

# **School Improvement Plan - 2013-2014**

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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:

[IMAGE]

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# Table of Contents

- School Improvement Plan Introduction . . . . . 3
- Who Wrote this School Improvement Plan? . . . . . 4
- Vision Statement . . . . . 6
- Academic Goals . . . . . 7
- Needs Assessment / Areas of Concern . . . . . 12
- Strategies . . . . . 14
- Strategy Data . . . . . 17
- To-Do List . . . . . 19
- Professional Development Summary . . . . . 21
- Relationship Report: Areas of Concern / Strategies / Achievement Goals . . . . . 23
- Force Field Excerpt . . . . . 27
- Continuous Improvement Timeline . . . . . 28

# 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
- Indiana Rules and Regulations

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

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

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

## **Using Data for Decision-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

- Rick Behnfeldt - Community Representative (Business)
- Nancy Bowen - Teacher
- Lucy Cress - Teacher
- Mark Fowerbaugh - Administrator
- Angela Lyon - 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
- Terri White

## Community Council

- Rick Behnfeldt - Business/STEM (parent)
- Wayne Berkesch - Pastor/Community/Youth Services
- Amy Bruney - High Ability/ Corporation Alignment (parent)
- Jon Bruney - High Ability/ Youth Services (parent)

- Chris Folland - Business
- Angel Frain - Staff Development/Alignment (parent)
- Angela Lyon - Special Education (parent)
- Allen Thompson - High Ability/Business (parent)
- Rebecca Thompson - Teacher from another district/High Ability (parent)
- 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:**

A safe environment where they have the opportunities, resources, and support to achieve success.

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:**

They focus their efforts on what is best for individual students and Fremont Middle School.

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 each day.

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 or IMAST math: 100%
- % of students who pass ISTEP or IMAST language arts: 100%
- % of students who read at or above grade level (based on NWEA data): 100%
- % of students who write at or above grade level: 100%
- % of students who pass ISTEP or IMAST science: 100%
- % of students who pass ISTEP or IMAST social studies: 100%
- % of students who are computer literate at an age appropriate level: 100%
- % of students who show individual academic growth (based on NWEA): 100%
- % of students who 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 meeting growth in language during the fall to spring testing cycle in NWEA

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	64.4%	66%	65.9%	69%		72%		75%		78%		

## All students - % of students meeting growth in math during the fall to spring testing cycle in NWEA

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	65.4%	67%	58.7%	63%		67%		70%		73%		

## All students - % of students meeting growth in reading during the fall to spring testing cycle in NWEA

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	64.8%	66%	63.1%	67%		70%		73%		76%		

**All Students - % of students passing language arts portion of the ISTEP+ test ONLY (not adjusted for IMAST)**

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	76.6%	79%	74.7%	78%		80%		82%		84%		100%

**All Students - % of students passing Math portion of ISTEP+ test ONLY (Not adjusted for IMAST)**

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83%	80.6%	82%	82.9%	85%		87%		88%		89%		100%

**All Students - % of students passing Math Problem Solving Standard**

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78%	83.7 %	82%	87.4%	88%		89%		90%		91%		100%

**All Students - % of students passing Reading Comprehension Standard**

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78%	77.6%	81%	76.2%	78%		80%		82%		84%		100%

**All Students - % of students passing Reading Vocabulary Standard**

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
77%	77.1%	80%	75.4%	78%		80%		82%		84%		100%

**All students - % of students showing high growth in language on ISTEP+ based on Indiana Growth Model**

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	34.5%	36%	34.8%	42%		48%		53%		58%		100%

**All students - % of students showing high growth in math on ISTEP+ based on Indiana Growth Model**

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	31.6%	35%	32.6%	40%		46%		51%		56%		100%

**All Students - % Passing NWEA Spring Administration of Reading**

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	72.8%	76%	69.1%	72%		75%		78%		80%		100%

**All Students - % passing writing application standard on ISTEP+**

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78%	82.7%	81%	78.7%	81%		83%		85%		87%		100

**All Students - % passing writing process standard on ISTEP+**

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
79%	76.5 %	79%	79.7%	81%		83%		85%		87%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
34%	31.2%	36%	36.8%	43%		49%		54%		59%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
35%	24.7%	35%	20.9%	29%		36%		42%		48%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	66.7%	72%	65.6%	69%		72%		75%		78%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73%	73.6%	76%	77.5%	80%		82%		84%		86%		100%

**Males - % passing ISTEP+ Language Arts Standards**

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76%	69.3%	74%	67.7%	71%		74%		77%		79%		100%

**Males - % passing reading comprehension standards on ISTEP+**

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76%	70.6%	74%	70.7%	74%		77%		79%		81%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
35%	26.3%	33%	26.8%	33%		40%		46%		51%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
45%	44.7%	51%	41.5%	47%		52%		57%		61%		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... pacing of instruction for our students is sometimes making learning difficult.**

\*27% of students disagreed that their teachers move at a comfortable pace, but 97% believe that they do move at a comfortable pace.

**We are concerned that... students and parents are not receiving adequate weekly feedback**

\*52% of students agree or strongly agree that staff members provide weekly feedback regarding their progress, but 96% of staff say that they provide this weekly feedback. There has also been many phone calls to the principal that relate to poor feedback (either none at all or reactive).

**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)

## Required Areas of Concern

**F. Encourage Rigorous Curriculum**

**G. Attendance**

**I. Focused Academic Area**

**U. Focused Student Group**

**X. Graduation Plan**

# Strategies

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

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

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

The strategy titles and descriptions are listed below:

## Local Strategies

### Respectful behaviors and reliable feedback

During the 2013-2014 school year teachers will document targeted behaviors that interfere with student learning and will utilize an RTI (Response to Intervention) process for behavioral issues. Common guidelines for progression of interventions will be provided for all staff. Criteria for rewards and consequences will be determined for these behaviors as well, including removal from class and alternative learning environments. Teachers will also continue to provide students with timely feedback by entering two grades a week in Powerschool and meeting with individual students who are struggling. The grades will be checked by administration on a weekly basis and all student contacts will be logged by the staff.

**Impact Level:** High Impact - Inside

**Focus:** General

### Students helping students

During the 2013-2014 school year, administrators from the middle school and the high school, along with representatives from local area colleges and universities, will continue to look into possible ways to involve middle school, high school and college students majoring in education in the RTI process and/or tutoring students at Fremont Middle School. Possible options will be explored, including making the middle school schedule more conducive to cross grade-level mentoring and tutoring.

**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. Administrators, 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 by working at differentiated pace, alternate lessons, and an adjusted level of curriculum 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:** Specific

### 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, along with additional enrichment courses. 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 students in all grade levels in different areas (School musical, Solo & ensemble, Talent show, Art show, Spelling Bee).

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **G. 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 during a school year. Students with many excused absences verified by only a parent may be required to turn in a doctor's note after 10 total days of illness. The attendance secretary and principal will meet weekly to assess student absences from the past week. 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:** High Impact - Inside

**Focus:** General

#### **I. Focused Academic Area: Common Core Literacy Program**

During the 2013-2014 school year, Fremont Middle School will continue to implement the common core literacy standards for grades 5-8. The textbook adoption committee will have selected literary materials that will align with the common core standards. 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 that meets the new standards. Teachers will also continue to document the utilization of informational text within their subject area. Students will be provided feedback on their work.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **I. Focused Academic Area: Focus on Mathematical Practices**

During the 2013-2014 school year, all teachers of mathematics (general education and special education) will adjust teaching strategies and curriculum emphases to ensure that the common core standards for mathematical practices are met. Throughout the school year, math department members will meet to create expectations for each nine week emphasis, discuss appropriate student assessment that will measure these expectations, and review/revise processes from the previous nine weeks. Progress will be monitored by reviewing student scores on the Winter NWEA, Spring ISTEP+, Spring NWEA, and via grade-level local assessments.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **I. Focused Academic Area: Reading Comprehension**

Teachers have researched reading comprehension programs at the middle school level. In the 2012-2013 school year, teachers in each grade level selected new textbooks. For the 2013-2014 school year, grade level teachers will implement supplementary materials included in the adoption and geared toward reading comprehension. The focus of this program will be in our remediation classes. The grade-level staff will also determine if other materials will be needed to support this program. This program will also need to meet the guidelines set by the state of Indiana for their K-6 reading program.

**Impact Level:** High Impact - Inside

**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. 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.

**Impact Level:** High Impact - Inside

**Focus:** Specific

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

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 and possible programs that would fit this need. Teachers will receive support and training in utilizing benchmarks to assess student success and achievement. This will allow students to move in and out of the program with measurable progress and mastery standards. 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

## **X. Graduation Plan**

At Fremont Middle School the guidance counselor conducts classroom sessions to fulfill the Graduation Plan requirement. In Grade 6, the basics of the three different Core 40 diploma options are explained. Students complete a career interest inventory. Goal setting is discussed. Using the Graduation Plan sheets that are available at [LearnMoreIndiana.org](http://LearnMoreIndiana.org), each student writes three goals and the steps necessary to achieve those goals. Students then complete the Graduation Promise and check areas of the Promise that they believe they should do in order to graduate from high school. Students also check their high school diploma plans. These Graduation Promises and diploma plans are shared with parents. The Graduation Plan is updated in Grades 7 and 8 with current interest inventories and learning style assessments and the Core 40 diploma options are reviewed. The different higher education degrees are explained and students research careers in Grade 7. In Grade 8, students utilize Drive of Your Life to research careers and to become aware of course recommendations for specific careers. This information is updated on each student's Graduation Plan form and is kept in each student's CA60. For our special education students who are 14 years of age, we have them complete an independent living assessment each year. These, too, are filed in the CA60's.

**Impact Level:** High Impact - Inside

**Focus:** General

# Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

## Local Strategies

### Respectful behaviors and reliable feedback

Logs collected/e-mailed every nine weeks must include at least one contact per student

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Monthly Checks of teachers logging two grades a week in Powerschool

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Percentage of students who are repeat offenders each semester of this policy once process is created and refined

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

## Required Strategies

### F. Encourage Rigorous Curriculum

Teachers listing of instructional strategies/processes designed to match the ability of the students

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

**I. Focused Academic Area: Common Core Literacy Program**

Checklist for each teacher of the texts they used other than their primary text (articles, short texts, manuals, etc.)

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Percentage of teachers who turn in writing samples each nine weeks that are based in their content areas and connect to their common core writing standards as well

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
80%	90%		100%	

## To-Do List

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

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

## Encourage Rigorous Curriculum

**Aug 2, 2013:** Parent letter out for students entering/exiting high ability programs **Person:** Mark Fowerbaugh

**Aug 30, 2013:** Measure Student Progress **Person:** Mark Fowerbaugh/Caleb Frederick

**Nov 1, 2013:** Measure Student Progress **Person:** Mark Fowerbaugh/Caleb Frederick

**Nov 15, 2013:** High Ability District Meetings **Person:** Mark Fowerbaugh/Lori Vaughn

**Nov 30, 2013:** Collect fall data: Teachers listing of instructional strategies/processes designed to match the ability of the students  
**Person:**

**Jan 3, 2014:** Measure Student Progress **Person:** Mark Fowerbaugh/Caleb Frederick

**Jan 13, 2014:** Collaboration Time for Math and Language teachers to discuss strategies that are working **Person:** Nancy Bowen/Sally Heller

**Jan 15, 2014:** Measure Student Progress - Semester **Person:** Grade Level Teachers

**Mar 7, 2014:** Measure Student Progress **Person:** Mark Fowerbaugh/Caleb Frederick

**Mar 10, 2014:** Data for the past four years to analyze and modify guidelines **Person:** Mark Fowerbaugh

**Mar 16, 2014:** Letter sent to all parents explaining high ability process **Person:** Mark Fowerbaugh

**Mar 21, 2014:** High Ability District Meetings **Person:** Mark Fowerbaugh/Lori Vaughn

**Apr 20, 2014:** Collaboration Time for Math and Language teachers to discuss strategies that are working **Person:** Nancy Bowen/Sally Heller

**May 9, 2014:** Measure Student Progress **Person:** Mark Fowerbaugh/Caleb Frederick

**May 15, 2014:** Measure Student Progress - Semester **Person:** Grade Level Teachers

**May 24, 2014:** Opportunities for staff to attend conferences on high ability **Person:** Mark Fowerbaugh

**Jun 1, 2014:** Checklist of new strategies/differentiation used by teachers for high ability students **Person:** Mark Fowerbaugh/Entire Task Force

**Jun 15, 2014:** Parent letter out for students entering/exiting high ability programs **Person:** Mark Fowerbaugh

**Jun 30, 2014:** Collect spring data: Teachers listing of instructional strategies/processes designed to match the ability of the students  
**Person:**

## Focused Academic Area

**Aug 25, 2013:** Review & Clarify Expectations for implementation of informational materials in all subject areas **Person:** Mark Fowerbaugh

**Sep 15, 2013:** INSAI Meeting **Person:** Terri White

**Oct 25, 2013:** Departmental Time to discuss possible secondary/informational materials **Person:** Mark Fowerbaugh

**Nov 1, 2013:** Collect Writing Samples from staff members **Person:** Leadership Team Members

**Nov 30, 2013:** Collect fall data: Checklist for each teacher of the texts they used other than their primary text (articles, short texts, manuals, etc.) **Person:** Mark Fowerbaugh

**Nov 30, 2013:** Collect fall data: Percentage of teachers who turn in writing samples each nine weeks that are based in their content areas and connect to their common core writing standards as well **Person:** Mark Fowerbaugh

**Jan 19, 2014:** Collect Writing Samples from staff members **Person:** Leadership Team Members

**Jan 19, 2014:** INSAI Meeting **Person:** Terri White

**Mar 23, 2014:** INSAI Meeting **Person:** Terri White

**Apr 7, 2014:** Collect Writing Samples from staff members **Person:** Leadership Team Members

**Apr 20, 2014:** Attend conferences that will support the literacy standards **Person:** Mark Fowerbaugh

**May 14, 2014:** Collect List of secondary/informational texts used **Person:** Terri White

**May 30, 2014:** Collect Writing Samples from staff members **Person:** Leadership Team Members

**Jun 30, 2014:** Collect spring data: Checklist for each teacher of the texts they used other than their primary text (articles, short texts, manuals, etc.) **Person:** Mark Fowerbaugh

**Jun 30, 2014:** Collect spring data: Percentage of teachers who turn in writing samples each nine weeks that are based in their content areas and connect to their common core writing standards as well **Person:** Mark Fowerbaugh

## **Respectful behaviors and reliable feedback**

**Jun 6, 2013:** Collect Baseline Data - logs collected/emailed every nine weeks must include one contact per student **Person:** Mark Fowerbaugh

**Aug 27, 2013:** Update Common Guidelines for students **Person:** Mark Fowerbaugh/Carol Hudson

**Sep 10, 2013:** INSAI Meeting -Feedback group **Person:** Mark Fowerbaugh

**Sep 30, 2013:** E-mails to teachers not updating grade **Person:** Mark Fowerbaugh

**Oct 29, 2013:** Administrative Checks of log entry summaries **Person:** Mark Fowerbaugh/Carol Hudson

**Oct 30, 2013:** E-mails to teachers not updating grade **Person:** Mark Fowerbaugh

**Nov 12, 2013:** INSAI Meeting - Feedback Group **Person:** Mark Fowerbaugh

**Nov 30, 2013:** Collect fall data: Logs collected/e-mailed every nine weeks must include at least one contact per student **Person:** Mark Fowerbaugh

**Nov 30, 2013:** Collect fall data: Monthly Checks of teachers logging two grades a week in Powerschool **Person:** Mark Fowerbaugh

**Nov 30, 2013:** Collect fall data: Percentage of students who are repeat offenders each semester of this policy once process is created and refined **Person:** Carol Hudson

**Nov 30, 2013:** E-mails to teachers not updating grade **Person:** Mark Fowerbaugh

**Dec 30, 2013:** E-mails to teachers not updating grade **Person:** Mark Fowerbaugh

**Dec 31, 2013:** Administrative Checks of log entry summaries **Person:** Mark Fowerbaugh/Carol Hudson

**Jan 14, 2014:** INSAI Meeting - Feedback Group **Person:** Mark Fowerbaugh

**Jan 30, 2014:** E-mails to teachers not updating grade **Person:** Mark Fowerbaugh

**Mar 2, 2014:** E-mails to teachers not updating grade **Person:** Mark Fowerbaugh

**Mar 4, 2014:** Administrative Checks of log entry summaries **Person:** Mark Fowerbaugh/Carol Hudson

**Mar 18, 2014:** INSAI Meeting - Feedback Group **Person:** Mark Fowerbaugh

**Apr 2, 2014:** E-mails to teachers not updating grade **Person:** Mark Fowerbaugh

**May 2, 2014:** E-mails to teachers not updating grade **Person:** Mark Fowerbaugh

**May 6, 2014:** Administrative Checks of log entry summaries **Person:** Mark Fowerbaugh/Carol Hudson

**Jun 30, 2014:** Collect spring data: Logs collected/e-mailed every nine weeks must include at least one contact per student **Person:** Mark Fowerbaugh

**Jun 30, 2014:** Collect spring data: Monthly Checks of teachers logging two grades a week in Powerschool **Person:** Mark Fowerbaugh

**Jun 30, 2014:** Collect spring data: Percentage of students who are repeat offenders each semester of this policy once process is created and refined **Person:** Carol Hudson

# 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 to their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

## Respectful behaviors and reliable feedback

No professional development is needed for this strategy.

## F. Encourage Rigorous Curriculum

### **Collaboration Time for Math and Language teachers to discuss strategies that are working**

**Brief Description:** Staff will have time to talk about their high ability classrooms and what's working/not working

**Intended Participants:** Teachers

**Date:** Jan 13, 2014

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

**Activity Format:** Study Group, Collaborative Problem Solving

**Funding:** FCS - pay for substitutes

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

### **Collaboration Time for Math and Language teachers to discuss strategies that are working**

**Brief Description:** Time allowed for high ability math and language teachers to meet and discuss success and areas of improvement to current strategies.

**Intended Participants:** Teachers

**Date:** Apr 20, 2014

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

**Activity Format:** Study Group, Collaborative Problem Solving

**Funding:** FCS - pay for substitutes

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

### **Opportunities for staff to attend conferences on high ability**

**Brief Description:** Check the latest professional development opportunities at Manchester and Purdue, as well as those offered through our regional service center.

**Intended Participants:** Teachers

**Date:** May 24, 2014

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** FCS - professional development leave via FMS

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

## **I. Focused Academic Area: Common Core Literacy Program**

### **Attend conferences that will support the literacy standards**

**Brief Description:** Teachers will have the opportunity to attend conferences that directly relate to literacy standards

**Intended Participants:** Teachers, Administrators

**Date:** Apr 20, 2014

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** FCS - professional development leave via FMS

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

### **Departmental Time to discuss possible secondary/informational materials**

**Brief Description:** On a scheduled professional development day, time will be given within departments to share texts/materials they have used that support the common core literacy standards.

**Intended Participants:** Teachers

**Date:** Oct 25, 2013

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Study Group

**Funding:** FCS - professional development day

**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... pacing of instruction for our students is sometimes making learning difficult.**

#### Data Targets Influenced by This Concern:

- All students -- % of students meeting growth in language during the fall to spring testing cycle in NWEA
- All students -- % of students meeting growth in math during the fall to spring testing cycle in NWEA
- All students -- % of students meeting growth in reading during the fall to spring testing cycle in NWEA
- All students -- % of students showing high growth in language on ISTEP+ based on Indiana Growth Model
- All students -- % of students showing high growth in math on ISTEP+ based on Indiana Growth Model
- All Students -- % Passing NWEA Spring Administration of Reading
- 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:

- Students helping students
- F. Encourage Rigorous Curriculum
- F. Encourage Rigorous Curriculum: Exceptional Learners - Gifted
- I. Focused Academic Area: Reading Comprehension
- I. Focused Academic Area: Common Core Literacy Program
- I. Focused Academic Area: Focus on Mathematical Practices
- U. Focused Student Group: Response to Intervention for Free/ Reduced Lunch, Male, and Special Education Students
- U. Focused Student Group: Exceptional learners - Special Education

**We are concerned that... students and parents are not receiving adequate weekly feedback**

#### Data Targets Influenced by This Concern:

- All students -- % of students meeting growth in language during the fall to spring testing cycle in NWEA
- All students -- % of students meeting growth in math during the fall to spring testing cycle in NWEA
- All students -- % of students meeting growth in reading during the fall to spring testing cycle in NWEA
- All Students -- % of students passing language arts portion of the ISTEP+ test ONLY (not adjusted for IMAST)
- All Students -- % of students passing Math portion of ISTEP+ test ONLY (Not adjusted for IMAST)
- All students -- % of students showing high growth in language on ISTEP+ based on Indiana Growth Model
- All students -- % of students showing high growth in math on ISTEP+ based on Indiana Growth Model
- All Students -- % Passing NWEA Spring Administration of Reading
- Free/Reduced Lunch Students -- % passing ISTEP+ Language Arts Standards
- Free/Reduced Lunch Students -- % passing ISTEP+ Math Standards
- 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:

- Respectful behaviors and reliable feedback
- I. Focused Academic Area: Common Core Literacy Program
- I. Focused Academic Area: Focus on Mathematical Practices

- X. Graduation Plan

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

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

- All students -- % of students meeting growth in language during the fall to spring testing cycle in NWEA
- All students -- % of students meeting growth in math during the fall to spring testing cycle in NWEA
- All students -- % of students meeting growth in reading during the fall to spring testing cycle in NWEA
- All Students -- % of students passing language arts portion of the ISTEP+ test ONLY (not adjusted for IMAST)
- All Students -- % of students passing Math portion of ISTEP+ test ONLY (Not adjusted for IMAST)
- 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:**

- Respectful behaviors and reliable feedback
- G. Attendance
- I. Focused Academic Area: Reading Comprehension

## **Required Areas of Concern**

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

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

- All Students -- % of students passing Math Problem Solving Standard
- All students -- % of students showing high growth in language on ISTEP+ based on Indiana Growth Model
- All students -- % of students showing high growth in math on ISTEP+ based on Indiana Growth Model
- All students -- % scoring 2 (full credit) on open-ended problem-solving questions
- All Students -- % scoring 5 or 6 on writing ISTEP+ writing prompt

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

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

### **G. Attendance (IN Rules)**

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

- All students -- % of students meeting growth in language during the fall to spring testing cycle in NWEA
- All students -- % of students meeting growth in math during the fall to spring testing cycle in NWEA
- All students -- % of students meeting growth in reading during the fall to spring testing cycle in NWEA
- All Students -- % of students passing language arts portion of the ISTEP+ test ONLY (not adjusted for IMAST)
- All Students -- % of students passing Math portion of ISTEP+ test ONLY (Not adjusted for IMAST)
- All students -- % of students showing high growth in language on ISTEP+ based on Indiana Growth Model
- All students -- % of students showing high growth in math on ISTEP+ based on Indiana Growth Model
- All Students -- % Passing NWEA Spring Administration of Reading

**Strategies to Impact This Concern:**

- G. Attendance

**I. Focused Academic Area (IN Rules)****Data Targets Influenced by This Concern:**

- All students -- % of students meeting growth in language during the fall to spring testing cycle in NWEA
- All students -- % of students meeting growth in math during the fall to spring testing cycle in NWEA
- All students -- % of students meeting growth in reading during the fall to spring testing cycle in NWEA
- All Students -- % of students passing language arts portion of the ISTEP+ test ONLY (not adjusted for IMAST)
- All Students -- % of students passing Math portion of ISTEP+ test ONLY (Not adjusted for IMAST)
- All Students -- % of students passing Math Problem Solving Standard
- All Students -- % of students passing Reading Comprehension Standard
- All Students -- % of students passing Reading Vocabulary Standard
- All students -- % of students showing high growth in language on ISTEP+ based on Indiana Growth Model
- All students -- % of students showing high growth in math on ISTEP+ based on Indiana Growth Model
- 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
- 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: Reading Comprehension
- I. Focused Academic Area: Common Core Literacy Program
- I. Focused Academic Area: Focus on Mathematical Practices

**U. Focused Student Group (IN Rules)****Data Targets Influenced by This Concern:**

- All students -- % of students meeting growth in language during the fall to spring testing cycle in NWEA
- All students -- % of students meeting growth in math during the fall to spring testing cycle in NWEA
- All students -- % of students meeting growth in reading during the fall to spring testing cycle in NWEA
- 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

## **X. Graduation Plan (IN Rules)**

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

- All students -- % of students meeting growth in language during the fall to spring testing cycle in NWEA
- All students -- % of students meeting growth in math during the fall to spring testing cycle in NWEA
- All students -- % of students meeting growth in reading during the fall to spring testing cycle in NWEA
- All Students -- % of students passing language arts portion of the ISTEP+ test ONLY (not adjusted for IMAST)
- All Students -- % of students passing Math portion of ISTEP+ test ONLY (Not adjusted for IMAST)
- All students -- % of students showing high growth in language on ISTEP+ based on Indiana Growth Model
- All students -- % of students showing high growth in math on ISTEP+ based on Indiana Growth Model
- All Students -- % Passing NWEA Spring Administration of Reading

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

- X. Graduation Plan

## Force Field Excerpt

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

<p>A. Where is the public copy of your school's curriculum located?</p>	<p>Principal's Office (If requested)</p>
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	<p>None at the current time</p>
<p>C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?</p>	<p>Yes, we have a rough estimate of 94.94% ADA for the 2012-2013 school year currently. Most of our excessive absence issues seem to occur in the 8th grade. Also, we had 3 days of extremely low attendance due to flu in late Demember. We will still use perfect attendance as measure for our high flyer rewards program. More diligent work on our unverified absences will allow the courts to be involved earlier. Probation has also suggested calling DCS for educational neglect when we reach 10 unverified absences. We are also using forms this year when students reach above ten absences excused by parents. However, we need to get a handle on the tardies that are beyond five minutes (excused or unexcused).</p>
<p>D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.</p>	<p>NWEA - measures student comprehension in reading, language, and math. STAR - provides a baseline for student reading levels. COMPASS/Odyssey - provides assignments based on a student's NWEA score and measures their growth in these strategies. Lexia Reading program - phonics reading program for struggling students. Reading Rewards - phonics, fluency, and phonemic awareness program for struggling students.</p>

## Continuous Improvement Timeline

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

\* Our school will complete these tasks every three years  
We are next scheduled to complete these tasks during the 2014-2015 school year