

# School Improvement Plan - 2010-2011

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## Pike Central Middle School (6768)

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](mailto:asai@asainstitute.org)  
Website: <http://www.asainstitute.org>

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# School Improvement Plan Introduction

Pike Central Middle School

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- 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

- Brent Beck - Teacher
- Mary Boger - Community Representative (Business)
- Phil Ludington - Administrator
- Nikki Nalley - Teacher
- Arleen Petty -
- Barry Pirkle - Teacher
- Pat Waddle - School Counselor
- Korrine Whitehead - Teacher

## Strategy Chairs

- Jarrod Gideon
- Karen Hill
- Jeremy Howald
- Dee Laswell
- Arleen Petty
- Pat Waddle
- Judy Willis

## Community Council

- Micki Aaserud - Parent
- Denise Ballard - Community Leader
- Beth Bohnert - Parent

- Cindy Carroll - Parent
- Kay Claridge - buisness
- Jenny Clements - Parent, Teacher
- Darlene Decker - Community Representative, Youth Group leader
- Tom Dooley - Community Leader
- Sabrina Frederick - Community Representative
- Susan Haislip - Community Leader - Works with Girl Scouts
- Claridge Jane - community
- Kent Johnson - Community Leader / Parent
- Lori Johnson - Parent
- Renee Kroeger - Community Leader / Parent
- Donna Longabaugh - Parent
- Jamie McKinney - Parent
- Belinda Melvin - Parent
- Tamara Recob - Parent
- Beth Rich - Parent
- Lori Richardson - Parent
- Samantha Sheffler - School
- Brian Simpson - Business Representative
- Pat Waddle - Steering Team Committee Member
- David Waltz - Parent/ Comm Leader
- Terri Waltz - Parent
- Judy Willis - Parent

# Vision Statement

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

## **We believe all students deserve:**

respect and to be treated fairly. We believe all students deserve positive, qualified, caring and motivated teachers. We believe all students deserve a safe environment free from distraction. We believe all students deserve access to current technology for academic purposes, such as computer labs and internet use. We believe all students deserve genuine appreciation and praise for their achievements. We believe all students deserve to be educated in a non-discriminatory environment. We believe all students deserve caring and involved parents who are committed to their child's education.

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

Guidance is the responsibility of the teachers, school staff, parents, and individuals of the community. All adults are mentors to others in life skills and vocational areas. Adult role models lead by example. All adults foster student success in myriad settings. All adults are working for all students's highest potential. All adults provide a supportive, safe learning environment at home and at school. All adults display respect and a professional relationship towards one another and communicating with one another. All adults support students involved in extra curricular activities through attendance, monetary donations and public recognition. All adults perceive each student as an individual with measurable potential. All adults recognize the need to financially support the educational system. All teachers are finding professional fulfillment daily. All teachers are using their computers and other technology to full capacity. All teachers consistently seek and utilize best teaching practices in their classroom. All teachers collaborate with paraprofessionals across disciplinary areas to develop thematic units. All school staff is visible in hallways and lunch areas. All parents are welcome to attend class with their child and participate in all learning activities.

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

are respectful of all adults and of one another. All students are technologically literate. All students are highly motivated and want to attend school. All students are socially well-rounded and feel they belong. All students are excited for their parents to be actively involved in their total educational experience. All students embrace academic challenges with success. All students recognize their contribution to civic duties. All students recognize the importance diversity has and is contributing to our culture. All students are expected to be prideful problem solvers.

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

- % of students who pass ISTEP English: 100%
- % of students who pass ISTEP Math: 100%
- % of students who attend school everyday: 100%
- % of students who get straight A's: 100%
- % of students who have no discipline referrals: 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) - ISTEP 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	
77%	74.4%	78%	76.7%	79%		80%		81%		82%		100%

## Class of 2015 - Mastering ISTEP+ Reading Comprehension

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	
			78.5%	80%		81%		82%		83%		100%

## Class of 2015 - Students Passing ISTEP+ 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	
			74%	75%		76%		77%		78%		100%

**Class of 2015 - Students Passing ISTEP+ 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	
			79%	80%		81%		82%		83%		100%

**Class of 2016 - Mastering ISTEP+ Reading Comprehension**

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	
			64%	65%		66%		67%		68%		100%

**Class of 2016 - Students Passing ISTEP+ 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	
			64%	65%		66%		67%		68%		100%

**Class of 2016 - Students Passing ISTEP+ 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	
			70%	71%		72%		73%		74%		100%

**Class of 2017 - Mastering ISTEP+ Reading Comprehension**

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	
			64%	65%		66%		67%		68%		100%

**Class of 2017 - Students Passing ISTEP+ 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	
			62%	63%		64%		65%		66%		100%

**Class of 2017 - Students Passing ISTEP+ 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	
			64%	65%		66%		67%		68%		100%

**Special Education Students - Passing ISTEP Language Arts (AYP)**

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	
29%	28%	30%	33%	35%		36%		37%		38%		100%

**Special Education Students - Passing ISTEP Math (AYP)**

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	
45%	43%	46%	47%	49%		50%		51%		52%		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... behavior in the classroom is directly affecting the students academic success.**

Data that has been processed from acuity and ISTEP has lead us to believe that using RTI(response to intervention) could be extremely beneficial to individual students and the school community.

## 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

### Response To Intervention (RTI)

The response to intervention (RTI) process are universal instructional strategies that teachers utilize daily to improve instruction in language arts and math. A consultant will be available to help and mentor teachers on implementing RTI.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### Test Data

This strategy will be done by the core teachers during their team prep time. During team prep time the teachers will evaluate the students acuity and ISTEP scores. Based on this evaluation the teachers will determine which students need to be remediated according to the specific standards the students did not meet.

**Impact Level:** Low Impact

**Focus:** General

## Required Strategies

### F. Encourage Rigorous Curriculum: High Ability (HA)

Pike Central Middle School will identify the students for high ability classes at the end of the school year for placement in scheduled advanced classes for the following school year. PCMS offers advanced English in all three grade levels, Algebra at the 8th grade level, and advanced math at 6th and 7th grade levels. Teachers of high ability math and language arts students will develop differentiated instructional lessons and ideas to address the needs of the high ability students.

**Impact Level:** High Impact - Inside

**Focus:** General

### I. Focused Academic Area: 6th grade Math Remediation

Sixth graders have built into their schedule two additional math classes. Their fourth period is remediation. Any student who has failed ISTEP+ or who consistently fails math in their regular math class gets remediated. During the related arts rotation each sixth grader has Math 1 which is a class where all students work on basic ISTEP+ math skills.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### I. Focused Academic Area: Math Tutoring

All students are offered the opportunity to before school two days a week tutoring in the area of math.

**Impact Level:** High Impact - Outside

**Focus:** Specific

**U. Focused Student Group: Inclusion for Special Education**

The special education and general education teachers will work together to integrate special education students into the general education classroom using daily co-teaching as they receive training on co-teaching.

**Impact Level:** High Impact - Inside

**Focus:** Specific

**U. Focused Student Group: Math Resource for Special Education**

Special education sixth graders go to resource during 4th period. They work on basic math skills. The teacher and program assistant use flash cards, a software program called Study Island and one-on-one teaching. Special education students in the seventh grade go to resource 5th period and do similar activities as in the sixth grade. Also the last period of the day the special education and general education students are in a basic skills class. Teachers present problems, worksheets and Study Island to work on basic mathematical skills. Our eighth grade special education students have built into their day a resource period where the main focus is math and language arts homework. They also have a math 1 class scheduled where they work on basic math skills. The teacher and program assistant use one-on-one instruction, games, flash cards and Study Island to work with the students.

**Impact Level:** High Impact - Inside

**Focus:** Specific

**U. Focused Student Group: Small Group for Special Education**

Testing students that have IEPs in small groups, consisting of ten or less students, during ISTEP+ testing, addressing accommodations and modifications. This testing is being done by the special education teachers using extra days within the ISTEP+ testing window. This is being done at 6th, 7th , and 8th grade levels. Student's needs are better met in small groups and teachers are better prepared to meet the students' specific needs. This demonstrates to all staff the need for adaptations and modifications across the entire special education population

**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.

The impact of the strategies will be determined through the analysis of Achievement Data and Force Field Data only.

## To-Do List

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

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

## Encourage Rigorous Curriculum

**Aug 1, 2010:** Practice for academic meets and attend meets. **Person:** Karen Hill

## Focused Student Group

**Aug 1, 2010:** The special education teachers will meet with the regular ed teachers monthly to check on their students with IEP's. **Person:** Phil Ludington

**Aug 1, 2010:** To make sure that the students who qualify for regular education classes are in the regular education classes. **Person:** Phil Ludington

## Response To Intervention (RTI)

**Aug 1, 2010:** Discuss individual students for referral to the RTI committee. **Person:** Teachers

**Aug 1, 2010:** Each team will meet during their team time to discuss data. **Person:** Phil Ludington

**Aug 1, 2010:** RTI Workshops **Person:** Phil Ludington

## 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.

## Response To Intervention (RTI)

### RTI Workshops

**Brief Description:** A consultant will train and mentor teachers on universal instructional strategies that they can utilize daily to improve instruction in language arts and math

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

**Date:** Aug 1, 2010

**Activity Purpose:** Information, Skill Building, Feedback/Support, Refinement

**Activity Format:** Presentation

**Funding:** Title 1

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

## F. Encourage Rigorous Curriculum: High Ability (HA)

No professional development is needed for this strategy.

## U. Focused Student Group: Inclusion for Special Education

No professional development is needed for this strategy.

## U. Focused Student Group: Small Group for Special Education

No professional development is needed for this strategy.

# Relationship Report:

## Areas of Concern / Strategies / Achievement Goals

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

### Local Areas of Concern

**We are concerned that... behavior in the classroom is directly affecting the students academic success.**

**Data Targets Influenced by This Concern:**

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

**Strategies to Impact This Concern:**

- Response To Intervention (RTI)

### Required Areas of Concern

#### F. Encourage Rigorous Curriculum (PL221)

**Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Class of 2015 -- Mastering ISTEP+ Reading Comprehension
- Class of 2015 -- Students Passing ISTEP+ Math
- Class of 2017 -- Students Passing ISTEP+ Math

**Strategies to Impact This Concern:**

- Test Data
- F. Encourage Rigorous Curriculum: High Ability (HA)

#### I. Focused Academic Area (PL221)

**Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Class of 2015 -- Mastering ISTEP+ Reading Comprehension
- Class of 2015 -- Students Passing ISTEP+ Language Arts
- Class of 2016 -- Mastering ISTEP+ Reading Comprehension
- Class of 2016 -- Students Passing ISTEP+ Language Arts
- Class of 2017 -- Mastering ISTEP+ Reading Comprehension
- Class of 2017 -- Students Passing ISTEP+ Language Arts
- Special Education Students -- Passing ISTEP Language Arts (AYP)

**Strategies to Impact This Concern:**

- I. Focused Academic Area: Math Tutoring
- I. Focused Academic Area: 6th grade Math Remediation

## **U. Focused Student Group (PL221)**

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

- Class of 2016 -- Mastering ISTEP+ Reading Comprehension
- Class of 2016 -- Students Passing ISTEP+ Language Arts
- Class of 2016 -- Students Passing ISTEP+ Math
- Special Education Students -- Passing ISTEP Language Arts (AYP)
- Special Education Students -- Passing ISTEP Math (AYP)

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

- U. Focused Student Group: Math Resource for Special Education
- U. Focused Student Group: Inclusion for Special Education
- U. Focused Student Group: Small Group for Special Education

## 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?	principals office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	None
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Acuity - this is a predictive and diagnostic assessment used on the computer for math and language arts for all 6th, 7th, and 8th graders. 7th grade tests on social studies. 6th and 8th are tested on science. Acuity is based on Indiana State Standards for the particular grade levels.

## 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 2010-2011 school year