

School Improvement Plan - 2010-2011

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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-Making

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

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

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy.

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

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

Steering Team

- Lisa Ashbrook - Community Representative (Business)
- Nancy Bowen - Teacher
- Lucy Cress - Teacher
- Mark Fowerbaugh - Administrator
- Christine Seiler - Parent/Guardian
- Jennifer Squires - Teacher
- Mary Ann Wehrenberg - School Counselor
- Terri White - Teacher

Strategy Chairs

- Nancy Bowen
- Mark Fowerbaugh
- Carol Hudson
- Jennifer Squires
- Mary Ann Wehrenberg

Community Council

- Lisa Ashbrook - Parent/Business
- Wayne Berkesch - Pastor/Community/Youth Services
- Amy Bruney - High Ability/ Corporation Alignment
- Jon Bruney - High Ability/ Youth Services
- Jeff Face - Business

- Chris Folland - Business
- Angel Frain - Staff Development/Alignment
- Melissa Higbee - Teacher from another district/ Fremont Youth Center Coordinator
- Rod Higbee - Business/Parent
- Lisa Hufnagle - Special Education/Business
- Angela Lyon - Special Education
- Christine Seiler - School Board/ Business
- Sue VanWagner - Higher Education

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:

An environment where they have the opportunities, resources, and support to achieve both individual and group success. Today we will break our own record!

In order for this to happen, students should be: provided a clean, safe, structured, and welcoming environment that promotes learning, achievement, responsibility, and school pride; provided with dedicated, caring, competent teachers who love to teach and are enthusiastic and knowledgeable; exposed to a wide variety of instructional techniques, assessments, and resources; given multiple opportunities to succeed and develop their own individual talents; challenged and have high expectations for themselves and from parents, teachers, and the community; respected and trusted; responsible and accountable for themselves and their actions;

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

Every day, they focus their efforts on what is best for both individual students and Fremont Middle School as a whole.

This creates teachers who: are responsible, respectful, open-minded, caring, patient, understanding, and take time to listen; put information in a way that all students can learn by using a variety of instructional methods and constantly reflect on their teaching strategies; make sure that all students understand what is being taught; are creative and imaginative and allow students to be, also; allow opportunities for all students to be successful; challenge students, give responsibilities, and have high expectations; are dedicated and have a positive attitude; are trustworthy and honest; are knowledgeable and professional; treat all students fairly; inspire students.

This creates adults who work together to help children; 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; instill a sense of pride.

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

will consistently put forth their best personal effort and each day strive to be better than the day before!

In doing this, students will: come to school well fed, clean, well rested, and ready to learn; be responsible and accountable for their choices; follow the school's rules; keep a positive attitude and keep trying to succeed; be intrinsically motivated to do quality work; develop a sense of personal, community, and school pride; see the importance of an education; accept challenges and be life-long learner.

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 (based on NWEA data): 100%
- % of students who can write at or above grade level (based on NWEA data): 100%
- % of students who pass ISTEP science: 100%
- % of students who pass ISTEP social studies: 100%
- % of students who are computer literate: 100%
- % of students who show individual academic growth (as measured by NWEA three times a year): 100%
- % of students who are a high flyer/honor roll student: 100%
- % of students who can think, reason, and solve problems at age-appropriate level: 100%
- % of students who pass all four core classes each semester: 100%
- % of students who pass Pre-Algebra or Algebra by the 8th grade: 100%

Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The vision data represents our ideal data. It is the mission of our school to work toward this ideal.

All Students - % of students passing language arts portion of the ISTEP+ test

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			64.6%	68%	73.1%	71%		74%		77%		100%

All Students - % of students passing Math portion of ISTEP+ test

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			78.4%	75%	70.1%	78%		81%		84%		100%

All Students - % of students passing Math Problem Solving Standard

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	
75%	72%	77%	78%	80%	71.8%	78%		80%		82%		100%

All Students - % of students passing Reading Comprehension Standard

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	
75%	70%	77%	67%	75%	74.3%	78%		81%		84%		100%

All Students - % of students passing Reading Vocabulary Stanards

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	
75%	67%	78%	67.5%	78%	72.9%	77%		80%		83%		100%

All Students - % Passing NWEA Spring Administration of Reading

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	79.5%	80%	64.2%	75%		80%		83%		86%		100%

All Students - % passing writing application standard on ISTEP+

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	
75	66	78	65.7%	75	75.1 %	78%		81%		84%		100

All Students - % passing writing process standard on ISTEP+

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	70.1%	73%	73.5 %	76%		79%		82 %		84%		100%

All students - % scoring 2 (full credit) on open-ended problem-solving questions

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	
	24.2%	30%	25.3%	33%		36%		40%		45%		100%

All Students - % scoring 5 or 6 on writing ISTEP+ writing prompt

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	
	4.2%	10%	29.0%	35%		40%		45%		50%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
79%	72%	80%	71%	75%		78%		81%		84%		100%

Free/Reduced Lunch Students - % passing ISTEP+ Language Arts Standards

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	
	56%	60%	65.6%	67%		70%		73%		75%		100%

Free/Reduced Lunch Students - % passing ISTEP+ Math Standards

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	
	72%	75%	62.4%	70%		73%		76%		79%		100%

Males - % passing ISTEP+ Language Arts Standards

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	
	59%	61%	69.8%	70%		74%		77%		80%		100%

Males - % passing reading comprehension standards on ISTEP+

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%	65%	70.3%	72%		75%		78%		80%		100%

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

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	
30%	38%	40%	31%	40%	28.2%	35%		40%		45%		100%

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

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	
51%	47%	57%	59%	62%	35.9%	45%		50%		55%		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... 1/3 of our teachers don't believe almost all of their students will pass ISTEP+

Teachers don't expect almost all their students to pass ISTEP (96% of students expect to pass 100% of parents expect their children to pass, but 64% of teachers expect almost all their students to pass ISTEP)

We are concerned that... Students (and parents) believe they know their learning styles, but the staff does not

*Teachers do not believe that students can describe their own learning styles (only 28% of faculty agree or strongly agree that students in their classroom can describe their preferred learning style, compared with 56% of parents and 74% of students who agree or strongly agree they can describe their learning style).

We are concerned that... Students say their learning is affected by the disruptions of others

Students believe that the behavior of other students negatively affects their ability to learn (65% of students agree or strongly agree with the adverse effects of other student's behavior on their own learning, while only 33% of parents and 46% of the faculty believe this statement is true)

We are concerned that... students cannot attend after-school programs due to transportation issues

Staff has consistently asked what the corporation can do to provide after-school programs and/or summer school programs to our students who need the extra practice time on homework and basic skills

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

Attendance

The administrative team and teachers will evaluate the current attendance policy and develop new strategies to improve student attendance. The attendance policy will be reviewed every year and changes implemented the following school year. Letters will be sent home when a child misses 5, 7, and 10 unexcused days. Students with perfect attendance will be honored at the end-of-year awards program. Perfect attendance is one eligibility criteria for students to participate in our High Flyers reward activity each grading period.

Impact Level: Low Impact

Focus: General

Required Strategies

F. Encourage Rigorous Curriculum

We will encourage students to take Algebra in the 8th grade and continue to offer high level courses in language arts and mathematics at all grade levels. Teachers in each grade level discipline and the guidance counselor will review data and target students who are falling short of the requirements for enrollment in the advanced courses. The staff will provide extra support within the regular classroom to supplement student skills each nine weeks and measurements will be taken at the end of the year to see if these students have qualified.

Impact Level: High Impact - Inside

Focus: General

F. Encourage Rigorous Curriculum: Exceptional Learners - Gifted

Grade level teams provide opportunities for expanded learning for the high ability students at FMS. Every grade level offers high ability classes in the areas of language arts and mathematics. Academic teams provide 8th grade students with 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).

Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area: Consistent Writing Program

During the 2010-2011 school year, Fremont Middle School will implement a consistent writing program for grades 5-8. All teachers will utilize writing guidelines on student assignments along with basic rubrics for grading. Language Arts teachers will continue weekly writing activities and subject area teachers will include a one paragraph writing assignment (embedded in their assessments) each nine weeks. Students will be provided feedback on their work.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Instructional Reading

Remediation teachers will implement the research-based instructional reading program, REWARDS Intermediate at Fremont Middle School. REWARDS is a specialized reading program designed to teach middle school students a strategy for decoding long words and to increase their oral and silent reading fluency. The REWARDS reading program will be used within reading remediation classes in all four grade levels, 3 times a week. Remediation teachers will record reading pretest/posttest scores and fluency data at the beginning and end of the school year. In conjunction with the REWARDS program, NWEA reading test scores will be monitored three times during the school year.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Math Discrepancies

In the fall of 2010, there will be a review and evaluation of student scores in mathematics on the Spring 2010 ISTEP+ and Spring 2010 NWEA in order to cite benchmarks and specific areas of need for the 2010-2011 school year. After the deficit areas are determined, all teachers of mathematics (general education and special education) will adjust teaching strategies and curriculum emphases during the 2010-2011 school year to ensure that achievement standards are met. Remediation teachers will be assigned those students who do not meet grade-level mathematics standards. Throughout the 2010-2011 school year, remediation teachers will implement and maintain documentation regarding skill-building strategies utilized. Progress will be monitored by reviewing student scores on the Winter 2011 NWEA, Spring 2011 ISTEP+, and Spring 2011 NWEA.

Impact Level: Low Impact

Focus: Specific

U. Focused Student Group: Exceptional learners - Special Education

According to law, IEP's are developed for our special education students by case conference committee members and implemented by our special education staff, instructional assistants, general education teachers, counselor, and administrators. ISTEP and NWEA testing will be administered in small groups. This addresses the accommodations indicated on the IEP's of the students. We believe that having students work in small groups will help reduce possible test anxiety. When possible the special education students are placed in general education classes with assistance from the special education teachers and their instructional assistants. Accommodations are made in the general education classrooms to assist the special education students in becoming more academically successful. Recorded textbooks have been supplied for students to assist in developing their reading comprehension. Lexia SOS reading program will be utilized in the resource room as a supplement in helping students acquire phonics skills.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Response to Intervention for Free/ Reduced Lunch, Male, and Special Education Students

During the 2010 - 2011 school year, teachers will continue to implement the established Response to Intervention (RTI) process. RTI is a systematic process that ensures that ALL students learn. A focus will be on how to determine benchmarks. Teachers will receive support and training in utilizing benchmarks to assess student success and achievement. RTI will target free-reduced lunch, special education, and male students who are struggling with mastering skills in the areas of reading, language, and mathematics.

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.

Required Strategies

I. Focused Academic Area: Consistent Writing Program

Percent of teachers who have folder of graded student writing samples base on Principal walk-throughs

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
36%	70%		85%	

Percentage of teachers who have knowledge of the middle school writing program and can apply it in their discipline.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
50%	80%		90%	

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

Sep 29, 2010: Measure Student Progress - NWEA Testing **Person:** Mark Fowerbaugh/Dick Wirtz
Oct 29, 2010: Measure student progress - grading period **Person:** Grade Level Teachers
Dec 1, 2010: Measure Student Progress - NWEA Testing **Person:** Mark Fowerbaugh/Dick Wirtz
Dec 31, 2010: Measure student progress - grading period **Person:** Grade Level Teachers
Jan 15, 2011: Create guidelines for entrance/exit from high ability programs **Person:** Mark Fowerbaugh
Jan 24, 2011: Opportunities to attend conferences on high ability **Person:** Entire task force
Feb 2, 2011: Measure Student Progress - NWEA Testing **Person:** Mark Fowerbaugh/Dick Wirtz
Feb 3, 2011: Letter out to parents explaining process **Person:** Mark Fowerbaugh
Mar 4, 2011: Measure student progress - grading period **Person:** Grade Level Teachers
Apr 6, 2011: Measure Student Progress - NWEA Testing **Person:** Mark Fowerbaugh/Dick Wirtz
May 6, 2011: Measure student progress - grading period **Person:** Grade Level Teachers
Jun 6, 2011: Measure student progress - ISTEP+ **Person:** Mark Fowerbaugh
Jun 8, 2011: Measure Student Progress - NWEA Testing **Person:** Mark Fowerbaugh/Dick Wirtz
Jun 17, 2011: Parent letter for students entering/exiting program **Person:** Mark Fowerbaugh

Focused Academic Area

Jun 3, 2010: Order REWARDS books and materials **Person:** J Squires
Aug 24, 2010: Strategy Meetings **Person:** INSAI Group #3
Aug 24, 2010: Writing Kick-off meeting for staff - main components **Person:** INSAI Group #2 Team
Aug 25, 2010: Posters in classroom (Sentence Structure, 6+1 Traits, Paragraph form, Grade-Level Conventions **Person:** Terri White/Julie Thober/Greta Finch
Aug 31, 2010: Reading REWARDS Training **Person:** Reading Remediation Teachers
Sep 1, 2010: REWARDS Fluency Test **Person:** Reading Remediation Teachers
Sep 1, 2010: REWARDS Pretest **Person:** Reading Remediation Teachers
Sep 7, 2010: Grade Level Meetings **Person:** Entire Staff/ Mark Fowerbaugh
Sep 15, 2010: Language Arts Team Meetings **Person:** Terri White
Sep 21, 2010: INSAI Group #2 Meeting **Person:** Mark Fowerbaugh
Sep 25, 2010: Monthly Language Arts Meetings **Person:** Mark Fowerbaugh
Oct 1, 2010: Chart Fall NWEA reading scores for REWARDS students **Person:** Reading Remediation Teachers
Oct 7, 2010: Grade Level Meetings **Person:** Entire Staff/ Mark Fowerbaugh
Oct 15, 2010: Language Arts Team Meetings **Person:** Terri White
Oct 19, 2010: INSAI Group #2 Meeting **Person:** Mark Fowerbaugh
Oct 25, 2010: Monthly Language Arts Meetings **Person:** Mark Fowerbaugh
Oct 27, 2010: Strategy Meetings **Person:** INSAI Group #3
Oct 29, 2010: Collect Writing Samples **Person:** Dan Cairl/Steve Church/Ken Wertz/Ben Wright/Julie Thober
Oct 30, 2010: Writing in all subject areas? **Person:** INSAI Group 2 members
Nov 2, 2010: Reading REWARDS Training **Person:** Reading Remediation Teachers
Nov 7, 2010: Grade Level Meetings **Person:** Entire Staff/ Mark Fowerbaugh
Nov 15, 2010: Language Arts Team Meetings **Person:** Terri White
Nov 16, 2010: INSAI Group #2 Meeting **Person:** Mark Fowerbaugh
Nov 25, 2010: Monthly Language Arts Meetings **Person:** Mark Fowerbaugh
Nov 30, 2010: Collect fall data: Percent of teachers who have folder of graded student writing samples base on Principal walk-throughs **Person:** Mark Fowerbaugh

Nov 30, 2010: Collect fall data: Percentage of teachers who have knowledge of the middle school writing program and can apply it in their discipline. **Person:** Mark Fowerbaugh

Dec 7, 2010: Grade Level Meetings **Person:** Entire Staff/ Mark Fowerbaugh

Dec 15, 2010: Language Arts Team Meetings **Person:** Terri White

Dec 21, 2010: INSAI Group #2 Meeting **Person:** Mark Fowerbaugh

Dec 25, 2010: Monthly Language Arts Meetings **Person:** Mark Fowerbaugh

Dec 29, 2010: Principal Walk-throughs **Person:** Mark Fowerbaugh

Dec 31, 2010: Collect Writing Samples **Person:** Dan Cairl/Steve Church/Ken Wertz/Ben Wright/Julie Thober

Jan 4, 2011: Reading REWARDS Training **Person:** Reading Remediation Teachers

Jan 7, 2011: Grade Level Meetings **Person:** Entire Staff/ Mark Fowerbaugh

Jan 15, 2011: Language Arts Team Meetings **Person:** Terri White

Jan 18, 2011: INSAI Group #2 Meeting **Person:** Mark Fowerbaugh

Jan 19, 2011: Strategy Meetings **Person:** INSAI Group #3

Jan 25, 2011: Monthly Language Arts Meetings **Person:** Mark Fowerbaugh

Feb 1, 2011: Chart Winter NWEA reading scores for REWARDS students **Person:** Reading Remediation Teachers

Feb 7, 2011: Grade Level Meetings **Person:** Entire Staff/ Mark Fowerbaugh

Feb 15, 2011: INSAI Group #2 Meeting **Person:** Mark Fowerbaugh

Feb 15, 2011: Language Arts Team Meetings **Person:** Terri White

Feb 25, 2011: Monthly Language Arts Meetings **Person:** Mark Fowerbaugh

Mar 4, 2011: Collect Writing Samples **Person:** Dan Cairl/Steve Church/Ken Wertz/Ben Wright/Julie Thober

Mar 7, 2011: Grade Level Meetings **Person:** Entire Staff/ Mark Fowerbaugh

Mar 8, 2011: Reading REWARDS Training **Person:** Reading Remediation Teachers

Mar 15, 2011: INSAI Group #2 Meeting **Person:** Mark Fowerbaugh

Mar 15, 2011: Language Arts Team Meetings **Person:** Terri White

Mar 25, 2011: Monthly Language Arts Meetings **Person:** Mark Fowerbaugh

Apr 1, 2011: Strategy Meetings **Person:** INSAI Group #3

Apr 7, 2011: Grade Level Meetings **Person:** Entire Staff/ Mark Fowerbaugh

Apr 15, 2011: Language Arts Team Meetings **Person:** Terri White

Apr 19, 2011: INSAI Group #2 Meeting **Person:** Mark Fowerbaugh

Apr 25, 2011: Monthly Language Arts Meetings **Person:** Mark Fowerbaugh

May 6, 2011: Collect Writing Samples **Person:** Dan Cairl/Steve Church/Ken Wertz/Ben Wright/Julie Thober

May 7, 2011: Grade Level Meetings **Person:** Entire Staff/ Mark Fowerbaugh

May 15, 2011: Language Arts Team Meetings **Person:** Terri White

May 17, 2011: INSAI Group #2 Meeting **Person:** Mark Fowerbaugh

May 25, 2011: Monthly Language Arts Meetings **Person:** Mark Fowerbaugh

Jun 1, 2011: Chart Spring NWEA reading scores for REWARDS students **Person:** Reading Remediation Teachers

Jun 1, 2011: REWARDS Fluency Test **Person:** Reading Remediation Teachers

Jun 1, 2011: REWARDS Posttest **Person:** Reading Remediation Teachers

Jun 7, 2011: Grade Level Meetings **Person:** Entire Staff/ Mark Fowerbaugh

Jun 15, 2011: Language Arts Team Meetings **Person:** Terri White

Jun 30, 2011: Collect spring data: Percent of teachers who have folder of graded student writing samples base on Principal walk-throughs **Person:** Mark Fowerbaugh

Jun 30, 2011: Collect spring data: Percentage of teachers who have knowledge of the middle school writing program and can apply it in their discipline. **Person:** Mark Fowerbaugh

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

Opportunities to attend conferences on high ability

Brief Description: Throughout the 2010-2011 school year, we will provide staff opportunities to attend workshop/class on creating high ability curriculum

Intended Participants: Teachers, Counselors, Administrators

Date: Jan 24, 2011

Activity Purpose: Information

Activity Format: Presentation, Site Visit

Funding:

Does this activity occur during the school day? No

I. Focused Academic Area: Consistent Writing Program

Grade Level Meetings

Brief Description: Language Arts teachers will discuss during team meetings what works well for them in the program (for example - how they grade a writing assignment using the rubrics already devised).

Intended Participants: Teachers, Counselors, Administrators

Dates: Sep 7, 2010; Oct 7, 2010; Nov 7, 2010; Dec 7, 2010; Jan 7, 2011; Feb 7, 2011; Mar 7, 2011; Apr 7, 2011; May 7, 2011; Jun 7, 2011

Activity Purpose: Skill Building

Activity Format: Study Group, Peer Coaching

Funding: Leftover P.L. 221 funds

Does this activity occur during the school day? Yes

Language Arts Team Meetings

Brief Description: Each month, time will be provided for the Language Arts team to assess strengths and weaknesses of the writing program.

Intended Participants: Teachers

Dates: Sep 15, 2010; Oct 15, 2010; Nov 15, 2010; Dec 15, 2010; Jan 15, 2011; Feb 15, 2011; Mar 15, 2011; Apr 15, 2011; May 15, 2011; Jun 15, 2011

Activity Purpose: Feedback/Support

Activity Format: Study Group, Peer Coaching

Funding:

Does this activity occur during the school day? Yes

I. Focused Academic Area: Instructional Reading

Reading REWARDS Training

Brief Description: Reading remediation teachers will meet to collaborate, review materials, problem solve, and plan activities for the REWARDS program.

Intended Participants: Teachers

Dates: Aug 31, 2010; Nov 2, 2010; Jan 4, 2011; Mar 8, 2011

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

Activity Format: Peer Coaching, Collaborative Problem Solving

Funding: PL 221

Does this activity occur during the school day? Yes

Relationship Report:

Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... 1/3 of our teachers don't believe almost all of their students will pass ISTEP+

Data Targets Influenced by This Concern:

- All Students -- % of students passing language arts portion of the ISTEP+ test
- All Students -- % of students passing Math portion of ISTEP+ test
- 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 -- % Passing NWEA Spring Administration of Reading
- All Students -- % passing writing application standard on ISTEP+
- All Students -- % passing writing process standard on ISTEP+
- All students -- % scoring 2 (full credit) on open-ended problem-solving questions
- All Students -- % scoring 5 or 6 on writing ISTEP+ writing prompt
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- Attendance
- I. Focused Academic Area: Consistent Writing Program
- I. Focused Academic Area: Math Discrepancies
- U. Focused Student Group: Exceptional learners - Special Education

We are concerned that... Students (and parents) believe they know their learning styles, but the staff does not

Data Targets Influenced by This Concern:

- Free/Reduced Lunch Students -- % passing ISTEP+ Language Arts Standards
- Free/Reduced Lunch Students -- % passing ISTEP+ Math Standards
- Males -- % passing ISTEP+ Language Arts Standards
- Males -- % passing reading comprehension standards on ISTEP+
- 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:

- F. Encourage Rigorous Curriculum: Exceptional Learners - Gifted
- F. Encourage Rigorous Curriculum
- I. Focused Academic Area: Consistent Writing Program
- I. Focused Academic Area: Instructional Reading
- U. Focused Student Group: Exceptional learners - Special Education
- U. Focused Student Group: Response to Intervention for Free/ Reduced Lunch, Male, and Special Education Students

We are concerned that... Students say their learning is affected by the disruptions of others

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Free/Reduced Lunch Students -- % passing ISTEP+ Language Arts Standards
- Free/Reduced Lunch Students -- % passing ISTEP+ Math Standards
- Males -- % passing ISTEP+ Language Arts Standards
- Males -- % passing reading comprehension standards on ISTEP+
- 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:

- F. Encourage Rigorous Curriculum
- I. Focused Academic Area: Math Discrepancies
- I. Focused Academic Area: Consistent Writing Program
- U. Focused Student Group: Response to Intervention for Free/ Reduced Lunch, Male, and Special Education Students

We are concerned that... students cannot attend after-school programs due to transportation issues

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Free/Reduced Lunch Students -- % passing ISTEP+ Language Arts Standards
- Free/Reduced Lunch Students -- % passing ISTEP+ Math Standards
- Males -- % passing ISTEP+ Language Arts Standards
- Males -- % passing reading comprehension standards on ISTEP+
- 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:

- U. Focused Student Group: Response to Intervention for Free/ Reduced Lunch, Male, and Special Education Students

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All Students -- % of students passing Math Problem Solving Standard
- All students -- % scoring 2 (full credit) on open-ended problem-solving questions
- All Students -- % scoring 5 or 6 on writing ISTEP+ writing prompt
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Exceptional Learners - Gifted
- F. Encourage Rigorous Curriculum

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- All Students -- % of students passing language arts portion of the ISTEP+ test
- All Students -- % of students passing Math portion of ISTEP+ test
- 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 -- % Passing NWEA Spring Administration of Reading
- All Students -- % passing writing application standard on ISTEP+
- All Students -- % passing writing process standard on ISTEP+
- All students -- % scoring 2 (full credit) on open-ended problem-solving questions
- All Students -- % scoring 5 or 6 on writing ISTEP+ writing prompt
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Free/Reduced Lunch Students -- % passing ISTEP+ Language Arts Standards
- Free/Reduced Lunch Students -- % passing ISTEP+ Math Standards
- Males -- % passing ISTEP+ Language Arts Standards
- Males -- % passing reading comprehension standards on ISTEP+
- 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:

- I. Focused Academic Area: Instructional Reading
- I. Focused Academic Area: Consistent Writing Program
- I. Focused Academic Area: Math Discrepancies

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- Free/Reduced Lunch Students -- % passing ISTEP+ Language Arts Standards
- Free/Reduced Lunch Students -- % passing ISTEP+ Math Standards
- Males -- % passing ISTEP+ Language Arts Standards
- Males -- % passing reading comprehension standards on ISTEP+
- 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:

- U. Focused Student Group: Exceptional learners - Special Education
- U. Focused Student Group: Response to Intervention for Free/ Reduced Lunch, Male, and Special Education Students

Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	Principal's Office (If requested)
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	None at the current time.
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>NWEA - measures student comprehension in reading, language, and math.</p> <p>STAR - provides a baseline for student reading levels.</p> <p>COMPASS/Odyssey - provides assignments based on a student's NWEA score and measures their growth in these strategies.</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
First Year: Rationale + Organizational Structure After First Year: Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks of Sept
Vision	Session 2 – Sept	n/a	Session 1 – Aug PM	First 2 weeks of Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks in Nov
Areas of Concern	Session 4 - Dec	n/a	Session 2 – Dec PM	First 2 weeks in Jan*
Strategy Selection	Session 5 - Jan	Session 2 - Dec	Session 2 – Dec AM	First 2 weeks in Feb
Conference on Learning	Jan	Jan	Jan	
Strategy Selection: Title & Description	Feb	Feb	n/a	First 2 weeks in Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Optional Strategy Chair Training	First week of Apr

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