshops will be scheduled **Person:** Dustin Powell

Sep 1, 2010: Observations of other teachers will be scheduled **Person:** Dustin Powell

Sep 10, 2010: Teachers will teach rest of staff what they learned in workshops **Person:** Dustin Powell

Sep 11, 2010: Teachers attend workshops and share what is learned **Person:** Dustin Powell

Sep 11, 2010: Teachers will observe other teachers in departments **Person:** Dustin Powell

Sep 11, 2010: Teachers will teach rest of staff what they learned in workshops **Person:** Dustin Powell

Sep 12, 2010: Teachers will use strategies learned from observations and workshops in own classes **Person:** Dustin Powell

Sep 30, 2010: Teachers will use strategies learned from observations and workshops in own classes **Person:** Dustin Powell

Oct 1, 2010: Observations and workshops will be scheduled **Person:** Dustin Powell

Oct 1, 2010: Observations of other teachers will be scheduled **Person:** Dustin Powell

Oct 1, 2010: Teachers attend workshops and share what is learned **Person:** Dustin Powell
Oct 12, 2010: Teachers will use strategies learned from observations and workshops in own classes **Person:** Dustin Powell
Oct 15, 2010: Teachers will teach rest of staff what they learned in workshops **Person:** Dustin Powell
Nov 1, 2010: Observations and workshops will be scheduled **Person:** Dustin Powell
Nov 1, 2010: Observations of other teachers will be scheduled **Person:** Dustin Powell
Nov 3, 2010: Teachers attend workshops and share what is learned **Person:** Dustin Powell
Nov 10, 2010: Teachers will observe other teachers in departments **Person:** Dustin Powell
Nov 12, 2010: Teachers will use strategies learned from observations and workshops in own classes **Person:** Dustin Powell
Nov 13, 2010: Teachers will observe other teachers in departments **Person:** Dustin Powell
Nov 15, 2010: Teachers will teach rest of staff what they learned in workshops **Person:** Dustin Powell
Nov 30, 2010: Collect fall data: % of teachers who report daily use of best practices on the survey **Person:** Dustin Powell
Nov 30, 2010: Collect fall data: Percentage of teachers increasing use of best practices **Person:** Dustin Powell
Dec 1, 2010: Observations and workshops will be scheduled **Person:** Dustin Powell
Dec 1, 2010: Observations of other teachers will be scheduled **Person:** Dustin Powell
Dec 12, 2010: Teachers will use strategies learned from observations and workshops in own classes **Person:** Dustin Powell
Dec 15, 2010: Teachers will teach rest of staff what they learned in workshops **Person:** Dustin Powell
Jan 1, 2011: Observations and workshops will be scheduled **Person:** Dustin Powell
Jan 1, 2011: Observations of other teachers will be scheduled **Person:** Dustin Powell
Jan 12, 2011: Teachers will use strategies learned from observations and workshops in own classes **Person:** Dustin Powell
Jan 15, 2011: Teachers attend workshops and share what is learned **Person:** Dustin Powell
Jan 15, 2011: Teachers will observe other teachers in departments **Person:** Dustin Powell
Jan 15, 2011: Teachers will teach rest of staff what they learned in workshops **Person:** Dustin Powell
Feb 1, 2011: Observations and workshops will be scheduled **Person:** Dustin Powell
Feb 1, 2011: Observations of other teachers will be scheduled **Person:** Dustin Powell
Feb 12, 2011: Teachers will use strategies learned from observations and workshops in own classes **Person:** Dustin Powell
Feb 15, 2011: Teachers will teach rest of staff what they learned in workshops **Person:** Dustin Powell
Mar 1, 2011: Observations and workshops will be scheduled **Person:** Dustin Powell
Mar 1, 2011: Observations of other teachers will be scheduled **Person:** Dustin Powell
Mar 12, 2011: Teachers will use strategies learned from observations and workshops in own classes **Person:** Dustin Powell
Mar 15, 2011: Teachers will teach rest of staff what they learned in workshops **Person:** Dustin Powell
Mar 19, 2011: Teachers attend workshops and share what is learned **Person:** Dustin Powell
Mar 19, 2011: Teachers will observe other teachers in departments **Person:** Dustin Powell
Apr 1, 2011: Observations and workshops will be scheduled **Person:** Dustin Powell
Apr 1, 2011: Observations of other teachers will be scheduled **Person:** Dustin Powell
Apr 12, 2011: Teachers will use strategies learned from observations and workshops in own classes **Person:** Dustin Powell
May 12, 2011: Teachers will use strategies learned from observations and workshops in own classes **Person:** Dustin Powell
Jun 30, 2011: Collect spring data: % of teachers who report daily use of best practices on the survey **Person:** Dustin Powell
Jun 30, 2011: Collect spring data: Percentage of teachers increasing use of best practices **Person:** Dustin Powell

Focused Student Group

Apr 1, 2010: Collect baseline data: % of teachers reporting that they understand the special needs of individual students on the survey **Person:** Melissa Stieneker
Aug 15, 2010: Prepare teacher survey on characteristics of special needs students **Person:** Melissa Stieneker
Aug 19, 2010: Tally surveys **Person:** Melissa Stieneker
Aug 24, 2010: Prepare examples of new strategies/activities for special needs students in regular classroom **Person:** Melissa Stieneker
Aug 30, 2010: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Aug 30, 2010: Give teachers of special needs students examples of strategies/activities **Person:** Melissa Stieneker
Sep 6, 2010: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Sep 13, 2010: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Sep 20, 2010: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Sep 27, 2010: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Oct 4, 2010: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Oct 11, 2010: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Oct 18, 2010: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Oct 25, 2010: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Nov 1, 2010: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Nov 8, 2010: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Nov 15, 2010: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley

Nov 22, 2010: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Nov 29, 2010: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Nov 30, 2010: Collect fall data: % of teachers report that they understand characteristics of special needs students on the survey
Person: Melissa Stieneker
Nov 30, 2010: Collect fall data: % of teachers reporting that they understand the special needs of individual students on the survey
Person: Melissa Stieneker
Dec 6, 2010: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Dec 13, 2010: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Dec 20, 2010: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Dec 27, 2010: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Jan 3, 2011: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Jan 10, 2011: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Jan 17, 2011: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Jan 24, 2011: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Jan 31, 2011: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Feb 7, 2011: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Feb 14, 2011: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Feb 21, 2011: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Feb 28, 2011: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Mar 7, 2011: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Mar 14, 2011: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Mar 21, 2011: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Mar 28, 2011: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Apr 4, 2011: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Apr 8, 2011: Prepare and tally follow-up survey on teacher understanding of special needs students **Person:** Melissa Stieneker
Apr 11, 2011: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Apr 18, 2011: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Apr 25, 2011: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
May 2, 2011: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
May 9, 2011: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
May 16, 2011: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
May 23, 2011: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
May 30, 2011: Check lesson plans for use of new strategies for special needs students **Person:** LeAnne Kelley
Jun 30, 2011: Collect spring data: % of teachers report that they understand characteristics of special needs students on the survey
Person: Melissa Stieneker
Jun 30, 2011: Collect spring data: % of teachers reporting that they understand the special needs of individual students on the survey
Person: Melissa Stieneker

Freshman Academy

Aug 10, 2010: Conduct freshman orientation **Person:** Blair and Stieneker
Aug 15, 2010: Any mentee with discipline problem is sent directly to Ms. Kelley. This is any time needed. **Person:** All mentors
Aug 15, 2010: Mentors will be notified daily of any discipline problems in other classes **Person:** Pep Young
Aug 15, 2010: Mentors will meet immediately with mentees if they have discipline problems in other classes. **Person:** All mentors
Aug 15, 2010: Plan monthly activities for mentor teams **Person:** Melissa Stieneker
Aug 15, 2010: Provide freshman mentors with results of May surveys and discuss results **Person:** Adam Blair
Aug 17, 2010: If any problems occur, mentor meets immediately with mentee to resolve problem **Person:** All mentors
Aug 17, 2010: Mentors meet weekly to discuss problems students are having, such as a drop in grades or discipline problems
Person: Blair and Stieneker
Aug 19, 2010: Any mentee with discipline problem is sent directly to Ms. Kelley. This is any time needed. **Person:** All mentors
Aug 22, 2010: Mentors will meet immediately with mentees if they have discipline problems in other classes. **Person:** All mentors
Aug 24, 2010: If any problems occur, mentor meets immediately with mentee to resolve problem **Person:** All mentors
Aug 24, 2010: Mentors meet weekly to discuss problems students are having, such as a drop in grades or discipline problems
Person: Blair and Stieneker
Aug 26, 2010: Any mentee with discipline problem is sent directly to Ms. Kelley. This is any time needed. **Person:** All mentors
Aug 29, 2010: Mentors will meet immediately with mentees if they have discipline problems in other classes. **Person:** All mentors
Aug 30, 2010: Meet in mentor groups monthly for motivational and guided activities. **Person:** Blair and Stieneker
Aug 31, 2010: If any problems occur, mentor meets immediately with mentee to resolve problem **Person:** All mentors
Aug 31, 2010: Mentors meet weekly to discuss problems students are having, such as a drop in grades or discipline problems
Person: Blair and Stieneker

Nov 23, 2010: Mentors meet weekly to discuss problems students are having, such as a drop in grades or discipline problems
Person: Blair and Stieneker

Nov 25, 2010: Any mentee with discipline problem is sent directly to Ms. Kelley. This is any time needed. **Person:** All mentors

Nov 28, 2010: Mentors will meet immediately with mentees if they have discipline problems in other classes. **Person:** All mentors

Nov 29, 2010: Meet in mentor groups monthly for motivational and guided activities. **Person:** Blair and Stieneker

Nov 30, 2010: Collect fall data: % of students surveyed who feel their mentor helped motivate them to succeed **Person:** Melissa Stieneker

Nov 30, 2010: Collect fall data: % of students surveyed who feel their mentors care about their success **Person:** Melissa Stieneker

Nov 30, 2010: Collect fall data: % of teachers surveyed that feel they were motivated to help the students succeed. **Person:** Melissa Stieneker

Nov 30, 2010: Collect fall data: % of teachers that feel program helps student success **Person:** Melissa Stieneker

Nov 30, 2010: If any problems occur, mentor meets immediately with mentee to resolve problem **Person:** All mentors

Nov 30, 2010: Mentors meet weekly to discuss problems students are having, such as a drop in grades or discipline problems
Person: Blair and Stieneker

Dec 2, 2010: Any mentee with discipline problem is sent directly to Ms. Kelley. This is any time needed. **Person:** All mentors

Dec 5, 2010: Mentors will meet immediately with mentees if they have discipline problems in other classes. **Person:** All mentors

Dec 7, 2010: If any problems occur, mentor meets immediately with mentee to resolve problem **Person:** All mentors

Dec 7, 2010: Mentors meet weekly to discuss problems students are having, such as a drop in grades or discipline problems
Person: Blair and Stieneker

Dec 9, 2010: Any mentee with discipline problem is sent directly to Ms. Kelley. This is any time needed. **Person:** All mentors

Dec 12, 2010: Mentors will meet immediately with mentees if they have discipline problems in other classes. **Person:** All mentors

Dec 14, 2010: If any problems occur, mentor meets immediately with mentee to resolve problem **Person:** All mentors

Dec 14, 2010: Mentors meet weekly to discuss problems students are having, such as a drop in grades or discipline problems
Person: Blair and Stieneker

Dec 16, 2010: Any mentee with discipline problem is sent directly to Ms. Kelley. This is any time needed. **Person:** All mentors

Dec 19, 2010: Mentors will meet immediately with mentees if they have discipline problems in other classes. **Person:** All mentors

Dec 21, 2010: If any problems occur, mentor meets immediately with mentee to resolve problem **Person:** All mentors

Dec 21, 2010: Mentors meet weekly to discuss problems students are having, such as a drop in grades or discipline problems
Person: Blair and Stieneker

Dec 23, 2010: Any mentee with discipline problem is sent directly to Ms. Kelley. This is any time needed. **Person:** All mentors

Dec 26, 2010: Mentors will meet immediately with mentees if they have discipline problems in other classes. **Person:** All mentors

Dec 28, 2010: If any problems occur, mentor meets immediately with mentee to resolve problem **Person:** All mentors

Dec 28, 2010: Mentors meet weekly to discuss problems students are having, such as a drop in grades or discipline problems
Person: Blair and Stieneker

Dec 30, 2010: Any mentee with discipline problem is sent directly to Ms. Kelley. This is any time needed. **Person:** All mentors

Jan 2, 2011: Mentors will meet immediately with mentees if they have discipline problems in other classes. **Person:** All mentors

Jan 3, 2011: Meet in mentor groups monthly for motivational and guided activities. **Person:** Blair and Stieneker

Jan 4, 2011: If any problems occur, mentor meets immediately with mentee to resolve problem **Person:** All mentors

Jan 4, 2011: Mentors meet weekly to discuss problems students are having, such as a drop in grades or discipline problems
Person: Blair and Stieneker

Jan 6, 2011: Any mentee with discipline problem is sent directly to Ms. Kelley. This is any time needed. **Person:** All mentors

Jan 9, 2011: Mentors will meet immediately with mentees if they have discipline problems in other classes. **Person:** All mentors

Jan 11, 2011: If any problems occur, mentor meets immediately with mentee to resolve problem **Person:** All mentors

Jan 11, 2011: Mentors meet weekly to discuss problems students are having, such as a drop in grades or discipline problems
Person: Blair and Stieneker

Jan 13, 2011: Any mentee with discipline problem is sent directly to Ms. Kelley. This is any time needed. **Person:** All mentors

Jan 16, 2011: Mentors will meet immediately with mentees if they have discipline problems in other classes. **Person:** All mentors

Jan 18, 2011: If any problems occur, mentor meets immediately with mentee to resolve problem **Person:** All mentors

Jan 18, 2011: Mentors meet weekly to discuss problems students are having, such as a drop in grades or discipline problems
Person: Blair and Stieneker

Jan 20, 2011: Any mentee with discipline problem is sent directly to Ms. Kelley. This is any time needed. **Person:** All mentors

Jan 23, 2011: Mentors will meet immediately with mentees if they have discipline problems in other classes. **Person:** All mentors

Jan 25, 2011: If any problems occur, mentor meets immediately with mentee to resolve problem **Person:** All mentors

Jan 25, 2011: Mentors meet weekly to discuss problems students are having, such as a drop in grades or discipline problems
Person: Blair and Stieneker

Jan 27, 2011: Any mentee with discipline problem is sent directly to Ms. Kelley. This is any time needed. **Person:** All mentors

Jan 30, 2011: Mentors will meet immediately with mentees if they have discipline problems in other classes. **Person:** All mentors

Jan 31, 2011: Meet in mentor groups monthly for motivational and guided activities. **Person:** Blair and Stieneker

Feb 1, 2011: If any problems occur, mentor meets immediately with mentee to resolve problem **Person:** All mentors

Feb 1, 2011: Mentors meet weekly to discuss problems students are having, such as a drop in grades or discipline problems
Person: Blair and Stieneker

Apr 26, 2011: Mentors meet weekly to discuss problems students are having, such as a drop in grades or discipline problems
Person: Blair and Stieneker

Apr 28, 2011: Any mentee with discipline problem is sent directly to Ms. Kelley. This is any time needed. **Person:** All mentors

May 1, 2011: Mentors will meet immediately with mentees if they have discipline problems in other classes. **Person:** All mentors

May 2, 2011: Meet in mentor groups monthly for motivational and guided activities. **Person:** Blair and Stieneker

May 3, 2011: If any problems occur, mentor meets immediately with mentee to resolve problem **Person:** All mentors

May 3, 2011: Mentors meet weekly to discuss problems students are having, such as a drop in grades or discipline problems
Person: Blair and Stieneker

May 5, 2011: Any mentee with discipline problem is sent directly to Ms. Kelley. This is any time needed. **Person:** All mentors

May 8, 2011: Mentors will meet immediately with mentees if they have discipline problems in other classes. **Person:** All mentors

May 10, 2011: If any problems occur, mentor meets immediately with mentee to resolve problem **Person:** All mentors

May 10, 2011: Mentors meet weekly to discuss problems students are having, such as a drop in grades or discipline problems
Person: Blair and Stieneker

May 12, 2011: Any mentee with discipline problem is sent directly to Ms. Kelley. This is any time needed. **Person:** All mentors

May 15, 2011: Mentors will meet immediately with mentees if they have discipline problems in other classes. **Person:** All mentors

May 17, 2011: If any problems occur, mentor meets immediately with mentee to resolve problem **Person:** All mentors

May 17, 2011: Mentors meet weekly to discuss problems students are having, such as a drop in grades or discipline problems
Person: Blair and Stieneker

May 19, 2011: Any mentee with discipline problem is sent directly to Ms. Kelley. This is any time needed. **Person:** All mentors

May 22, 2011: Mentors will meet immediately with mentees if they have discipline problems in other classes. **Person:** All mentors

May 24, 2011: If any problems occur, mentor meets immediately with mentee to resolve problem **Person:** All mentors

May 24, 2011: Mentors meet weekly to discuss problems students are having, such as a drop in grades or discipline problems
Person: Blair and Stieneker

May 26, 2011: Any mentee with discipline problem is sent directly to Ms. Kelley. This is any time needed. **Person:** All mentors

May 29, 2011: Mentors will meet immediately with mentees if they have discipline problems in other classes. **Person:** All mentors

Jun 30, 2011: Collect spring data: % of students surveyed who feel their mentor helped motivate them to succeed **Person:** Melissa Stieneker

Jun 30, 2011: Collect spring data: % of students surveyed who feel their mentors care about their success **Person:** Melissa Stieneker

Jun 30, 2011: Collect spring data: % of teachers surveyed that feel they were motivated to help the students succeed. **Person:** Melissa Stieneker

Jun 30, 2011: Collect spring data: % of teachers that feel program helps student success **Person:** Melissa Stieneker

Parent Involvement: Community Alliance Refining Education (CARE)

Apr 1, 2010: Collect baseline data: % of parents and community have good attitude toward and willingness to become involved.
Person: Ray Niehaus

Apr 1, 2010: Collect baseline data: % of parents and community use the information that they receive through CARE **Person:** Ray Niehaus

Apr 1, 2010: Collect baseline data: % of parents and community who know the level of involvement and purpose of CARE **Person:** Ray Niehaus

Aug 14, 2010: Prepare and send letter to those willing to volunteer **Person:** Ray Niehaus

Sep 1, 2010: Task force team meets monthly to plan activities for parents and community **Person:** Ray Niehaus

Sep 12, 2010: Contact those responding to letter **Person:** Ray Niehaus

Sep 15, 2010: Invitations will be sent as follow-up to planned activities **Person:** Ray Niehaus

Oct 6, 2010: Task force team meets monthly to plan activities for parents and community **Person:** Ray Niehaus

Nov 3, 2010: Task force team meets monthly to plan activities for parents and community **Person:** Ray Niehaus

Nov 17, 2010: Invitations will be sent as follow-up to planned activities **Person:** Ray Niehaus

Nov 30, 2010: Collect fall data: # of parents and community members who sign-in on the sheet at location **Person:** Ray Niehaus

Nov 30, 2010: Collect fall data: % of parents and community have good attitude toward and willingness to become involved.
Person: Ray Niehaus

Nov 30, 2010: Collect fall data: % of parents and community use the information that they receive through CARE **Person:** Ray Niehaus

Nov 30, 2010: Collect fall data: % of parents and community who know the level of involvement and purpose of CARE **Person:** Ray Niehaus

Nov 30, 2010: Collect fall data: Number attending parent/teacher conferences and Open House in the Fall and Spring. **Person:** Ray Niehaus

Dec 1, 2010: Task force team meets monthly to plan activities for parents and community **Person:** Ray Niehaus

Jan 5, 2011: Task force team meets monthly to plan activities for parents and community **Person:** Ray Niehaus

Jan 19, 2011: Invitations will be sent as follow-up to planned activities **Person:** Ray Niehaus

Feb 2, 2011: Task force team meets monthly to plan activities for parents and community **Person:** Ray Niehaus
Mar 2, 2011: Task force team meets monthly to plan activities for parents and community **Person:** Ray Niehaus
Mar 23, 2011: Invitations will be sent as follow-up to planned activities **Person:** Ray Niehaus
Apr 6, 2011: Task force team meets monthly to plan activities for parents and community **Person:** Ray Niehaus
May 4, 2011: Task force team meets monthly to plan activities for parents and community **Person:** Ray Niehaus
Jun 30, 2011: Collect spring data: # of parents and community members who sign-in on the sheet at location **Person:** Ray Niehaus
Jun 30, 2011: Collect spring data: % of parents and community have good attitude toward and willingness to become involved.
Person: Ray Niehaus
Jun 30, 2011: Collect spring data: % of parents and community use the information that they receive through CARE **Person:** Ray Niehaus
Jun 30, 2011: Collect spring data: % of parents and community who know the level of involvement and purpose of CARE **Person:** Ray Niehaus
Jun 30, 2011: Collect spring data: Number attending parent/teacher conferences and Open House in the Fall and Spring. **Person:** Ray Niehaus

Professional Development Summary

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

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

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

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

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Data Driven Continuous Improvement

Freshman and sophomore math and English teachers will work with Susan Parnell on strategies to use

Brief Description: Train freshman and sophomore math and English teachers on strategies to use in classrooms

Intended Participants: Teachers

Date: Aug 24, 2010

Activity Purpose: Information, Refinement

Activity Format: Presentation

Funding: Local funding

Does this activity occur during the school day? Yes

Team continues training with Steve Benjamin on correct data to use

Brief Description: Team continues training with Steve Benjamin on correct data to use

Intended Participants: Teachers

Date: Sep 19, 2010

Activity Purpose: Information, Skill Building, Refinement

Activity Format: Presentation

Funding: IDOE Professional Development Grant

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Response to Intervention (RTI)

No professional development is needed for this strategy.

I. Focused Academic Area: Best Practices

Teachers attend workshops and share what is learned

Brief Description: Teachers attend workshops and share what is learned

Intended Participants: Teachers

Dates: Sep 11, 2010; Oct 1, 2010; Nov 3, 2010; Jan 15, 2011; Mar 19, 2011

Activity Purpose: Skill Building

Activity Format: Talk to, Presentation, Peer Coaching

Funding: n/a

Does this activity occur during the school day? Yes

Teachers will observe other teachers in departments

Brief Description: Teachers will observe other teachers in departments

Intended Participants: Teachers

Dates: Sep 11, 2010; Nov 10, 2010; Nov 13, 2010; Jan 15, 2011; Mar 19, 2011

Activity Purpose: Feedback/Support

Activity Format: Peer Coaching

Funding: n/a

Does this activity occur during the school day? Yes

Teachers will teach rest of staff what they learned in workshops

Brief Description: Teachers will teach rest of staff what they learned in workshops

Intended Participants: Teachers

Dates: Sep 11, 2010; Oct 15, 2010; Nov 15, 2010; Dec 15, 2010; Jan 15, 2011; Feb 15, 2011; Mar 15, 2011

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: n/a

Does this activity occur during the school day? Yes

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

Give teachers of special needs students examples of strategies/activities

Brief Description: Give teachers of special needs students examples of strategies/activities

Intended Participants: Teachers

Date: Aug 30, 2010

Activity Purpose: Information, Skill Building

Activity Format: Professional Reading

Funding: None needed

Does this activity occur during the school day? Yes

Prepare examples of new strategies/activities for special needs students in regular classroom

Brief Description: Prepare examples of new strategies/activities for special needs students in regular classroom

Intended Participants: Teachers

Date: Aug 24, 2010

Activity Purpose: Information, Skill Building

Activity Format: Professional Reading

Funding: IDOE Professional Development Grant

Does this activity occur during the school day? Yes

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... Lack of Motivation

Data Targets Influenced by This Concern:

- All Students Taking ECA - English 9th,10th and Retesters -- % passing ECA - English
- All Students Taking ECA - Mathematics 9th,10th and Retesters -- % passing ECA 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 ECA English/Language Arts
- Sophomores -- Students passing ECA Math
- Students with an IEP - 9th, 10th and Retesters -- % passing ECA - English
- Students with an IEP - 9th, 10th and Retesters -- % passing ECA - Mathematics

Strategies to Impact This Concern:

- Freshman Academy
- F. Encourage Rigorous Curriculum: Data Driven Continuous Improvement
- F. Encourage Rigorous Curriculum: Response to Intervention (RTI)
- F. Encourage Rigorous Curriculum

We are concerned that... Students lack of organizational skills

Data Targets Influenced by This Concern:

- 9th grade ECA takers -- Writing Process
- All Students Taking ECA - English 9th,10th and Retesters -- % passing ECA - English
- All Students Taking ECA - Mathematics 9th,10th and Retesters -- % passing ECA 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
- F. Encourage Rigorous Curriculum: Response to Intervention (RTI)
- F. Encourage Rigorous Curriculum

We are concerned that... 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) -- ECA PL221 Category Placement Performance
- All Students Taking ECA - English 9th,10th and Retesters -- % passing ECA - English
- All Students Taking ECA - Mathematics 9th,10th and Retesters -- % passing ECA 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 ECA - English
- Students with an IEP - 9th, 10th and Retesters -- % passing ECA - 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

We are concerned that... Parental Involvement CARE**Data Targets Influenced by This Concern:**

- All Students Taking ECA - English 9th,10th and Retesters -- % passing ECA - English
- All Students Taking ECA - Mathematics 9th,10th and Retesters -- % passing ECA 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: Data Driven Continuous Improvement
- F. Encourage Rigorous Curriculum: Response to Intervention (RTI)
- F. Encourage Rigorous Curriculum

I. Focused Academic Area (PL221)**Data Targets Influenced by This Concern:**

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

- F. Encourage Rigorous Curriculum: Response to Intervention (RTI)
- I. Focused Academic Area: Best Practices

U. Focused Student Group (PL221)**Data Targets Influenced by This Concern:**

- All Students Taking ECA - English 9th,10th and Retesters -- % passing ECA - English
- All Students Taking ECA - Mathematics 9th,10th and Retesters -- % passing ECA 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 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?	Central office, principal's office
B. What rules or statutes would you like to waive in order to promote student learning? <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. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	SAT PSAT End-of-Course Assessments

Continuous Improvement Timeline

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

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