

School Improvement Plan - PL221 Version - 2008-2011

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Fremont Middle School (7884)

Fremont Community Schools

Fremont, 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

Fremont 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-Marking

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

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

Implementation Next Year

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

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

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

Reviewer Guide

Indiana Public Law 221

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

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

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

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

Who Wrote this School Improvement Plan?

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

Steering Team

- Karma Austin - Community Representative
- Jean Baker - Teacher
- Nancy Bowen - Teacher
- Kathy Griffis - Teacher
- Cheri Nofziger - Teacher
- Bert Schafer - Teacher
- Jennifer Squires - Teacher
- William Stitt - Administrator
- Mary Ann Wehrenberg - School Counselor
- Sabrina White - Parent/Guardian

Strategy Chairs

- Nancy Bowen
- Carol Hudson
- Cheri Nofziger
- Jennifer Squires
- William Stitt
- Mary Ann Wehrenberg
- Dick Wirtz

Community Council

- Wayne Berkesch - Pastor
- Margerat Carlson
- Kathy Driver - Teacher
- Jeff Face
- Glen Fischer
- Paula Fischer
- Angel Frain - Teacher
- Lynn Purney
- Michael Purney
- Larry Reidenbach
- Sheri Thomson
- Sue VanWagner - Dean
- Pam VaZuilen - Teacher in another district
- Eric Verde

Vision Statement

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

We believe all students deserve:

to be respected and trusted; a clean, safe, structured, and welcoming environment that promotes learning, achievement, and school pride; caring parents at home who are invested in their student's progress and who support school policies; to be treated fairly; to be challenged and have high expectations for themselves and from parents, teachers, and the community; the right to a learning environment free from distractions and disruptions; a variety of educational opportunities including fine and practical arts; physical activity through a daily, comprehensive physical education program; to be exposed to a wide variety of instructional techniques, assessments, and resources; up-to-date, working technology, including after-school accessibility; consistency in their home and school environments; multiple opportunities to succeed and develop their own individual talents; responsibilities, consequences, and accountability; dedicated, caring, competent teachers who love to teach and are enthusiastic and knowledgeable; consistent discipline.

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

Teachers who are kind; have a sense of humor; work with students individually; put information in a way that all students can learn by using a variety of instructional methods; can relate to and have fun with students; are creative and imaginative and allow students to be, also; incorporate field trips; are respectful of others; are trustworthy and honest; stay on task and do not stray to another subject; are organized; are dedicated and have a positive attitude; enjoy their job and put forth effort; are knowledgeable and professional; treat all students fairly; are responsible, open-minded, caring, patient, understanding, and take time to listen; give assessments/ homework that are relevant and manageable; make sure that all students understand what is being taught; bring real life examples into their teaching; discipline fairly and consistently; appreciate what students do all the time; allow opportunities for all students to be successful; challenge students, give responsibilities, and have high expectations; inspire students; provide opportunities for students to have ownership; continue to educate themselves outside the community.

Adults who work together to help children; are held accountable; have a collaborative relationship among parents, students, school personnel, and community; have strong personal integrity; are actively involved in their child's education and well-being; agree with, follow, and support school policies and discipline plans; foster in youth an appreciation of their uniqueness and talents that will lead to job discovery and satisfaction in their adult lives; instill a sense of pride.

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

will be honest and trustworthy; will develop a sense of personal, community, and school pride; will be intrinsically motivated to do quality work; will appreciate and respect the uniqueness of themselves, each other, and their teachers; will accept challenges and be life-long learners; will be responsible and accountable for their choices; will be excited, eager to learn, keep a positive attitude and keep trying to succeed; will follow school policies and procedures; will be knowledgeable about world events and concepts of art; will see the importance of an education; will come to school instilled with socially acceptable etiquette and values; will come to school well fed, clean, well rested, and ready to learn; will attend school each day on time; will complete all work on time; will follow the school's rules.

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

- % of students who pass ISTEP math: 100%
- % of students who pass ISTEP English: 100%
- % of students who can read at or above grade level: 100%
- % of students who can write at or above grade level: 100%
- % of students who can use math skills at or above grade level: 100%
- % of students who are computer literate: 100%
- % of students who pass ISTEP science: 100%
- % of students who show individual academic growth as measured by NWEA twice a year: 100%
- % of students who are on honor roll: 100%
- % of students who can think, reason, and solve problems at age-appropriate level: 100%
- % of students who : %

- % of students who : %
- % of students who : %

Academic Goals

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

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

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 76% | 78% | 79% | 75% | 79% | 72% | 80% | | 85% | | 90% | | 100% |

All Students - % of students passing Math Computation Standard

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 68% | 80% | 71% | 79% | 75% | 71% | 77% | | 80% | | 85% | | 100% |

All Students - % of students passing Math Problem Solving Standard

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 68% | 79% | 71% | 80% | 75% | 72% | 77% | | 80% | | 85% | | 100% |

All Students - % of students passing Reading Comprehension Standard

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 68% | 75% | 71% | 72% | 75% | 70% | 77% | | 80% | | 85% | | 100% |

All Students - % of students passing Reading Vocabulary Standards

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 69% | 76% | 72% | 72% | 75% | 67% | 78% | | 80% | | 85% | | 100% |

All Students - % of students passing Writing Application Standard

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 69% | 72% | 72% | 71% | 75% | 66% | 78% | | 80% | | 85% | | 100% |

Students with an IEP - % of students passing Language ISTEP standards

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 26% | 22% | 30% | 28% | 30% | 38% | 40% | | 45% | | 50% | | 100% |

Students with an IEP - % of students passing Math ISTEP standards

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 48% | 44% | 51% | 40% | 51% | 47% | 57% | | 60% | | 65% | | 100% |

Areas of Concern

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

Local Areas of Concern

Concern: Teachers need to vary teaching strategies

Student survey

Concern: 1/3 of our students do not feel that their parents talk to them daily about school.

When asked if their parents talk to them daily about school, 30% of students disagreed, strongly disagreed, or were undecided. 94% of parents surveyed agreed or strongly agreed that they talk to their child daily about school.

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency

Strategies

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

Local Strategies

consistently implemented behavior plan

All adult Fremont Middle School stakeholders will be surveyed at the end of twelve weeks to help improve their consistency in implementing the school behavior plan and homework policy during the 2008-09 school year and thereafter. If survey results indicate that stakeholders are not consistently implementing the school behavior plan and homework policy, procedures and staff accountability regarding student behavior will be reviewed, reemphasized, revised, and enforced. Consistent implementation of the school discipline plan and homework policy will result in increased student perception that student behavior supports learning.

Improve Safety Procedures

In an effort to address and improve safety procedures at Fremont Middle School and to ensure that students feel physically and emotionally safe, all Fremont Middle School stakeholders will be surveyed three times a year (September, January, May). If survey results indicate/reflect that students are continuing to feel unsafe, procedures and staff accountability regarding student safety will be reviewed, reemphasized, revised, and enforced. As safety procedures become clearly defined and diligently implemented by all staff members, students will perceive they are safe and thus will be better able to achieve at or above their potential.

Staff Development for Differentiated Instruction

The faculty and staff will utilize their knowledge of differentiated instruction to continue developing differentiated lessons within their classroom. During various teacher in-service days, faculty meetings, and team meetings teachers will be provided with opportunities for site visitations, attendance at professional conferences related to differentiated instruction, and small group support. Small group support will include brainstorming sessions with grade level teams or subject level teams, to provide support and generate ideas on how to incorporate differentiated instruction into existing curriculum. Evaluation surveys will be given each semester to track staff knowledge and usage of techniques. Teachers will share techniques and relate their experiences at site visits and professional conferences.

Required Strategies

A. Parent Involvement

In an effort to address and improve parent involvement the faculty, staff and PTO will create activities to promote parent involvement throughout the school year. One time each semester we will invite grade levels parents in to discuss any problems, concerns or general information. Every month we publish and send home a copy of "Middle Years - Working together for school success" This monthly publication will help parents talk with their child.

B. Technology Coordination

All technology is included in a district wide technology plan. Dick Wirtz (Director of Technology), continues to update this plan every year. Every student take a six weeks technology course every year. Computer are available in every classroom. A computer lab has been built in the 5th grade pod. Every other pod will receive a mini-lab in their pod in the next year or two. The compass program has been purchased and training for the teachers has started. Teachers use a web-based grade book, parents will be given a password next year so that they can look up their child's grades at any time.

C. Safe and Disciplined Learning Environment

All exterior doors will remain locked throughout the school day except for the front door. All visitors must sign in and out in the main office and wear an ID sticker while they are in the school building. Safety mirrors have been installed in the hallways. A safety lock has been installed on the front door. If a lock down happens visitors will need to be buzzed in by the front office secretaries.

D. Attendance

The administration team and teachers will evaluate the current attendance policy and develop new strategies to increase attendance. The attendance policy will be reviewed every year and implemented the next school year. Letters will be sent home when a child misses 3, 5, 7, 10 days. Students with perfect attendance will be honored at the end of the year awards program.

G1. Exceptional Learners - Gifted

Grade level teams provide opportunities for expanded learning for the high ability students at FMS. Every grade level has high ability classes. Academic team provides 7th & 8th grade students the opportunity to expand their knowledge in math, science, social studies, and language arts. The teams practice before and after school during the second semester. Other various activities are designed to lead the students in different areas. School musical Solo & ensemble Talent show Art show Spelling Bee Geography Bee

G2. Exceptional Learners - Special Education

ISTEP and NWEA testing will be done in small groups, This has addressed the modifications made on the IEP's of the students. We believe that having students work in small groups will help them with the stress of the different tests. When possible the special education students are placed in regular education classes with help from the special education teachers and their aids. General education teachers make modifications to help the special education students become more successful. Books on tape have been supplied for special education students to help them with their reading skills.

H. Cultural Competency

The staff and students have different multi-cultural activities in Eagle Time. Disability Awareness Week Mix-It-Up Lunch Our multi-cultural students take part in the LAS Links test Every year the school brings in different musical groups so the students can hear different types of cultural music. Care team consisting of a core teacher from each team and the guidance counselor meet every month to discuss helping students become successful.

Professional Development

These professional development activities will be implemented to help participants develop the knowledge and skills they need to successfully implement the strategy.

consistently implemented behavior plan

| Professional Development Activity | Funding | Activity Purpose |
|--|--|-------------------------------|
| <i>professional readings and round table discussions</i> | Source: PL 221 Amount: \$1000 | Information Skill Building |
| Brief Description | Intended Participants | Activity Format |
| Faculty will be presented with various articles and books. | Teachers Counselors Administrators | Talk to Study Group |

Improve Safety Procedures

| Professional Development Activity | Funding | Activity Purpose |
|--|--|--|
| <i>Group 1 Meetings</i> | Source: Amount: \$0 | Information Skill Building Feedback/Support Refinement |
| Brief Description | Intended Participants | Activity Format |
| Group 1 will meet three times each semester to discuss and revise safety procedures. | Teachers Counselors Administrators Parents Community Members Students | Talk to Presentation/Workshop Study Group Peer Coaching |

Staff Development for Differentiated Instruction

| Professional Development Activity | Funding | Activity Purpose |
|---|--|---|
| <i>Differentiated Instruction Opportunities</i> | Source: PL 221 Amount: \$3000 | Information Skill Building Feedback/Support Refinement |
| Brief Description | Intended Participants | Activity Format |
| Site Visits Professional Conferences | Teachers Counselors Administrators | Presentation/Workshop Peer Coaching Networking/Site Visit |

| Professional Development Activity | Funding | Activity Purpose |
|--|--|---|
| <i>Subject Area Group meetings</i> | Source: Amount: \$0 | Information Skill Building Feedback/Support Refinement |
| Brief Description | Intended Participants | Activity Format |
| Meeting with subject area groups to brainstorm ideas to infuse DI strategies into daily lessons. | Teachers Counselors Administrators | Talk to Study Group Peer Coaching Collaborative Problem Solving Networking/Site Visit |

A. Parent Involvement

No professional development is needed for this strategy.

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

Former Areas of Concern Summary

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

Local Areas of Concern

Concern: Teachers need to vary teaching strategies

Data Targets Influenced by This Concern:

- All Students -- % of students passing Math Computation Standard
- All Students -- % of students passing Math Problem Solving Standard
- All Students -- % of students passing Reading Comprehension Standard
- All Students -- % of students passing Reading Vocabulary Standards
- All Students -- % of students passing Writing Application Standard
- Students with an IEP -- % of students passing Language ISTEP standards
- Students with an IEP -- % of students passing Math ISTEP standards

Strategies to Impact This Concern:

- Staff Development for Differentiated Instruction

Concern: 1/3 of our students do not feel that their parents talk to them daily about school.

Data Targets Influenced by This Concern:

- All Students -- % of students passing Math Computation Standard
- All Students -- % of students passing Math Problem Solving Standard
- All Students -- % of students passing Reading Comprehension Standard
- All Students -- % of students passing Reading Vocabulary Standards
- All Students -- % of students passing Writing Application Standard

Strategies to Impact This Concern:

- A. Parent Involvement

Required Areas of Concern

A. Parent Involvement (PL221)

Data Targets Influenced by This Concern:

- All Students -- % of students passing Math Computation Standard
- All Students -- % of students passing Math Problem Solving Standard
- All Students -- % of students passing Reading Comprehension Standard
- All Students -- % of students passing Reading Vocabulary Standards
- All Students -- % of students passing Writing Application Standard
- Students with an IEP -- % of students passing Language ISTEP standards
- Students with an IEP -- % of students passing Math ISTEP standards

Strategies to Impact This Concern:

- A. Parent Involvement

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- All Students -- % of students passing Math Computation Standard
- All Students -- % of students passing Math Problem Solving Standard
- All Students -- % of students passing Reading Comprehension Standard
- All Students -- % of students passing Reading Vocabulary Standards
- All Students -- % of students passing Writing Application Standard
- Students with an IEP -- % of students passing Language ISTEP standards
- Students with an IEP -- % of students passing Math ISTEP standards

Strategies to Impact This Concern:

- B. Technology Coordination

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- All Students -- % of students passing Math Computation Standard
- All Students -- % of students passing Math Problem Solving Standard
- All Students -- % of students passing Reading Comprehension Standard
- All Students -- % of students passing Reading Vocabulary Standards
- All Students -- % of students passing Writing Application Standard
- Students with an IEP -- % of students passing Language ISTEP standards
- Students with an IEP -- % of students passing Math ISTEP standards

Strategies to Impact This Concern:

- consistently implemented behavior plan
- Improve Safety Procedures
- C. Safe and Disciplined Learning Environment

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- All Students -- % of students passing Math Computation Standard
- All Students -- % of students passing Math Problem Solving Standard
- All Students -- % of students passing Reading Comprehension Standard
- All Students -- % of students passing Reading Vocabulary Standards
- All Students -- % of students passing Writing Application Standard
- Students with an IEP -- % of students passing Language ISTEP standards
- Students with an IEP -- % of students passing Math ISTEP standards

Strategies to Impact This Concern:

- D. Attendance

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- All Students -- % of students passing Math Computation Standard
- All Students -- % of students passing Math Problem Solving Standard
- All Students -- % of students passing Reading Comprehension Standard
- All Students -- % of students passing Reading Vocabulary Stanards
- All Students -- % of students passing Writing Application Standard
- Students with an IEP -- % of students passing Language ISTEP standards
- Students with an IEP -- % of students passing Math ISTEP standards

Strategies to Impact This Concern:

- Staff Development for Differentiated Instruction
- G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- All Students -- % of students passing Math Computation Standard
- All Students -- % of students passing Math Problem Solving Standard
- All Students -- % of students passing Reading Comprehension Standard
- All Students -- % of students passing Reading Vocabulary Stanards
- All Students -- % of students passing Writing Application Standard
- Students with an IEP -- % of students passing Language ISTEP standards
- Students with an IEP -- % of students passing Math ISTEP standards

Strategies to Impact This Concern:

- Staff Development for Differentiated Instruction
- G2. Exceptional Learners - Special Education

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- All Students -- % of students passing Math Computation Standard
- All Students -- % of students passing Math Problem Solving Standard
- All Students -- % of students passing Reading Comprehension Standard
- All Students -- % of students passing Reading Vocabulary Stanards
- All Students -- % of students passing Writing Application Standard
- Students with an IEP -- % of students passing Language ISTEP standards
- Students with an IEP -- % of students passing Math ISTEP standards

Strategies to Impact This Concern:

- H. Cultural Competency

Force Field Excerpt

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

| | | |
|---|--|--|
| Description and location of curriculum: | Middle School Office | Force Field Report B: Curriculum Additional Data #1 |
| Titles and descriptions of assessment instruments to be used in addition to ISTEP+: | ISTEP, The NWEA test will be given starting in the spring of 2006. | Force Field Report C: Assessment Additional Data #1 |
| Statutes and rules to be waived: | None | Force Field Report G: Environment Additional Data #2 |

To-Do List

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

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

consistently implemented behavior plan

May 20, 2008: distribute and collect surveys

Person: Andy Arndt

Activity: Collect baseline data

May 29, 2008: tabulate surveys

Person: Kathy Griffis

Activity: Collect baseline data

Aug 21, 2008: introduce new office referral form / review disciplinary procedures

Person: Carol Hudson

Activity: Kick-off meeting for '08 - '09 school year

Aug 21, 2008: present homeroom philosophy and procedures

Person: Dan Cairl

Activity: Kick-off meeting for '08 - '09 school year

Aug 21, 2008: present survey results from May '08

Person: Sandy Brewbaker

Activity: Kick-off meeting for '08 - '09 school year

Sep 12, 2008: copy and distribute articles

Person: all members

Activity: professional readings and round table discussions

Oct 12, 2008: discuss articles

Person: faculty

Activity: professional readings and round table discussions

Oct 20, 2008: distribute, collect, and tabulate surveys

Person: Sandy Brewbaker

Activity: Collect first semester/trimester follow up data

Oct 20, 2008: distribute and collect surveys

Person: Lucy Cress

Activity: faculty survey

Oct 27, 2008: tabulate survey responses

Person: Carol Hudson

Activity: faculty survey

Nov 14, 2008: present results to faculty

Person: Andy Arndt

Activity: faculty survey

May 24, 2009: distribute, collect, and tabulate surveys

Person: Dan Cairl

Activity: Collect final semester/trimester follow up data

Improve Safety Procedures

May 19, 2008: Evaluate survey results

Person: Group 1

Activity: Collect baseline data

May 19, 2008: Tabulate survey results

Person: Group 1

Activity: Collect baseline data

Aug 18, 2008: Talk with individual staff members as need arises throughout the year.

Person: Group 1

Activity: Seek staff support and involvement

Aug 19, 2008: Encourage staff accountability and professionalism throughout the year.

Person: Group 1

Activity: Group 1 Meetings

Aug 26, 2008: Seek staff input at staff and team meetings throughout the year.

Person: Group 1

Activity: Seek staff support and involvement

Aug 26, 2008: Conduct Surveys

Person: Group 1/Advisors

Activity: Utilize strategies to improve and enhance student safety based on survey results.

Sep 2, 2008: Tabulate/Post/Evaluate/Share survey results

Person: Group 1

Activity: Utilize strategies to improve and enhance student safety based on survey results.

Sep 9, 2008: Plan advisory lessons throughout the year.

Person: Mary Ann Wehrenberg and Advisory Committee

Activity: Continue to include Anti Bullying lessons in our advisory program

Sep 9, 2008: Present improved/revised strategies to administration, staff, students

Person: Group 1

Activity: Utilize strategies to improve and enhance student safety based on survey results.

Sep 15, 2008: Use videos and skill building lessons for antibullying throughout the year

Person: Mary Ann Wehrenberg

Activity: After-school anti bullying classes for students with office referrals for bullying

Sep 16, 2008: Group One will meet to discuss survey results and revise/improve safety procedures based on survey results throughout the year.

Person: Group 1

Activity: Group 1 Meetings

Sep 16, 2008: Seek input from grade-level and encore teams and other staff members throughout the year.

Person: Group 1

Activity: Group 1 Meetings

Jan 18, 2009: Provide outside programs and speakers as available and affordable

Person: Administration and Mary Ann Wehrenberg

Activity: Provide programs for students regarding anti bullying strategies and conflict resolution

Jan 19, 2009: Collect followup data using surveys

Person: Group One

Activity: Collect first semester/trimester follow up data

Jan 20, 2009: Conduct surveys

Person: Group 1/Advisors

Activity: Utilize strategies to improve and enhance student safety based on survey results.

- Jan 27, 2009:** Tabulate/post/evaluate/share survey results
Person: Group 1
Activity: Utilize strategies to improve and enhance student safety based on survey results.
- Feb 3, 2009:** Present improved/revised strategies to administration, staff, and students
Person: Group 1
Activity: Utilize strategies to improve and enhance student safety based on survey results.
- Feb 4, 2009:** Tabulate/post and evaluate survey results
Person: Group One
Activity: Collect first semester/trimester follow up data
- May 18, 2009:** Collect followup data using surveys
Person: Group One
Activity: Collect final semester/trimester follow up data
- May 18, 2009:** Conduct surveys
Person: Group 1, Advisors
Activity: Utilize strategies to improve and enhance student safety based on survey results.
- May 19, 2009:** Tabulate and evaluate survey results
Person: Group One
Activity: Collect final semester/trimester follow up data
- May 26, 2009:** Tabulate/post/evaluate/share survey results
Person: Group 1
Activity: Utilize strategies to improve and enhance student safety based on survey results.
- May 29, 2009:** Present improved/revised strategies to administration, staff, and students
Person: Group 1
Activity: Utilize strategies to improve and enhance student safety based on survey results.

Parent Involvement

- Aug 18, 2008:** Leave early on 1st staff day
Person: INSAI Group Four
Activity: Faculty Compensation
- Aug 18, 2008:** Back To School Night
Person: INSAI Group Four
Activity: Monthly Family Activities
- Aug 22, 2008:** Collect after each family activity
Person: Eagle Time Teachers
Activity: Collect data
- Aug 22, 2008:** Leave early on Fridays
Person: INSAI Group Four
Activity: Faculty Compensation
- Aug 25, 2008:** Compile data
Person: INSAI Group Four
Activity: Collect data
- Sep 8, 2008:** Family Picnic
Person: INSAI Group Four
Activity: Monthly Family Activities

Sep 22, 2008: 5th Grade Parents Night
Person: INSAI Group Four
Activity: Parent Night

Sep 26, 2008: Middle Years - Working together for the school success
Person: William Stitt
Activity: Monthly Publication

Oct 21, 2008: 6th Grade Parents Night
Person: INSAI Group Four
Activity: Parent Night

Oct 22, 2008: Parent/Teacher Conferences
Person: INSAI Group Four
Activity: Monthly Family Activities

Oct 24, 2008: Middle Years - Working together for the school success
Person: William Stitt
Activity: Monthly Publication

Nov 10, 2008: Bingo/Craft Night
Person: INSAI Group Four
Activity: Monthly Family Activities

Nov 13, 2008: 7th Grade Parents Night
Person: INSAI Group Four
Activity: Parent Night

Nov 27, 2008: Middle Years - Working together for the school success
Person: William Stitt
Activity: Monthly Publication

Dec 5, 2008: Donuts for Dads
Person: INSAI Group Four
Activity: Monthly Family Activities

Dec 11, 2008: 8th Grade Parents Night
Person: INSAI Group Four
Activity: Parent Night

Dec 26, 2008: Middle Years - Working together for the school success
Person: William Stitt
Activity: Monthly Publication

Jan 13, 2009: 5th Grade Parents Night
Person: INSAI Group Four
Activity: Parent Night

Jan 19, 2009: Tri-State University Night
Person: INSAI Group Four
Activity: Monthly Family Activities

Jan 23, 2009: Compile data
Person: INSAI Group Four
Activity: Collect first semester/trimester follow up data

Jan 23, 2009: Middle Years - Working together for the school success
Person: William Stitt
Activity: Monthly Publication

Feb 10, 2009: Family Activity Night
Person: INSAI Group Four
Activity: Monthly Family Activities

Feb 17, 2009: 6th Grade Parents Night
Person: INSAI Group Four
Activity: Parent Night

Feb 20, 2009: Middle Years - Working together for the school success
Person: William Stitt
Activity: Monthly Publication

Mar 3, 2009: 7th Grade Parents Night
Person: INSAI Group Four
Activity: Parent Night

Mar 12, 2009: Family Art/Music Night
Person: INSAI Group Four
Activity: Monthly Family Activities

Mar 27, 2009: Middle Years - Working together for the school success
Person: William Stitt
Activity: Monthly Publication

Apr 6, 2009: 8th Grade Parents Night
Person: INSAI Group Four
Activity: Parent Night

Apr 13, 2009: FMS Talent Show
Person: INSAI Group Four
Activity: Monthly Family Activities

Apr 24, 2009: Middle Years - Working together for the school success
Person: William Stitt
Activity: Monthly Publication

May 8, 2009: Muffins for Moms
Person: INSAI Group Four
Activity: Monthly Family Activities

May 15, 2009: Compile data
Person: INSAI Group Four
Activity: Collect final semester/trimester follow up data

May 26, 2009: Family Picnic
Person: INSAI Group Four
Activity: Monthly Family Activities

Staff Development for Differentiated Instruction

May 20, 2008: End of year Survey 07 -08
Person: Group 3
Activity: Collect baseline data

Aug 25, 2008: Teacher using DI Lessons throughout the year
Person: INSAI 3
Activity: Classroom Differentiated Activities

Aug 25, 2008: Invitation and schedule for site visits
Person: group 3
Activity: Differentiated Instruction Opportunities

- Sep 1, 2008:** Provide Support to grade level teams
Person: group 3 grade level members
Activity: Team Support by Grade Level
- Sep 3, 2008:** Introduce the differentiated instruction bulletin board
Person: group 3
Activity: Differentiated Instruction Opportunities
- Sep 3, 2008:** Posting opportunities on the DI bulletin board
Person:
Activity: Differentiated Instruction Opportunities
- Sep 3, 2008:** Brain storming ideas to include DI into lessons
Person: group 3
Activity: Subject Area Group meetings
- Oct 1, 2008:** Provide Support to grade level teams
Person: group 3 grade level members
Activity: Team Support by Grade Level
- Oct 3, 2008:** Posting opportunities on the DI bulletin board. Includes DI Conference Information
Person:
Activity: Differentiated Instruction Opportunities
- Nov 1, 2008:** Provide Support to grade level teams
Person: group 3 grade level members
Activity: Team Support by Grade Level
- Nov 3, 2008:** Posting opportunities on the DI bulletin board
Person:
Activity: Differentiated Instruction Opportunities
- Dec 1, 2008:** First Semester survey 08 - 09
Person: Group 3
Activity: Collect first semester/trimester follow up data
- Dec 1, 2008:** Provide Support to grade level teams
Person: group 3 grade level members
Activity: Team Support by Grade Level
- Dec 3, 2008:** Posting opportunities on the DI bulletin board
Person:
Activity: Differentiated Instruction Opportunities
- Jan 1, 2009:** Provide Support to grade level teams
Person: group 3 grade level members
Activity: Team Support by Grade Level
- Jan 3, 2009:** Posting opportunities on the DI bulletin board
Person:
Activity: Differentiated Instruction Opportunities
- Feb 1, 2009:** Provide Support to grade level teams
Person: group 3 grade level members
Activity: Team Support by Grade Level
- Feb 3, 2009:** Posting opportunities on the DI bulletin board
Person:
Activity: Differentiated Instruction Opportunities

Feb 4, 2009: Brain storming ideas to include DI into lessons

Person: group 3

Activity: Subject Area Group meetings

Mar 1, 2009: Provide Support to grade level teams

Person: group 3 grade level members

Activity: Team Support by Grade Level

Mar 3, 2009: Posting opportunities on the DI bulletin board

Person:

Activity: Differentiated Instruction Opportunities

Apr 1, 2009: Provide Support to grade level teams

Person: group 3 grade level members

Activity: Team Support by Grade Level

Apr 3, 2009: Posting opportunities on the DI bulletin board

Person:

Activity: Differentiated Instruction Opportunities

May 1, 2009: Provide Support to grade level teams

Person: group 3 grade level members

Activity: Team Support by Grade Level

May 3, 2009: Posting opportunities on the DI bulletin board

Person:

Activity: Differentiated Instruction Opportunities

May 18, 2009: End of year survey 08 - 09

Person: Group 3

Activity: Collect final semester/trimester follow up data

Jun 1, 2009: Provide Support to grade level teams

Person: group 3 grade level members

Activity: Team Support by Grade Level

Jun 3, 2009: Posting opportunities on the DI bulletin board

Person:

Activity: Differentiated Instruction Opportunities

Continuous Improvement Timeline

The table below shows the timeline we will follow in reviewing and revising our School Improvement Plan each year.

| | First Year Schools | Second Year Schools | Third Year and Beyond Schools |
|-----------|---|---|---|
| Oct | Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i> | <u>New Steering Team Member</u> (optional) Session 1: <u>Improvement Plan Implementation</u> | <u>New Steering Team Member</u> (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u> |
| Nov | <u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i> | <u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i> | <u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i> |
| Dec | Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i> | | Session 2: <u>SIP Evaluation & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i> |
| Jan | Session 4: <u>Areas of Concern & Research Assignments</u> <i>Local Mtgs: Areas of Concern</i> | Session 2: <u>SIP Review & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i> | |
| Jan 31 | Session 5: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i> | <u>InSAI Conference on Learning</u> (optional) | <u>InSAI Conference on Learning</u> (optional) |
| Feb / Mar | Session 6: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i> | Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i> | Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i> |
| Apr | <i>1st Fri. in April: All submissions due online</i> Session 7: <u>Strategy Plan Review:</u> One hour individual appointment | <i>1st Fri. in April: All submissions due online</i> Session 4: <u>Strategy Plan Review:</u> One hour individual appointment | <i>1st Fri. in April: All submissions due online</i> Session 4: <u>Strategy Plan Review:</u> One hour individual appointment |
| May | <i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i> | <i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i> | <i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i> |