

# **School Improvement Plan - 2011-2012**

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## **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:



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# Table of Contents

- School Improvement Plan Introduction . . . . . 3
- Who Wrote this School Improvement Plan? . . . . . 4
- Vision Statement . . . . . 6
- Academic Goals . . . . . 7
- Needs Assessment / Areas of Concern . . . . . 10
- Strategies . . . . . 12
- Strategy Data . . . . . 16
- To-Do List . . . . . 20
- Professional Development Summary . . . . . 24
- Relationship Report: Areas of Concern / Strategies / Achievement Goals . . . . . 27
- Force Field Excerpt . . . . . 30
- Continuous Improvement Timeline . . . . . 31

# 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
- Indiana Rules and Regulations

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

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

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

## **Using Data for Decision-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.

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 Gegogeine - Teacher
- Mindy Keecker - 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

- Adam Blair
- Ryan Bowman
- Pam Frick
- Kyle Runyan
- Amy Ruxer
- Alice Sims
- Melissa Stieneker

## 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 ECA: 100%
- % of students who pass the English portion of the ECA: 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.

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82	66	83		84		85		86		87		100%

## All Students Taking ECA - English - % passing ECA - English

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85	67	85		86		87		88		89		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85	65	86		87		88		89		90		100

**Freshman English students - Master Reading Comprehension**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				60		65		70		75		100

**Graduating Seniors - Earning Academic Honors Diploma**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
57	24	58		59	27	60		61		62		100%

**Graduating Seniors - Earning Core 40 Diploma**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	32	75		76		77		78		79		100%

**Graduating Seniors - Graduation Rate**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	82	82	91	90		90		90		90		

**Sophomores - Students passing ECA English/Language Arts**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85	67	87	64	88		89		89		90		100%

**Sophomores - Students passing ECA Math**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	61	81	67	82		83		84		85		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
25	14	26		27		28		29		30		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
35	14	36		37		38		39		40		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... Students lack of organizational skills**

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

### **We are concerned that... Closing the gap between special education and regular education students.**

Low ECA scores. Students reading below grade level Classroom grades. Lower graduation rate.

### **We are concerned that... Lack of Student 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.

## Required Areas of Concern

### **F. Encourage Rigorous Curriculum**

### **I. Focused Academic Area**

### **U. Focused Student Group**

### **X. Graduation Plan**



# Strategies

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

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

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

The strategy titles and descriptions are listed below:

## Local Strategies

### Alternatives to Discipline

This team will meet monthly to brainstorm, research, and make decisions about alternatives in discipline issues. The main topics will include Payback for attendance, bullying, tardies, suspensions, and cell phone policy, but other concerns will be addressed as they arise. Teachers will be given alternatives in handling discipline issues. Students will be given alternatives to punishment. Also, the team will look at discipline referrals from the previous school year and decide which type of discipline issues need the most attention. The team will review effectiveness of the types of discipline administered and determine if changes should be made.

**Impact Level:** High Impact - Inside

**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 - Inside

**Focus:** Specific

### F. Encourage Rigorous Curriculum: Reading Intervention

This team will identify students who are not reading at grade level and provide all content teachers with effective interventions to assist them in helping the students read at grade level. Teachers will be expected to implement these interventions to assist identified students. Students whose screening scores indicate potential difficulties with reading at grade level will be provided with more intensive reading interventions. Student responses to these interventions will then be measured to determine whether they have made progress and either no longer need the intervention, continue to need some intervention, or need even more intensive intervention.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### F. Encourage Rigorous Curriculum: Response to Instruction - RTI (formerly Intervention)

This team will meet to research and develop strategies to assist students who might need additional support at school, and ways to remove educational and behavioral barriers which might be interfering with a student's academic progress. When a student is referred to RtI, a plan will be developed to help the student by implementing an intervention and collection of data to monitor progress. The chair will meet with the parents of the referred student to discuss the student's needs and plan for intervention. The team will give the referral teacher researched-based interventions to be used to verify that the referred student

is improving in the problem areas. The teacher will put the interventions in place and monitor progress. The team will collect data monthly to determine whether the strategies are working and monitor progress. Follow-up meetings will be held monthly to discuss the referred student's progress and adjust interventions as needed. The RtI team will use assessment tools to collect and analyze data on referred students. A survey will be given to referring teachers, referred students and parents to evaluate the strength of the intervention.

**Impact Level:** High Impact - Inside

**Focus:** General

## G. Attendance

Any time a student is absent, the proper procedures should be followed for the absence to be excused: 1. If a parent knows a student will be absent in advance, a PRE-ARRANGED ABSENCE must be completed and returned to the front ATTENDANCE OFFICE prior to the absence. 2. Any other absence should be verified by a PHONE CALL to the ATTENDANCE OFFICE (354-8478) on the day of the absence or by a PARENTAL NOTE submitted within three days of the absence. \*\*\* NOTE \*\*\* Parent(s) or Guardian signature must be on file in ATTENDANCE OFFICE. See Student Handbook. 3. ALL absences must be verified by the ATTENDANCE OFFICE within three days (72 hours) after returning to school or they will be classified as an UNEXCUSED ABSENCE or TRUANCY. 4. ATTENDANCE will be taken EACH PERIOD by the classroom teacher. Pike County truancy/Educational Neglect Enforcement Policy will be in place. A copy of this policy is available at the high school. POLICY A student under eighteen (18) years of age unless emancipated is to be in attendance EVERY SCHOOL DAY as prescribed by the school attendance law. For those students who have an absence or tardy, the following procedures will be followed: 1. Students are permitted a maximum of 10 absences per semester before losing credit. 2. Excused and unexcused absences will count toward the student's absences. Unexcused absences are counted from the 1st day of school until the last day of school. Three tardies count as one absence. 3. If a student reaches 10 absences, he or she must obtain a written medical notice, given by the administration to be filled out by the physician. \*\*\*Note: Medical notice is not the same as a doctor's excuse. 4. When a student has been absent 6 times from any class in a semester, a letter will notify the parent(s) and/or guardian(s). Teachers will notify the attendance office when a student has missed their class 6 times within the semester period. 5. When a student has 10 absences in any class the parent(s) and/or guardian(s) will be notified by letter and/or phone call that the student will lose credit(s) if the Certificate of Incapacity is not filled out and/or approved upon the next absence. 6. If loss of credit occurs, the student will remain in the classroom and receive a (NM) but do the work as required and not become a discipline problem. The course will not count against the student's Grade Point Average (GPA). If the student becomes a discipline problem, then other discipline consequences will occur. Failure to comply with school action may result in suspension and/or expulsion from school due to insubordination. If loss of credit occurs, the student may lose driving privileges and the privilege of attending prom. 7. Absences beyond the 10 day per semester, trancies or suspended twice in a semester/year may result in notification to: a. Division of Child and Family Services b. Pike County Probation Department c. Bureau of Motor Vehicles (Driver's License suspended or Learner's Permit denied/suspended.) d. May revoke work permit 8. OSS-Out of School Suspension will not count toward student's 10 absences. 9 Students who are absent from school unless covered under I.C. 20-8.1-3-18 (Being a Page or Honoree of the Indiana General Assembly) or school approved activity (example: Field Trips, etc.) SHALL NOT attend school related activities that evening. 10. All notes (when a student returns to school) or phone calls on the day of the absence are required for all absences as confirmation of the parent/guardian having knowledge of the absence. 11. Pre-arranged absence(s) will count toward a student's absence(s) 12. A student leaving school without prior permission and/or without the approval of the nurse and/or administration will be counted as truant/unexcused. 13. College days are permitted but must be taken by the end of April and do NOT count toward the student's 10 days. Seniors are permitted two (2) college days and Juniors are permitted one (1) College day. They must have a pre-arranged absence turned in prior to the visit and must show verification of the college visit to the Attendance Office for an excused absence. 14. Working election polls for a candidate will not count as an absence IF the proper paperwork is obtained from the Attendance Office and turned in by the Friday before the elections. Working the polls must be verified by the candidate. 15. Funerals for immediate family (mother, father, siblings, and grandparents) will not count as an absence. Other emergencies will be taken under advisement as needed. 16. With prior approval, getting your driver's license will not count as an absence. Any other visit to the license branch will be counted as an unexcused absence. 17. Emergency situations will be taken under advisement. 18. After ten (10) unexcused absences from the 1st day of school until prom, a student will NOT be allowed to attend prom. 19. After twenty-five (25) excused and/or unexcused absences from the 1st day of school until prom, a student will NOT be allowed to attend prom. 20. After fourteen (14) tardies accumulated in a semester, a student will NOT be allowed to attend prom. TARDY POLICY TARDIES - Late to class/school. A student is considered tardy if he or she is not in their assigned room/ seat when the bell rings or at the designated time indicating that the period is to start, per discretion of the teacher and classroom rules. NOTE: 3 UNEXCUSED TARDIES = 1 UNEXCUSED ABSENCE \*\*\* 10 minutes or less, without excused pass = 1 unexcused tardy \*\*\* 11 minutes or more, without excused pass = 1 unexcused absence 1. A tardy will be EXCUSED if the student presents a valid pass signed by a teacher, nurse or office personnel. Time on the pass will indicate when the student was last seen. 2. Students who are tardy to class - UNEXCUSED, will receive: 1-2 - WARNING 3-5 - Detention (Morning or Afternoon) 6 - Saturday School-Tardy Contract-Loss of Driving Privileges 1 week 7-11 - Saturday School-Loss of Driving Privileges 2 weeks 12 - 1 Day of ISS - Loss of Driving Privileges 3 weeks 13-14 - 1 Day of ISS - Loss of Driving Privileges 4 weeks 15-16 - 2 Days of OSS - Loss of Driving Privileges for the remainder of the semester 17 - Loss of Driving Privileges - May Recommendation Expulsion LATE ARRIVAL TO SCHOOL 1. Sign in with ATTENDANCE OFFICE and get an excused or unexcused pass to class when student arrives at

school at any other time other than 8:20 a.m. MAKE-UP WORK 1. Excused absence - Work MUST be made up. 2. Unexcused absence - Work MUST be made up. Credit given will be by teacher discretion. 3. ISS - All work missed must be made up during the ISS day and credit given. Extra day(s) for homework/tests will be by teacher discretion. 4. OSS - Work MUST be made up and turned into the teacher. Credit given will be by teacher discretion. 5. Pre-arranged - Work allowed to be made up. Without teacher approval, students are not allowed more than 1 pre-arranged absence per week. \*\*\* When a student is absent for a specific number of days, that student will have an equal amount of days per days missed to turn in make-up work, or to make up tests beginning after the first day that student returns. Definitions: Detention, Suspension, Expulsion, Saturday School - Detention - Serving time studying or working before, during or after school or during lunch for something wrongly done. All work can be made-up. - In-School Suspension - Serving time during the day in a special classroom that has more restrictions placed on the student. Work can be made-up - Out-of-School-Suspension - Serving time away from school during the day. Credit is not granted for missed work. - Expulsion - Student is denied attendance at school for the remainder of the semester or year. Full credit is taken away. - Saturday School - Supervised detention on specified Saturdays. HABITUAL TRUANCY POLICY The Pike County School board has defined a habitual truant as One who willfully fails to attend school in defiance of PARENTAL AUTHORITY. The State of Indiana defines a truant as a student who has more than 10 unexcused absences in an entire school year and will be subject to #7 under the Policy (page 15) and submitted to and reviewed by the Truancy/Review/Neglect Board. Public Law IC 9-24-2-1 provides that the Bureau of Motor Vehicles may not issue a driver's license or learner's permit to a student who is: 1. Less than eighteen (18) years of age; 2. A habitual truant; and 3. Identified to the Bureau of Motor Vehicles by the student's principal. Building principals will determine that a student is a habitual truant; A. When that student has been truant from school three (3) times in any one semester, or four (4) times in a school year and B. A student who is absent from a class period beyond 10 minutes without an excuse constitutes a truancy; and C. The student will be identified as a habitual truant following an administrative conference with the student and his/her parent/guardian. A student identified as a habitual truant is entitled to a review of his/her attendance record at least once a year to determine if the student's attendance has improved so that the student may become eligible for a driver's license or learner's permit. Note: A parent must notify the school within three (3) school days of an absence in order for the absence not to be counted as a truancy. After three incidents of truancy, a letter will be sent home notifying the parent.

**Impact Level:** Low Impact

**Focus:** Specific

#### **I. Focused Academic Area: English**

Students who have been determined to need additional assistance in English will be placed in an intervention class. Immediately following the regular English class, students will receive additional instruction where the teachers will provide assistance to help students master the skills needed.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **I. Focused Academic Area: Math**

Students who have been determined to need additional assistance in math will be placed in an intervention class. Immediately following the regular math class, students will receive additional instruction where the teachers will provide assistance to help students master the skills needed.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **I. Focused Academic Area: Technology in English**

This team will meet once a month with the technology director to learn new methods for best practices using technology in English. The team will then teach the rest of the staff what they learned and how to use the information to reach students who are struggling with reading. English teachers will use the best practices ideas to reach students who are struggling with their class material. The team will address issues involving at-risk or special-needs students in English.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **U. Focused Student Group: Special Needs Students**

Special needs students who have been determined to need additional assistance to pass the ECA will be placed in a remediation class. Students will receive additional instruction where the teachers will provide remediation to help students master the skills needed to pass the ECA.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **X. Graduation Plan**

Our graduation plan enables students to connect what they are currently doing in school to what they want to do in the future. Students meet with the counselors, teachers, and their parents/guardians each year to assess and record their academic progress, interpret test scores, schedule appropriate courses, prepare for graduation from high school, and begin making initial career and post secondary education plans for life after high school. The students and the studentsâ parents first developed the graduation plan in the sixth grade, but before the end of the freshman year, each student and parents meet with the counselors to further develop the plan. The plan includes a statement of intent to graduate from high school, an acknowledgment of the importance of good citizenship, attendance, and thorough study habits. The plans become part of their permanent records. Before the end of the freshman year, the plan will be revised to include the subject and skill areas of interest to the student, a Core 40 program of study for the next three years that meets the interests and aptitude of the student, assurances that, upon satisfactory fulfillment of the plan, the student is entitled to graduate and will have taken at least the minimum variety and number of courses necessary to gain admittance to a state educational institution. The plan will also indicate assessments that the student plans to take voluntarily during Grade 10 through Grade 12. These could include the SAT Reasoning Test, the ACT test, advanced placement exams, college readiness exams, or workforce readiness exams.

**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

### Alternatives to Discipline

Number of behavior referrals

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	70		50	

number of behavior referrals written

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	75		50	

## Required Strategies

### F. Encourage Rigorous Curriculum

Percent of students in Core 40 and honors classes

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	60		60	

Survey students to determine the percent who say they are encouraged by counselors and teacher mentors to take more Core 40 and honors courses

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	55		65	

**F. Encourage Rigorous Curriculum: Reading Intervention**

% of teachers trained in reading interventions

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	10		20	

**F. Encourage Rigorous Curriculum: Response to Instruction - RTI (formerly Intervention)**

Percent of teachers trained in Rtl

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
3	12		20	

Percent of teachers using Rtl in classrooms

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	15		25	

**I. Focused Academic Area: English**

Percent of surveyed teachers who believe the English intervention class helped students

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

**I. Focused Academic Area: Math**

Percent of surveyed teachers who believe the math intervention class helped students

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	20		21	

**I. Focused Academic Area: Technology in English**

Number of teachers who report increase use of technology in classrooms

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	25		45	

**U. Focused Student Group: Special Needs Students**

Percent of students that the counselor scheduled into remediation class

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	20		21	

Percent of students with IEPs who respond in a survey that participation in the remediation class improved their grades

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	20		21	

**X. Graduation Plan**

% of parents who signed letter showing understanding

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	50		60	

% of freshmen parents who signed graduation plans

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	50		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.

## Alternatives to Discipline

**Apr 1, 2011:** Collect baseline data: Number of behavior referrals **Person:** Kyle Runyan

**Apr 1, 2011:** Collect baseline data: number of behavior referrals written **Person:**

**Aug 24, 2011:** Look at baseline data to determine which type of discipline needs the most attention **Person:** Kyle Runyan

**Sep 1, 2011:** Decide on alternative means of discipline **Person:** Kyle Runyan

**Sep 1, 2011:** Research alternative means of discipline **Person:** Kyle Runyan

**Oct 1, 2011:** Decide on alternative means of discipline **Person:** Kyle Runyan

**Oct 1, 2011:** Research alternative means of discipline **Person:** Kyle Runyan

**Nov 1, 2011:** Decide on alternative means of discipline **Person:** Kyle Runyan

**Nov 1, 2011:** Research alternative means of discipline **Person:** Kyle Runyan

**Nov 30, 2011:** Collect fall data: Number of behavior referrals **Person:** Kyle Runyan

**Nov 30, 2011:** Collect fall data: number of behavior referrals written **Person:**

**Dec 1, 2011:** Decide on alternative means of discipline **Person:** Kyle Runyan

**Dec 1, 2011:** Research alternative means of discipline **Person:** Kyle Runyan

**Dec 5, 2011:** Explain new alternatives to staff and school board **Person:** Kyle Runyan

**Dec 16, 2011:** Compare number of referrals to check for decrease **Person:** Kyle Runyan

**Jan 1, 2012:** Decide on alternative means of discipline **Person:** Kyle Runyan

**Jan 1, 2012:** Research alternative means of discipline **Person:** Kyle Runyan

**Feb 1, 2012:** Decide on alternative means of discipline **Person:** Kyle Runyan

**Feb 1, 2012:** Research alternative means of discipline **Person:** Kyle Runyan

**Mar 1, 2012:** Decide on alternative means of discipline **Person:** Kyle Runyan

**Mar 1, 2012:** Research alternative means of discipline **Person:** Kyle Runyan

**Apr 1, 2012:** Decide on alternative means of discipline **Person:** Kyle Runyan

**Apr 1, 2012:** Research alternative means of discipline **Person:** Kyle Runyan

**May 1, 2012:** Decide on alternative means of discipline **Person:** Kyle Runyan

**May 1, 2012:** Research alternative means of discipline **Person:** Kyle Runyan

**May 5, 2012:** Explain new alternatives to staff and school board **Person:** Kyle Runyan

**May 26, 2012:** Compare number of referrals to check for decrease **Person:** Kyle Runyan

**Jun 30, 2012:** Collect spring data: Number of behavior referrals **Person:** Kyle Runyan

**Jun 30, 2012:** Collect spring data: number of behavior referrals written **Person:**

## Encourage Rigorous Curriculum

**Apr 1, 2011:** Collect baseline data: % of teachers trained in reading interventions **Person:**

**Apr 1, 2011:** Collect baseline data: Percent of students in Core 40 and honors classes **Person:**

**Apr 1, 2011:** Collect baseline data: Percent of teachers trained in RtI **Person:**

**Apr 1, 2011:** Collect baseline data: Percent of teachers using RtI in classrooms **Person:**

**Apr 1, 2011:** Collect baseline data: Survey students to determine the percent who say they are encouraged by counselors and teacher mentors to take more Core 40 and honors courses **Person:**

**May 30, 2011:** Analyze results of 8th grade reading test **Person:** Melissa Stieneker

**Jun 19, 2011:** Train task force chair in reading program **Person:** LeAnne Kelley

**Jul 1, 2011:** Provide training on how to collect and interpret student data on reading efficiently and reliably **Person:** Melissa Stieneker

**Jul 30, 2011:** Train task force team on how to use reading program **Person:** Melissa Stieneker

**Aug 9, 2011:** Develop plans and strategies to assist students who need additional support **Person:** Pam Julian

**Aug 9, 2011:** Hold follow-up meetings to discuss student progress **Person:** Pam Julian  
**Aug 9, 2011:** Monitor progress of students who need additional support **Person:** Pam Julian  
**Aug 9, 2011:** Use assessment tools to collect and analyze data on referred students **Person:** Pam Julian  
**Aug 24, 2011:** Train task force team in RtI **Person:** Pam Julian  
**Sep 1, 2011:** Research types of reading interventions **Person:** Melissa Stieneker  
**Sep 1, 2011:** Train teachers on abilities to assist students with reading difficulties **Person:** Melissa Stieneker  
**Sep 9, 2011:** Develop plans and strategies to assist students who need additional support **Person:** Pam Julian  
**Sep 9, 2011:** Hold follow-up meetings to discuss student progress **Person:** Pam Julian  
**Sep 9, 2011:** Monitor progress of students who need additional support **Person:** Pam Julian  
**Sep 9, 2011:** Use assessment tools to collect and analyze data on referred students **Person:** Pam Julian  
**Sep 19, 2011:** Task force team trains other teachers in RtI **Person:** Pam Julian  
**Oct 1, 2011:** Guidance counselors will meet with each student individually before end of 1st semester to encourage them to take more Core 40 and honors courses **Person:** Amy Ruxer and Pam Julian  
**Oct 1, 2011:** Research types of reading interventions **Person:** Melissa Stieneker  
**Oct 9, 2011:** Develop plans and strategies to assist students who need additional support **Person:** Pam Julian  
**Oct 9, 2011:** Hold follow-up meetings to discuss student progress **Person:** Pam Julian  
**Oct 9, 2011:** Monitor progress of students who need additional support **Person:** Pam Julian  
**Oct 9, 2011:** Use assessment tools to collect and analyze data on referred students **Person:** Pam Julian  
**Nov 1, 2011:** Research types of reading interventions **Person:** Melissa Stieneker  
**Nov 9, 2011:** Develop plans and strategies to assist students who need additional support **Person:** Pam Julian  
**Nov 9, 2011:** Hold follow-up meetings to discuss student progress **Person:** Pam Julian  
**Nov 9, 2011:** Monitor progress of students who need additional support **Person:** Pam Julian  
**Nov 9, 2011:** Use assessment tools to collect and analyze data on referred students **Person:** Pam Julian  
**Nov 30, 2011:** Collect fall data: % of teachers trained in reading interventions **Person:**  
**Nov 30, 2011:** Collect fall data: Percent of students in Core 40 and honors classes **Person:**  
**Nov 30, 2011:** Collect fall data: Percent of teachers trained in RtI **Person:**  
**Nov 30, 2011:** Collect fall data: Percent of teachers using RtI in classrooms **Person:**  
**Nov 30, 2011:** Collect fall data: Survey students to determine the percent who say they are encouraged by counselors and teacher mentors to take more Core 40 and honors courses **Person:**  
**Dec 1, 2011:** Research types of reading interventions **Person:** Melissa Stieneker  
**Dec 9, 2011:** Develop plans and strategies to assist students who need additional support **Person:** Pam Julian  
**Dec 9, 2011:** Hold follow-up meetings to discuss student progress **Person:** Pam Julian  
**Dec 9, 2011:** Monitor progress of students who need additional support **Person:** Pam Julian  
**Dec 9, 2011:** Use assessment tools to collect and analyze data on referred students **Person:** Pam Julian  
**Jan 1, 2012:** Research types of reading interventions **Person:** Melissa Stieneker  
**Jan 9, 2012:** Develop plans and strategies to assist students who need additional support **Person:** Pam Julian  
**Jan 9, 2012:** Hold follow-up meetings to discuss student progress **Person:** Pam Julian  
**Jan 9, 2012:** Monitor progress of students who need additional support **Person:** Pam Julian  
**Jan 9, 2012:** Use assessment tools to collect and analyze data on referred students **Person:** Pam Julian  
**Feb 1, 2012:** Research types of reading interventions **Person:** Melissa Stieneker  
**Feb 9, 2012:** Develop plans and strategies to assist students who need additional support **Person:** Pam Julian  
**Feb 9, 2012:** Hold follow-up meetings to discuss student progress **Person:** Pam Julian  
**Feb 9, 2012:** Monitor progress of students who need additional support **Person:** Pam Julian  
**Feb 9, 2012:** Use assessment tools to collect and analyze data on referred students **Person:** Pam Julian  
**Mar 1, 2012:** Guidance counselors will meet with all students before end of year to encourage them to take more Core 40 and honors courses **Person:** Amy Ruxer and Pam Julian  
**Mar 1, 2012:** Research types of reading interventions **Person:** Melissa Stieneker  
**Mar 9, 2012:** Develop plans and strategies to assist students who need additional support **Person:** Pam Julian  
**Mar 9, 2012:** Hold follow-up meetings to discuss student progress **Person:** Pam Julian  
**Mar 9, 2012:** Monitor progress of students who need additional support **Person:** Pam Julian  
**Mar 9, 2012:** Use assessment tools to collect and analyze data on referred students **Person:** Pam Julian  
**Apr 1, 2012:** Research types of reading interventions **Person:** Melissa Stieneker  
**Apr 9, 2012:** Develop plans and strategies to assist students who need additional support **Person:** Pam Julian  
**Apr 9, 2012:** Hold follow-up meetings to discuss student progress **Person:** Pam Julian  
**Apr 9, 2012:** Monitor progress of students who need additional support **Person:** Pam Julian  
**Apr 9, 2012:** Use assessment tools to collect and analyze data on referred students **Person:** Pam Julian  
**May 9, 2012:** Develop plans and strategies to assist students who need additional support **Person:** Pam Julian  
**May 9, 2012:** Hold follow-up meetings to discuss student progress **Person:** Pam Julian  
**May 9, 2012:** Monitor progress of students who need additional support **Person:** Pam Julian  
**May 9, 2012:** Use assessment tools to collect and analyze data on referred students **Person:** Pam Julian

**Jun 30, 2012:** Collect spring data: % of teachers trained in reading interventions **Person:**

**Jun 30, 2012:** Collect spring data: Percent of students in Core 40 and honors classes **Person:**

**Jun 30, 2012:** Collect spring data: Percent of teachers trained in Rtl **Person:**

**Jun 30, 2012:** Collect spring data: Percent of teachers using Rtl in classrooms **Person:**

**Jun 30, 2012:** Collect spring data: Survey students to determine the percent who say they are encouraged by counselors and teacher mentors to take more Core 40 and honors courses **Person:**

## Focused Academic Area

**Mar 1, 2011:** Utilize data to determine which students need math intervention **Person:** Ryan Bowman

**Mar 14, 2011:** Utilize Classroom data, ISTEP scores, Acuity English tests to determine which students need English intervention **Person:** Adam Blair

**Apr 1, 2011:** Collect baseline data: Number of teachers who report increase use of technology in classrooms **Person:** Alice Sims

**Apr 14, 2011:** Analyze results of Classroom data, ISTEP scores, Acuity Math tests to determine placement of students **Person:** Ryan Bowman

**Apr 19, 2011:** Schedule students into correct classes **Person:** Pam Julian

**Apr 19, 2011:** Schedule students into correct classes **Person:** Pam Julian

**Aug 24, 2011:** Meet with technology director **Person:** Alice Sims

**Sep 1, 2011:** Address issues involving at-risk or special-needs students **Person:** Alice Sims

**Sep 1, 2011:** Assign team members other teachers to instruct on how to use new methods **Person:** Alice Sims

**Sep 1, 2011:** Train task force team on new methods of technology or websites to use in classroom **Person:** Alice Sims

**Sep 15, 2011:** Task force team trains other staff members on new technology/websites **Person:** Alice Sims

**Sep 24, 2011:** Meet with technology director **Person:** Alice Sims

**Oct 1, 2011:** Assign team members other teachers to instruct on how to use new methods **Person:** Alice Sims

**Oct 1, 2011:** Train task force team on new methods of technology or websites to use in classroom **Person:** Alice Sims

**Oct 15, 2011:** Task force team trains other staff members on new technology/websites **Person:** Alice Sims

**Oct 24, 2011:** Meet with technology director **Person:** Alice Sims

**Nov 1, 2011:** Assign team members other teachers to instruct on how to use new methods **Person:** Alice Sims

**Nov 1, 2011:** Train task force team on new methods of technology or websites to use in classroom **Person:** Alice Sims

**Nov 15, 2011:** Task force team trains other staff members on new technology/websites **Person:** Alice Sims

**Nov 24, 2011:** Meet with technology director **Person:** Alice Sims

**Nov 30, 2011:** Collect fall data: Number of teachers who report increase use of technology in classrooms **Person:** Alice Sims

**Dec 1, 2011:** Analyze results of Classroom data, ISTEP scores, Acuity English tests to determine placement of students **Person:** Adam Blair

**Dec 1, 2011:** Assign team members other teachers to instruct on how to use new methods **Person:** Alice Sims

**Dec 1, 2011:** Train task force team on new methods of technology or websites to use in classroom **Person:** Alice Sims

**Dec 5, 2011:** Analyze results of Classroom data, ISTEP scores, Acuity Math tests to determine placement of students **Person:** Ryan Bowman

**Dec 5, 2011:** Schedule students into correct classes **Person:** Pam Julian

**Dec 6, 2011:** Schedule students into correct classes **Person:** Pam Julian

**Dec 10, 2011:** Collect data: Percent of surveyed teachers who believe the math intervention class helped students **Person:** Ryan Bowman

**Dec 10, 2011:** Collect fall data: Percent of surveyed teachers who believe the English intervention class helped students **Person:** Adam Blair

**Dec 10, 2011:** Survey students to see if they feel English intervention class was successful **Person:** Adam Blair

**Dec 10, 2011:** Survey students to see if they feel the math intervention class was successful **Person:** Ryan Bowman

**Dec 15, 2011:** Task force team trains other staff members on new technology/websites **Person:** Alice Sims

**Dec 24, 2011:** Meet with technology director **Person:** Alice Sims

**Jan 1, 2012:** Assign team members other teachers to instruct on how to use new methods **Person:** Alice Sims

**Jan 1, 2012:** Train task force team on new methods of technology or websites to use in classroom **Person:** Alice Sims

**Jan 15, 2012:** Task force team trains other staff members on new technology/websites **Person:** Alice Sims

**Jan 24, 2012:** Meet with technology director **Person:** Alice Sims

**Feb 1, 2012:** Assign team members other teachers to instruct on how to use new methods **Person:** Alice Sims

**Feb 1, 2012:** Train task force team on new methods of technology or websites to use in classroom **Person:** Alice Sims

**Feb 15, 2012:** Task force team trains other staff members on new technology/websites **Person:** Alice Sims

**Feb 24, 2012:** Meet with technology director **Person:** Alice Sims

**Mar 1, 2012:** Assign team members other teachers to instruct on how to use new methods **Person:** Alice Sims

**Mar 1, 2012:** Train task force team on new methods of technology or websites to use in classroom **Person:** Alice Sims

**Mar 15, 2012:** Task force team trains other staff members on new technology/websites **Person:** Alice Sims

**Mar 24, 2012:** Meet with technology director **Person:** Alice Sims

**Apr 1, 2012:** Assign team members other teachers to instruct on how to use new methods **Person:** Alice Sims  
**Apr 1, 2012:** Train task force team on new methods of technology or websites to use in classroom **Person:** Alice Sims  
**Apr 15, 2012:** Analyze results of Classroom data, ISTEP scores, Acuity English tests to determine placement of students **Person:** Adam Blair  
**Apr 15, 2012:** Task force team trains other staff members on new technology/websites **Person:** Alice Sims  
**Apr 24, 2012:** Meet with technology director **Person:** Alice Sims  
**May 1, 2012:** Assign team members other teachers to instruct on how to use new methods **Person:** Alice Sims  
**May 1, 2012:** Schedule students into correct classes **Person:** Pam Julian  
**May 1, 2012:** Train task force team on new methods of technology or websites to use in classroom **Person:** Alice Sims  
**May 2, 2012:** Analyze results of Classroom data, ISTEP scores, Acuity Math tests to determine placement of students **Person:** Ryan Bowman  
**May 7, 2012:** Schedule students into correct classes **Person:** Pam Julian  
**May 13, 2012:** Collect data: Percent of surveyed teachers who believe the math intervention class helped students **Person:** Ryan Bowman  
**May 13, 2012:** Collect spring data: Percent of surveyed teachers who believe the English intervention class helped students **Person:** Adam Blair  
**May 13, 2012:** Survey students to see if they feel English intervention class was successful **Person:** Adam Blair  
**May 13, 2012:** Survey students to see if they feel the math intervention class was successful **Person:** Ryan Bowman  
**Jun 30, 2012:** Collect spring data: Number of teachers who report increase use of technology in classrooms **Person:** Alice Sims

## Focused Student Group

**Apr 19, 2011:** Collect spring data to determine which students with IEPs need remediation **Person:** Melissa Stieneker  
**Apr 21, 2011:** Analyze results of data to determine placement of students with IEPs **Person:** Melissa Stieneker  
**Apr 29, 2011:** Schedule students with IEPs who need remediation into remediation class **Person:** Amy Ruxer and Pam Julian  
**Nov 30, 2011:** Collect fall data: Percent of students that the counselor scheduled into remediation class **Person:** Melissa Stieneker  
**Nov 30, 2011:** Collect fall data: Percent of students with IEPs who respond in a survey that participation in the remediation class improved their grades **Person:** Melissa Stieneker  
**Dec 1, 2011:** Collect 1st semester data to determine which students with IEPs need remediation **Person:** Melissa Stieneker  
**Dec 6, 2011:** Analyze results of data to determine placement of students with IEPs **Person:** Melissa Stieneker  
**Dec 10, 2011:** Schedule students with IEPs who need remediation into remediation class **Person:** Amy Ruxer and Pam Julian  
**Apr 19, 2012:** Collect spring data to determine which students with IEPs need remediation **Person:** Melissa Stieneker  
**Apr 21, 2012:** Analyze results of data to determine placement of students with IEPs **Person:** Melissa Stieneker  
**May 1, 2012:** Schedule students with IEPs who need remediation into remediation classes **Person:** Amy Ruxer and Pam Julian  
**May 15, 2012:** Collect spring data: Percent of students that the counselor scheduled into remediation class **Person:** Melissa Stieneker  
**May 15, 2012:** Collect spring data: Percent of students with IEPs who respond in a survey that participation in the remediation class improved their grades **Person:** Melissa Stieneker

## Graduation Plan

**Feb 14, 2012:** Counselor meets individually with all juniors to make sure they are on track to graduate on time **Person:** Amy Ruxer  
**Feb 14, 2012:** Counselor meets individually with all sophomores to assure that students are on track to graduate on time **Person:** Pam Julian  
**Mar 18, 2012:** Meet with parents of incoming freshmen to discuss requirements of graduation **Person:** Pam Julian  
**Mar 31, 2012:** Counselor meets individually with all freshmen **Person:** Pam Julian  
**Apr 15, 2012:** Collect data: % of freshmen parents who signed graduation plans **Person:** Pam Julian  
**Apr 15, 2012:** Counselor collects signed graduation plan from freshmen parents **Person:** Pam Julian  
**Apr 15, 2012:** Guidance counselor meets with juniors to discuss plans for senior year **Person:** Amy Ruxer  
**Apr 30, 2012:** Collect data: % of parents who signed letter showing understanding **Person:** Amy Ruxer  
**Apr 30, 2012:** Incoming seniors and parents sign letter showing understanding of what is needed to graduate on time **Person:** Amy Ruxer  
**May 1, 2012:** Counselor collects signed letters to put in student files **Person:** Amy Ruxer

# Professional Development Summary

## REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

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

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

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

## Alternatives to Discipline

No professional development is needed for this strategy.

## F. Encourage Rigorous Curriculum

No professional development is needed for this strategy.

## F. Encourage Rigorous Curriculum: Reading Intervention

**Provide training on how to collect and interpret student data on reading efficiently and reliably**

**Brief Description:** Task force team will be trained on how to collect and interpret student data on reading efficiently and reliably.

**Intended Participants:** Teachers

**Date:** Jul 1, 2011

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation, Study Group, Peer Coaching

**Funding:** professional development funds

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

**Train task force chair in reading program**

**Brief Description:** The task force chair will be trained on how to use the new reading program.

**Intended Participants:** Teachers

**Date:** Jun 19, 2011

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** professional development funds

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

#### **Train task force team on how to use reading program**

**Brief Description:** Task force team will be trained on how to use reading program

**Intended Participants:** Teachers

**Date:** Jul 30, 2011

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation, Study Group, Peer Coaching

**Funding:**

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

#### **Train teachers on abilities to assist students with reading difficulties**

**Brief Description:** Train teachers on abilities to assist students with reading difficulties

**Intended Participants:** Teachers

**Date:** Sep 1, 2011

**Activity Purpose:** Information

**Activity Format:** Talk to

**Funding:**

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

## **F. Encourage Rigorous Curriculum: Response to Instruction - RTI (formerly Intervention)**

#### **Train task force team in Rtl**

**Brief Description:** Task force team will be trained in Rtl

**Intended Participants:** Teachers

**Date:** Aug 24, 2011

**Activity Purpose:** Information

**Activity Format:** Talk to

**Funding:**

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

## **I. Focused Academic Area: English**

No professional development is needed for this strategy.

## **I. Focused Academic Area: Math**

No professional development is needed for this strategy.

## **I. Focused Academic Area: Technology in English**

### **Task force team trains other staff members on new technology/websites**

**Brief Description:** Task force teams will train other teachers before or after school or during prep periods on new methods of technology/websites to use in classrooms

**Intended Participants:** Teachers

**Dates:** Sep 15, 2011; Oct 15, 2011; Nov 15, 2011; Dec 15, 2011; Jan 15, 2012; Feb 15, 2012; Mar 15, 2012; Apr 15, 2012

**Activity Purpose:** Skill Building

**Activity Format:** Presentation, Study Group

**Funding:** professional development funds

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

### **Train task force team on new methods of technology or websites to use in classroom**

**Brief Description:** Task force team will learn new methods of technology/websites to use in classrooms. They will then train other teachers.

**Intended Participants:** Teachers

**Dates:** Sep 1, 2011; Oct 1, 2011; Nov 1, 2011; Dec 1, 2011; Jan 1, 2012; Feb 1, 2012; Mar 1, 2012; Apr 1, 2012; May 1, 2012

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation, Peer Coaching

**Funding:** none needed

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

## **U. Focused Student Group: Special Needs Students**

No professional development is needed for this strategy.

## **X. Graduation Plan**

No professional development is needed for this strategy.

# Relationship Report:

## Areas of Concern / Strategies / Achievement Goals

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

### Local Areas of Concern

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

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

- All Students Taking ECA - English -- % passing ECA - English
- All Students Taking ECA - Mathematics 9th, 10th -- % passing ECA Mathematics
- Graduating Seniors -- Earning Core 40 Diploma

##### Strategies to Impact This Concern:

- I. Focused Academic Area: Technology in English
- X. Graduation Plan

#### We are concerned that... Closing the gap between special education and regular education students.

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

- All Students Taking ECA - English -- % passing ECA - English
- All Students Taking ECA - Mathematics 9th, 10th -- % passing ECA Mathematics
- Freshman English students -- Master Reading Comprehension
- Graduating Seniors -- Earning Core 40 Diploma
- Sophomores -- Students passing ECA English/Language Arts
- Sophomores -- Students passing ECA Math
- Students with an IEP - 9th, 10th -- % passing ECA - English
- Students with an IEP - 9th, 10th -- % passing ECA - Mathematics

##### Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Response to Instruction - RTI (formerly Intervention)
- F. Encourage Rigorous Curriculum: Reading Intervention
- I. Focused Academic Area: Technology in English
- U. Focused Student Group: Special Needs Students

#### We are concerned that... Lack of Student Motivation

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

- All Students Taking ECA - English -- % passing ECA - English
- All Students Taking ECA - Mathematics 9th, 10th -- % passing ECA Mathematics
- Graduating Seniors -- Earning Core 40 Diploma
- Sophomores -- Students passing ECA English/Language Arts
- Sophomores -- Students passing ECA Math
- Students with an IEP - 9th, 10th -- % passing ECA - English
- Students with an IEP - 9th, 10th -- % passing ECA - Mathematics

**Strategies to Impact This Concern:**

- Alternatives to Discipline
- G. Attendance
- F. Encourage Rigorous Curriculum
- F. Encourage Rigorous Curriculum: Response to Instruction - RTI (formerly Intervention)
- I. Focused Academic Area: Technology in English
- X. Graduation Plan

## Required Areas of Concern

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

**Data Targets Influenced by This Concern:**

- All Students (126 days) -- ECA PL221 Category Placement Performance
- Freshman English students -- Master Reading Comprehension
- Graduating Seniors -- Earning Academic Honors Diploma
- Graduating Seniors -- Earning Core 40 Diploma

**Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Reading Intervention
- F. Encourage Rigorous Curriculum
- F. Encourage Rigorous Curriculum: Response to Instruction - RTI (formerly Intervention)

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

**Data Targets Influenced by This Concern:**

- All Students Taking ECA - English -- % passing ECA - English
- All Students Taking ECA - Mathematics 9th, 10th -- % passing ECA Mathematics
- Graduating Seniors -- Earning Academic Honors Diploma
- Graduating Seniors -- Earning Core 40 Diploma

**Strategies to Impact This Concern:**

- I. Focused Academic Area: English
- I. Focused Academic Area: Technology in English
- I. Focused Academic Area: Math

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

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- U. Focused Student Group: Special Needs Students

### X. Graduation Plan (IN Rules)

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- X. Graduation Plan

## Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	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"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	None
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	SAT PSAT ACT Accuplacer

## Continuous Improvement Timeline

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

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