

# **School Improvement Plan - 2010-2011**

Generated on May 21, 2010 at 11:02 AM

## **Randolph Southern Jr-Sr High Sch (7121)**

**Randolph Southern School Corp**

**Lynn, IN**

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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# School Improvement Plan Introduction

Randolph Southern Jr-Sr High Sch

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

- Indiana Student Achievement Institute
- PL221

## **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

- Jeann Crowcroft - Teacher
- Cindy Gourley - Teacher
- Mike Manning - Administrator
- Carol Miller - Parent/Guardian
- Mike Miller - Community
- Dalice Myers - Teacher
- Sarah Reed - Teacher
- Harry Terrell - School Counselor

## Strategy Chairs

- Amy Alka
- Matt Curts
- Judy Mahuron
- Steve Mahuron
- Mike Manning
- Dalice Myers
- Sarah Reed
- Harry Terrell

## Community Council

- Tonya Acton - Parent
- Dale Arnett - Social Services
- Wendy Beckley - Parent of G/T Seventh Grader
- Amy Bray - Parent
- Kay Brown - Community
- Tammy Cox - Community
- Christy Eastman - Parent
- Ray Ellis - Clergy
- Jenny Engle - Community
- Laurie Gibson - Business/ Parent of Academic Honors Student
- Patty Harshman - community
- Kathy Jones - Parent of General Education Student
- Lori Knoll - Community
- Brandi Kramer - Community
- Naylor Kris - Community
- Teresa Lee - Parent
- Colleen Martin - Community
- Tammie Moore - Parent
- Phil Myers - Business
- Ann Pearson - Parent
- Linda Perry - Parent
- Jenny Phillips - Parent
- Di Pruitt - Social Services

# 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 well-balanced education made up of interesting, challenging curriculum and activities taught by enthusiastic, competent, flexible instructors that care about children and address their individual differences. We believe that all students deserve teachers that work together as a team using modern, functional equipment and return their work in a timely manner. We believe that all students deserve a caring, safe, clean and well-maintained school in which disciplined students have an equal opportunity to learn. We believe that all students deserve a nondisruptive environment that is supervised at all times. We believe that all students deserve a guidance program that promotes confidence and self discipline; models proper social skills; and develops a support system among parents, students, faculty and the community. We believe all students should have easy access to extra help when a topic is difficult for them to master. We believe all students deserve a meaningful relationship with a caring adult who shows compassion, understanding and love. We believe all students deserve to know themselves and the educational and career options in their futures, prior to scheduling for high school courses. We believe all students deserve to be respected and accepted as individuals. We believe all students deserve some power in determining their future. We believe all students deserve to take risks, make mistakes, and learn from their mistakes. We believe all students deserve to be recognized for their achievements. We believe all students deserve parents and community members who value education and communicate high expectations to students.

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

All educators love their jobs and are enthusiastic about coming to work. They greet students with smiles and call them by their name. Teachers understand state standards, university expectations, and basic labor market trends, and have created a curriculum that asks students to master rigorous content. Teachers use a variety of teaching methods linked to student learning styles. Teachers seek out students who are not succeeding and help the students and parents develop a plan for success at school. The plan may include extra time for assignments or participation in one of the school's many "extra help" programs. Parents are also actively involved with their child's education. They talk with their son or daughter about school on a daily basis and monitor their progress on line. They also talk with their son or daughter's teachers on a regular basis, providing support as mutually agreed upon. The learning environment is not contained within the school's four walls. The community works as an active partner with the school.

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

have high expectations of themselves. All students read at or above grade level. Students show strong self-management skills, arriving to school on time and turning in all assignments by the due date. They also show strong listening skills by respectfully listening to the teacher and other students. In addition to self-management skills, students show strong team building skills while working in groups to solve real-world problems using the academic content they have learned in class. Students work as a group to delegate responsibilities, display conflict management skills as problems arise, and use consensus-building techniques to make group decisions. Students demonstrate mastery of content presented and use a variety of methods. Students meet with their advisory groups once a week. Prior to scheduling for high school courses, all students have identified their personal career interests, aptitudes, and preferences. Their high school plan includes a tentative career choice, tentative post secondary education choice, and the high school courses that will prepare the student for those choices. All students exhibit high self-esteem, respect for fellow students, adults, and self, and a joy in learning. All students enjoy living a successful, healthy life wherever life takes them after graduating from Randolph Southern.

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

- % of students who master 8th Grade ISTEP Essential Skills: 100%
- % of students who pass all classes: 100%
- % of students who meet one of the three graduation qualifying criteria: 100%
- % of students who graduate: 100%
- % of students who make honor roll: 100%
- % of students who pass a 4-year career major sequence: 100%
- % of students who pass GQE in 10th grade: 100%
- % of students who earn a score of 5 on an AP exam: 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 Grade 10 students finishing an English/Language Arts course at the time of ECA testing - Reading Comprehension (% correct)

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	
	NA		NA	58		62		65		68		100

## All High School Students - % Taking AP Courses

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	
40	26	41	28	42	37%	43		44		48		100

## All Students - Graduating

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	
96	82	97	86	98		98		98		98		100

**All students finishing Algebra I at the time of Core 40 ECA testing - Systems of Linear Equations & Inequalities (% correct)**

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	
	NA		31	40		48		55		60		100

**Graduates - Earning Honors Diplomas**

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	
40	17	42	25	43		44		45		48		100

**Students Who Earn Core 40 Diploma - Graduates**

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	
63	71	65	82	66		68		70		75		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 Completing all Assignments To Help Them Pass All Classes**

We found through our data gathering that our students especially the junior high students are having trouble passing all classes. Our force field data shows that 13% of our junior high students admit that they do not turn in homework regularly. 32% of our teachers say that their students do not regularly turn in homework.

### **We are concerned that... Lack of Student Interest in Reading**

Our Northwest tests as well as our ISTEP results have warned us that reading comprehension is a problem for many of our students. Only 58% of our juniors passed the reading comprehension portion of the ECA last In our faculty/community discussions, we learned that many students try to avoid reading during mandatory reading time. Also, many of our students do not earn the required points for accelerated reader.

### **We are concerned that... Environmental Issues That Prevent Students from Graduating**

Our graduation rate is in the 80% range. We are a small school and we feel like we should be able to reach most of our students and keep them in school. We think that the following data from our force field study relates to problems with graduation: 25% of our students say they have personal problems that interfere with learning 54% of our students say that the behavior of other students interferes with learning

### **We are concerned that... Many of our students need extra help to be successful in Algebra classes.**

Our junior high grades in Algebra 1 show that many of our students need extra help to be successful in that class and the higher level classes that follow. Our force field data shows that 82 % of middle school parents expect their child to pass Pre-Algebra or algebra 1. However, according to grade cards, only 63% of seventh graders earned mastery grades in Pre-Algebra or Algebra 1.

**We are concerned that... Parent Involvement**

Our environmental force field report showed that only 41% of the parents surveyed communicate with teachers on a regular basis.

**We are concerned that... Attendance/Tardies**

Excessive tardies have been documented as part of our Friday Evening School strategy.

**We are concerned that... Algebra I teachers focus on Systems of Linear Equations & Inequalities**

The weakest area for Algebra I students taking the ECA was Systems of Linear Equations & Inequalities. Only 31% of our Algebra I students passed that portion of the test.

**We are concerned that... Boys are not performing well in classes.**

We noticed that more boys than girls are not turning in assignments and are performing below their ability in classes.

**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

### Friday Evening School

Teachers may assign students to a Friday evening school session for disciplinary reasons or to make up work. These sessions are scheduled twice a month from 3:10 to 5:10. Students who are assigned for disciplinary reasons or missing assignments will stay for the full two-hour session. Students who are assigned for make-up work will be dismissed when the work is completed.

**Impact Level:** High Impact - Outside

**Focus:** General

### Junior High Academic Success

Junior high students will be expected to pass all classes in order to participate in and/or attend extra-curricular events and functions. Teachers will closely monitor students so that the students may become eligible for extra-curricular activities if all grades are passing at the midterm mark. Administrators will notify parents at each 2 week interval informing them about their child's progress and eligibility for extra-curricular events.

**Impact Level:** High Impact - Outside

**Focus:** Specific

### Junior High Mentoring Sessions

Junior high students who receive one or more F's will be assigned to a special homeroom/lunch tutoring program. A mentor teacher will closely monitor the students and will check daily assignment books, offer and/or find help in areas of weakness, and make contacts with the students' teachers and parents when necessary. Male mentors will be used to specifically help boys who are not keeping up with daily assignments.

**Impact Level:** High Impact - Outside

**Focus:** Specific

### Parent Involvement

Teachers and administrators will use Edline and email to keep parents informed about the progress of students. Both tools will be used to inform parents about missing homework, grades, attendance/ tardies and/or discipline. Parents may also request information about missing or upcoming assignments so that they are able to engage themselves in the educational process of their children.

**Impact Level:** High Impact - Outside

**Focus:** General

### Reading Across the Curriculum

To increase our students' reading options, the reading strategy committee plans to encourage donations of books to our school library and to apply for grants that could be used for purchases of books. Each committee member may seek donations; Dalice Myers, as our school's librarian, will use the school newsletter to request student donations. Each member will alert Dalice to possible grant opportunities; Dalice will apply for grants as time allows.

**Impact Level:** High Impact - Outside

**Focus:** General

## Required Strategies

### F. Encourage Rigorous Curriculum: AP and ACP Courses

We will offer several courses in which students can earn college credit. Instead of offering only AP English and AP Calculus, we will add ACP courses in the following: English, Government, and two semesters of U.S. History. Students will be encouraged to take these courses by the guidance counselor when they schedule and review their four-year plans. All students who elect to take the course will be eligible for college credit through Indiana University. Randolph Southern teachers will teach the courses.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### I. Focused Academic Area: Math Help

Classes will be developed to help junior high and high school students who have not been successful on the math portion of the ISTEP and students who have had trouble with math classes, the math portion of the ISTEP, or Core 40 ECA. These students will be placed in math help courses and will be monitored closely. The classroom teacher will help these students with individual weaknesses to help prepare them for state tests and future math courses. These classes will be worked in to future schedules and will be taught by Randolph Southern math teachers.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### U. Focused Student Group: Exceptional Learners - Special Education

Students in grades 7-11 will be offered summer reading. Students who struggle with reading and/or are exceptional learners-special education will be able to choose from a broad list that includes many high interest novels. Parents will be notified through parent teacher conferences and the weekly news letter about the program so that they can help teachers encourage students to read. Classroom teachers and the resource teacher will suggest titles that will challenge and interest each student. In all cases students will be able to earn reading credit for their English class the following fall.

**Impact Level:** High Impact - Outside

**Focus:** Specific

### U. Focused Student Group: Incoming Sophomores

Students in grade 9 will be offered summer reading. At the end of the year, freshmen will be able to choose from a broad list that includes many high interest novels. Parents will be notified through email, edline, and/or the weekly news letter about the program so that they can help teachers encourage students to read. Classroom teachers and the resource teacher will suggest titles that will challenge and interest each student. In all cases students will be able to earn reading credit for their English 10 class the following fall.

**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

**Apr 15, 2010:** Students enroll in classes **Person:** Harry Terrell

**May 25, 2010:** Analyze data **Person:** Mike Manning

**May 27, 2010:** Analyze data **Person:** Mike Manning

**Aug 1, 2010:** Write course curriculum **Person:** ACP teachers

**Aug 12, 2010:** ACP teachers attend 2-3 day workshop at Indiana University **Person:** Mike Manning

**Aug 15, 2010:** ACP teachers communicate with Indiana University **Person:** ACP teachers

## Focused Academic Area

**Apr 28, 2010:** Enroll struggling math students in math help courses **Person:** Harry Terrell

**May 29, 2010:** Analyze data **Person:** Math teachers

**Jun 15, 2010:** Review ISTEP and EOC results of enrolled students **Person:** Math teachers

**Aug 1, 2010:** Write course curriculum for math help courses **Person:** Math Teachers

**Aug 29, 2010:** Offer help sessions during homeroom **Person:** Mike Manning

## Focused Student Group

**Apr 27, 2010:** Write letter to parents describing the summer reading program. **Person:** Dalice Myers

**Apr 30, 2010:** Write letter to parents discussing the summer reading program **Person:** Dalice Myers

**May 24, 2010:** Meet with freshmen to discuss summer reading program **Person:** Sarah Reed

**May 24, 2010:** Meet with students to discuss summer reading **Person:** Sarah Reed

**May 24, 2010:** Send letter to parents with Rebel News **Person:** Dalice Myers

**May 24, 2010:** Send letter to parents with Rebel News **Person:** Dalice Myers

**Jun 9, 2010:** Provide reading materials **Person:** Dalice Myers

**Jun 9, 2010:** Provide reading materials for next year's sophomores **Person:** Dalice Myers

**Jun 9, 2010:** Provide testing site for sophomores **Person:** Dalice Myers

**Jun 9, 2010:** Provide testing sites for students **Person:** Dalice Myers

**Jun 16, 2010:** Provide reading materials for next year's sophomores **Person:** Dalice Myers

**Jun 16, 2010:** Provide testing site for sophomores **Person:** Dalice Myers

**Jun 16, 2010:** Provide testing sites for students **Person:** Dalice Myers

**Jun 23, 2010:** Provide reading materials for next year's sophomores **Person:** Dalice Myers

**Jun 23, 2010:** Provide testing site for sophomores **Person:** Dalice Myers

**Jun 23, 2010:** Provide testing sites for students **Person:** Dalice Myers

**Jun 29, 2010:** Analyze summer reading program **Person:** Sarah Reed

**Jun 30, 2010:** Provide reading materials for next year's sophomores **Person:** Dalice Myers

**Jun 30, 2010:** Provide testing site for sophomores **Person:** Dalice Myers

**Jun 30, 2010:** Provide testing sites for students **Person:** Dalice Myers

**Jul 7, 2010:** Provide reading materials for next year's sophomores **Person:** Dalice Myers

**Jul 7, 2010:** Provide testing site for sophomores **Person:** Dalice Myers

**Jul 7, 2010:** Provide testing sites for students **Person:** Dalice Myers

**Jul 14, 2010:** Provide reading materials for next year's sophomores **Person:** Dalice Myers

**Jul 14, 2010:** Provide testing site for sophomores **Person:** Dalice Myers

**Jul 14, 2010:** Provide testing sites for students **Person:** Dalice Myers

**Jul 21, 2010:** Provide reading materials for next year's sophomores **Person:** Dalice Myers

**Jul 21, 2010:** Provide testing site for sophomores **Person:** Dalice Myers  
**Jul 21, 2010:** Provide testing sites for students **Person:** Dalice Myers  
**Jul 28, 2010:** Provide reading materials for next year's sophomores **Person:** Dalice Myers  
**Jul 28, 2010:** Provide testing site for sophomores **Person:** Dalice Myers  
**Jul 28, 2010:** Provide testing sites for students **Person:** Dalice Myers  
**Aug 4, 2010:** Provide reading materials for next year's sophomores **Person:** Dalice Myers  
**Aug 4, 2010:** Provide testing site for sophomores **Person:** Dalice Myers  
**Aug 4, 2010:** Provide testing sites for students **Person:** Dalice Myers  
**Aug 11, 2010:** Provide testing sites for students **Person:** Dalice Myers  
**Aug 29, 2010:** Analyze summer data **Person:** Sarah Reed

# 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.

## F. Encourage Rigorous Curriculum: AP and ACP Courses

### ACP teachers attend 2-3 day workshop at Indiana University

**Brief Description:** Teachers who teach ACP courses must become adjunct-professors of Indiana University.

**Intended Participants:** Teachers

**Date:** Aug 12, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:**

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

## I. Focused Academic Area: Math Help

No professional development is needed for this strategy.

## U. Focused Student Group: Exceptional Learners - Special Education

No professional development is needed for this strategy.

## U. Focused Student Group: Incoming Sophomores

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 Completing all Assignments To Help Them Pass All Classes**

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

- All Students -- Graduating
- Students Who Earn Core 40 Diploma -- Graduates

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

- Friday Evening School
- Junior High Academic Success
- Junior High Mentoring Sessions
- Parent Involvement

### **We are concerned that... Lack of Student Interest in Reading**

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

- All Grade 10 students finishing an English/Language Arts course at the time of ECA testing -- Reading Comprehension (% correct)

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

- Reading Across the Curriculum
- U. Focused Student Group: Incoming Sophomores
- U. Focused Student Group: Exceptional Learners - Special Education

### **We are concerned that... Environmental Issues That Prevent Students from Graduating**

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

- All Students -- Graduating
- Graduates -- Earning Honors Diplomas
- Students Who Earn Core 40 Diploma -- Graduates

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

- Friday Evening School
- Parent Involvement

## **We are concerned that... Many of our students need extra help to be successful in Algebra classes.**

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

- All Students -- Graduating
- Students Who Earn Core 40 Diploma -- Graduates

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

- I. Focused Academic Area: Math Help

## **We are concerned that... Parent Involvement**

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

- All High School Students -- % Taking AP Courses
- All Students -- Graduating
- Graduates -- Earning Honors Diplomas
- Students Who Earn Core 40 Diploma -- Graduates

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

- Junior High Academic Success
- Parent Involvement

## **We are concerned that... Attendance/Tardies**

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

- All High School Students -- % Taking AP Courses
- All Students -- Graduating
- Graduates -- Earning Honors Diplomas
- Students Who Earn Core 40 Diploma -- Graduates

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

- Friday Evening School
- Parent Involvement

## **We are concerned that... Algebra I teachers focus on Systems of Linear Equations & Inequalities**

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

- All Students -- Graduating
- All students finishing Algebra I at the time of Core 40 ECA testing -- Systems of Linear Equations & Inequalities (% correct)

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

- I. Focused Academic Area: Math Help

## **We are concerned that... Boys are not performing well in classes.**

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

- All Students -- Graduating
- Graduates -- Earning Honors Diplomas
- Students Who Earn Core 40 Diploma -- Graduates

**Strategies to Impact This Concern:**

- Junior High Mentoring Sessions

## Required Areas of Concern

### F. Encourage Rigorous Curriculum (PL221)

**Data Targets Influenced by This Concern:**

- All High School Students -- % Taking AP Courses
- Graduates -- Earning Honors Diplomas
- Students Who Earn Core 40 Diploma -- Graduates

**Strategies to Impact This Concern:**

- Junior High Academic Success
- Junior High Mentoring Sessions
- F. Encourage Rigorous Curriculum: AP and ACP Courses

### I. Focused Academic Area (PL221)

**Data Targets Influenced by This Concern:**

- Graduates -- Earning Honors Diplomas
- Students Who Earn Core 40 Diploma -- Graduates

**Strategies to Impact This Concern:**

- I. Focused Academic Area: Math Help

### U. Focused Student Group (PL221)

**Data Targets Influenced by This Concern:**

- All Students -- Graduating
- All students finishing Algebra I at the time of Core 40 ECA testing -- Systems of Linear Equations & Inequalities (% correct)

**Strategies to Impact This Concern:**

- U. Focused Student Group: Incoming Sophomores
- U. Focused Student Group: Exceptional Learners - 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.

<p>A. Where is the public copy of your school's curriculum located?</p>	<p>high school office</p>
<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>	<p>none</p>
<p>C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.</p>	<p>Accelerated Reader          • Personalizes reading practice to each student's current level.          • Assess students' reading with four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook Quizzes.          Plato          PLATO Learning products cover a broad range of teaching and learning needs—from intervention and credit recovery and innovative and teacher-facilitated solutions for traditional classroom instruction to trend-forward distance learning options.</p>

## 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