

School Improvement Plan - 2011-2012

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Boonville High School (8789)

Warrick County School Corp

Boonville, IN

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



Indiana Student Achievement Institute
931 25th Street
Columbus, IN 47201
Phone: 812-669-0009
Email: asai@asainstitute.org
Website: <http://www.asainstitute.org>

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School Improvement Plan Introduction

Boonville High 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

- Clint Claypool - Teacher
- Kelly Graber - Teacher
- Devona Heuring - Teacher
- Robert Dave Heuring - Community Representative (Business)
- Alex Howell - Teacher
- Erica Meier - Teacher
- Abbie Redmon - School Counselor
- Shelly Volz - Parent/Guardian
- Mike Whitten - Administrator

Strategy Chairs

- James Blankenship
- Dirk Conner
- Sara Copeland
- Missy Gieselman
- Susan Lehr
- Keith Paige
- Abbie Redmon
- Jacob Scheller
- Denise Wathen

Community Council

-
- Diane Alexander - Parent - gifted
- Dave Heuring - community
- Kelly Mitchell - Parent/ City Councilwoman
- Kellie Noe - Parent / Community
- Shelly Volz - Parent - gifted
- Denise Wathen - Parent
- Judy Wynn - Parent - gifted

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 free education, including a challenging curriculum and access to appropriate technology for all. We believe that all students deserve to be surrounded by adults who actively support and recognize their academic and extracurricular efforts in all ways, including financially, structurally, physically, and emotionally. We believe that all students deserve to be held to high standards in education and discipline, and to be graded based truly on what they learn. We believe that all students deserve appropriate remediation in areas where standards are not met. We believe that all students deserve to graduate with a basic skill set that equips them to be contributing members of society, as well as the knowledge necessary to follow their chosen educational and career paths. We believe that all students deserve the opportunity to earn respect, and to improve their behavior and grades without the stigma of prior actions. We believe that all students deserve a voice in their education, and appropriate alternatives to the traditional high school course path. We believe that all students deserve a safe, structured, and caring environment free of distractions.

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

all adults are positive role models who strive to recognize students' maximum potential and challenge them to live up to it, while working together to do what is best for each student. All teachers are active in the local community, and every day are present, prepared with authentic activities, and enthusiastic about teaching all students. All teachers are highly qualified in their teaching areas, trained to use appropriate technology, and willing to change ineffective teaching methods. All teachers engage in ongoing professional development and continuous learning to enrich their teaching and the entire learning experience. All teachers provide ample opportunities for student success, and are available for student help as needed. All parents and community members support educators by reinforcing education and responsibility outside of the school building. All parents provide the basic needs for their students as well as nurturing home environments where education is a priority. All community members are involved in the school through community partnerships, volunteering, donations, mentoring, and attendance at school functions. All adults accept, support, and enforce the established academic and behavior policies, applying them as equitably as possible to all students in all situations.

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

are enthusiastic about learning, make their education a top priority, and have a strong desire to succeed in school and beyond. All students expect a challenging curriculum, monitor their progress, and communicate with adults to find ways to improve. All students are aware of current technology and use it appropriately to enhance their education. All students maintain a healthy lifestyle, and are well-rested, well-fed, and dressed appropriately when they arrive at school on time each day with the necessary supplies. All students exhibit integrity and strong character, respecting themselves, others, authority, and property. All students are alert, attentive, and creative, and work well with peers and educators to complete assigned work and learn a variety of study skills, including using time wisely. All students understand that their behavior and choices today will shape their future, and so use critical-thinking skills to resolve conflicts and make good decisions. All students are involved in extra-curricular activities, and display school spirit in school, at events, and through participation in school clubs. All students participate in volunteering programs, philanthropic activities, and other community service projects.

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

- % of students who earn Core 40 diplomas: 100%
- % of students who earn Honors diplomas: 100%
- % of students who graduate: 100%
- % of students who earn 3 or better on AP exams: 100%
- % of students who earn postsecondary credit: 100%
- % of students who earn 4.0 GPA on 4.0 scale: 100%
- % of students who score 2400 on SAT: 100%
- % of students who score 36 on ACT: 100%
- % of students who score 30 on ASVAB: 100%
- % of students who pass all classes every semester: 100%
- % of students who read and write at grade level: 100%

- % of students who pass Algebra I ECA: 100%
- % of students who pass English 10 ECA: 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.

10th Graders - Core 40 Language Arts - % passing ECA - English 10

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73	62	68	61	65	78	69		72		75		

All Algebra I students - % passing Core 40 Math ECA for Algebra I

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	61	66	49.4	55	76	60		64		68		

All Students - Graduation Rate (DOE)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82	89.9	85	88.9	89.5		90		91		92		

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	63.8	72	62	65	84	68		71		74		100

Free / Reduced Lunch 10th Graders - % passing 10th Grade English ECA

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	49	52	51	56	71	60		64		68		100

Male Spec Ed 10th Graders - % Passing English 10 ECA Reading Comprehension

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
25	32	35	35	42	46	48		53		58		100

Male Spec Ed 10th Graders - % Passing English 10 ECA Writing Applications

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
17	19	21	10	19	25	27		34		41		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

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

Maintaining Discipline in the Classroom and Schoolwide

Administrators and faculty members will continuously maintain a safe and disciplined environment through daily supervision of hallways, classrooms, and other areas. This committee will examine classroom management methods by researching methods in use as well as alternative options. They will review school wide discipline practices and consider prevention strategies instead of reactive techniques. Sources of strategies will include community programs involving young people and the leaders who work with them, as well as parents.

Impact Level: Low Impact

Focus: General

Reading

All 9th and 10th grade IRP teachers will distribute reading passages and questions pertaining to the passage to the students every six weeks (three times per semester). Teachers will review the reading strategy and example before having the students work on the passage. Teachers will be expected to collect and grade the five multiple choice questions.

Impact Level: Low Impact

Focus: General

Required Strategies

F. Encourage Rigorous Curriculum: Algebra 1

After intensive analysis of the math scope and sequence it was found that some students were taking the Algebra I ECA without having taken the class. As a result the math department is now meeting with Algebra I students every day instead of every other day and some students are doubling up their math classes to accommodate the Alg. I class.

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance

Impact Level:

Focus:

I. Focused Academic Area: Improving Writing Process Across the Curriculum

All teachers will assign writing activities at least once every nine weeks graded with a designated rubric. All English teachers will include explaining the rubric as part of their curriculum.

Impact Level: Low Impact

Focus: General

I. Focused Academic Area: Vertical Alignment 6-10 English Curriculum

The middle and high school English departments will analyze the current 6-10 vertical curriculum and make necessary alignments to assure proper scope and sequence.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Special Ed Males passing 10th grade English ECA

9th and 10th grade English teachers will talk weekly with the special education teacher regarding best practices in instructing male special ed. students in the classroom on specific standards and delivery of assessments.

Impact Level: High Impact - Inside

Focus: Specific

X. Graduation Plan

The Graduation Plan includes the subject and skill areas of interest to the student; includes a Core 40 program of study that meets the student's aptitudes and interests. In addition, the Graduation Plan, upon satisfactory fulfillment of the plan, enables students to 1) graduate, 2) have taken at least the minimum variety and number of courses necessary to gain admittance to a state educational institution. It also includes an indication of assessments (other than ISTEP and ECA) that the student plans to take voluntarily during grades 10 through 12.

Impact Level: High Impact - Outside

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.

Required Strategies

F. Encourage Rigorous Curriculum: Algebra 1

Percent of teachers who aggressively market the class in favorable way

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	100		100	

I. Focused Academic Area: Improving Writing Process Across the Curriculum

the number of teachers giving writing opportunities in their classroom

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	100		100	

I. Focused Academic Area: Vertical Alignment 6-10 English Curriculum

% of language arts teachers aligning the curriculum in order to teach the same standards at the same point in semester/year

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
100	100		100	

U. Focused Student Group: Special Ed Males passing 10th grade English ECA

Percentage of teachers who create strategies to help students pass ECA

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100	100		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

Apr 1, 2011: Collect baseline data: Percent of teachers who aggressively market the class in favorable way **Person:** Dirk Conner
Oct 6, 2011: Show students progress so they know daily meetings are worthwhile **Person:** committee
Oct 10, 2011: Meet to discuss the progress of students in daily class **Person:** committee
Nov 10, 2011: Meet to discuss the progress of students in daily class **Person:** committee
Nov 30, 2011: Collect fall data: Percent of teachers who aggressively market the class in favorable way **Person:** Allan Collins
Dec 8, 2011: Show students progress so they know daily meetings are worthwhile **Person:** committee
Dec 10, 2011: Meet to discuss the progress of students in daily class **Person:** committee
Jan 10, 2012: Meet to discuss the progress of students in daily class **Person:** committee
Feb 9, 2012: Show students progress so they know daily meetings are worthwhile **Person:** committee
Feb 10, 2012: Meet to discuss the progress of students in daily class **Person:** committee
Mar 10, 2012: Meet to discuss the progress of students in daily class **Person:** committee
Apr 10, 2012: Meet to discuss the progress of students in daily class **Person:** committee
Jun 30, 2012: Collect spring data: Percent of teachers who aggressively market the class in favorable way **Person:** Greg Wilson

Focused Academic Area

Jan 17, 2011: Presentation **Person:** Julia Mayes
Apr 1, 2011: Collect baseline data: % of language arts teachers aligning the curriculum in order to teach the same standards at the same point in semester/year **Person:** Jacob Scheller
Apr 1, 2011: Collect baseline data: the number of teachers giving writing opportunities in their classroom **Person:** Angie Cluck
May 27, 2011: Professional Development Meeting **Person:** Jacob Scheller
Jun 23, 2011: Development Meeting **Person:** Jacob Scheller
Aug 12, 2011: Give all teachers a file folder with dates and the writing focus **Person:** Sara Copeland
Aug 13, 2011: Implementation **Person:** Jacob Scheller
Sep 13, 2011: Try to locate workshop on vertical alignment **Person:** Jacob Scheller
Oct 3, 2011: Provide teachers with subject-specific writing prompts **Person:** Sara Copeland
Oct 4, 2011: Teachers meet each nine weeks in their department meetings to discuss student's writings **Person:** Sara Copeland
Oct 19, 2011: Read book on vertical alignment and discuss at dept. meeting **Person:** Julia Mayes
Oct 19, 2011: Review lesson plans for each grade **Person:** Julia Mayes
Oct 21, 2011: Workshop **Person:** Stephanie Camp
Nov 16, 2011: Finalizing Strategies **Person:** Jacob Scheller
Nov 16, 2011: Read book on vertical alignment and discuss at dept. meeting **Person:** Julia Mayes
Nov 30, 2011: Collect fall data: % of language arts teachers aligning the curriculum in order to teach the same standards at the same point in semester/year **Person:** English TBD
Nov 30, 2011: Collect fall data: the number of teachers giving writing opportunities in their classroom **Person:** Angie Cluck
Dec 5, 2011: Provide teachers with subject-specific writing prompts **Person:** Sara Copeland
Dec 6, 2011: Teachers meet each nine weeks in their department meetings to discuss student's writings **Person:** Sara Copeland
Dec 21, 2011: Read book on vertical alignment and discuss at dept. meeting **Person:** Julia Mayes
Jan 18, 2012: Read book on vertical alignment and discuss at dept. meeting **Person:** Julia Mayes
Feb 6, 2012: Provide teachers with subject-specific writing prompts **Person:** Sara Copeland
Feb 7, 2012: Teachers meet each nine weeks in their department meetings to discuss student's writings **Person:** Sara Copeland
Feb 15, 2012: Read book on vertical alignment and discuss at dept. meeting **Person:** Julia Mayes
Mar 21, 2012: Read book on vertical alignment and discuss at dept. meeting **Person:** Julia Mayes
Apr 10, 2012: Teachers meet each nine weeks in their department meetings to discuss student's writings **Person:** Sara Copeland

Apr 18, 2012: Read book on vertical alignment and discuss at dept. meeting **Person:** Julia Mayes
Jun 30, 2012: Collect spring data: % of language arts teachers aligning the curriculum in order to teach the same standards at the same point in semester/year **Person:** English TBD
Jun 30, 2012: Collect spring data: the number of teachers giving writing opportunities in their classroom **Person:** Don Crane
Sep 14, 2012: Review Lesson plans on each grade level **Person:** Julia Mayes

Focused Student Group

Apr 1, 2011: Collect Baseline data **Person:** Art George
Apr 1, 2011: Collect baseline data: Percentage of teachers who create strategies to help students pass ECA **Person:** Art George
Sep 6, 2011: Prepare study skill teachers with supporting materials, ie- books for "AR" **Person:** Matt Fuchs
Oct 4, 2011: Have students participate in AR type activities **Person:** Art George
Oct 4, 2011: Look at base scores **Person:** Missy Geiselman
Oct 6, 2011: Create learning activities that are based on topics that are relevant to your students' lives **Person:** Missy Geiselman
Oct 6, 2011: create learning activities that are based on topics that are relevant to your students' lives **Person:** Missy Geiselman
Nov 1, 2011: Have students participate in AR type activities **Person:** Art George
Nov 4, 2011: Have students participate in AR type activities **Person:** Art George
Nov 6, 2011: create learning activities that are based on topics that are relevant to your students' lives **Person:** Missy Gieselman
Nov 30, 2011: Collect fall data: Percentage of teachers who create strategies to help students pass ECA **Person:** Matt Fuchs
Dec 4, 2011: Have students participate in AR type activities **Person:** Art George
Dec 6, 2011: create learning activities that are based on topics that are relevant to your students' lives **Person:** Missy Gieselman
Dec 6, 2011: Have students participate in AR type activities **Person:** Art George
Jan 3, 2012: Have students participate in AR type activities **Person:** Art George
Jan 4, 2012: Have students participate in AR type activities **Person:** Art George
Jan 6, 2012: create learning activities that are based on topics that are relevant to your students' lives **Person:** Missy Gieselman
Feb 4, 2012: Have students participate in AR type activities **Person:** Art George
Feb 6, 2012: create learning activities that are based on topics that are relevant to your students' lives **Person:** Missy Gieselman
Feb 7, 2012: Have students participate in AR type activities **Person:** Art George
Mar 4, 2012: Have students participate in AR type activities **Person:** Art George
Mar 6, 2012: create learning activities that are based on topics that are relevant to your students' lives **Person:** Missy Gieselman
Mar 6, 2012: Have students participate in AR type activities **Person:** Art George
Apr 3, 2012: Have students participate in AR type activities **Person:** Art George
Apr 4, 2012: Have students participate in AR type activities **Person:** Art George
Apr 6, 2012: create learning activities that are based on topics that are relevant to your students' lives **Person:** Missy Gieselman
Jun 30, 2012: Collect spring data: Percentage of teachers who create strategies to help students pass ECA **Person:** Missy Geiselman

Maintaining Discipline in the Classroom and Schoolwide

Aug 11, 2011: Expectations for Eighth Graders from current Juniors. **Person:** Keith McKinney
Sep 6, 2011: Review of corporationand building level policies and implentation by administration and teachers **Person:** committee
Sep 6, 2011: Review of corporationand building level policies and implentation by administration and teachers **Person:** committee
Sep 12, 2011: Survey teachers to determine priorities **Person:** Jim Little
Oct 6, 2011: Review of corporationand building level policies and implentation by administration and teachers **Person:** committee
Oct 6, 2011: Review of corporationand building level policies and implentation by administration and teachers **Person:** committee
Nov 6, 2011: Review of corporationand building level policies and implentation by administration and teachers **Person:** committee
Nov 6, 2011: Review of corporationand building level policies and implentation by administration and teachers **Person:** committee
Dec 6, 2011: Review of corporationand building level policies and implentation by administration and teachers **Person:** committee
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Jan 6, 2012: Review of corporationand building level policies and implentation by administration and teachers **Person:** committee
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Feb 6, 2012: Review of corporationand building level policies and implentation by administration and teachers **Person:** committee
Feb 6, 2012: Review of corporationand building level policies and implentation by administration and teachers **Person:** committee
Mar 6, 2012: Review of corporationand building level policies and implentation by administration and teachers **Person:** committee
Mar 6, 2012: Review of corporationand building level policies and implentation by administration and teachers **Person:** committee
Apr 6, 2012: Review of corporationand building level policies and implentation by administration and teachers **Person:** committee
Apr 6, 2012: Review of corporationand building level policies and implentation by administration and teachers **Person:** committee

Professional Development Summary

REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

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.

Maintaining Discipline in the Classroom and Schoolwide

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Algebra 1

No professional development is needed for this strategy.

G. Attendance

Status: Not Yet Submitted

I. Focused Academic Area: Improving Writing Process Across the Curriculum

No professional development is needed for this strategy.

I. Focused Academic Area: Vertical Alignment 6-10 English Curriculum

Development Meeting

Brief Description: The group is meeting and presenting their ideas for the vertical alignment of classes. Each grade level will work together to make sure standards are alligned.

Intended Participants: Teachers

Date: Jun 23, 2011

Activity Purpose: Information, Feedback/Support

Activity Format: Study Group

Funding: PD Fund

Does this activity occur during the school day? No

Finalizing Strategies

Brief Description: Group will gather again to discuss and finalize alignment strategies.

Intended Participants: Teachers

Date: Nov 16, 2011

Activity Purpose: Refinement

Activity Format: Study Group

Funding: No funding needed

Does this activity occur during the school day? No

Presentation

Brief Description: Group will present ideas and results of the vertical alignment of standards. Julia will present ideas to other departments.

Intended Participants: Teachers

Date: Jan 17, 2011

Activity Purpose: Feedback/Support

Activity Format: Presentation

Funding: None

Does this activity occur during the school day? No

Professional Development Meeting

Brief Description: Julia will present where team started with standards and where each teacher ended up and see how close everyone was able to stay together.

Intended Participants: Teachers

Date: May 27, 2011

Activity Purpose: Information

Activity Format: Study Group

Funding: no funding needed

Does this activity occur during the school day? No

Workshop

Brief Description: After implementing some of the strategies discussed during the summer the group will meet to discuss changes, both positive and negative.

Intended Participants: Teachers

Date: Oct 21, 2011

Activity Purpose: Feedback/Support

Activity Format: Collaborative Problem Solving

Funding: No funding needed

Does this activity occur during the school day? Yes

U. Focused Student Group: Special Ed Males passing 10th grade English ECA

No professional development is needed for this strategy.

Relationship Report:

Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

Data Targets Influenced by This Concern:

- All Students -- Graduation Rate (DOE)

Strategies to Impact This Concern:

- Maintaining Discipline in the Classroom and Schoolwide
- F. Encourage Rigorous Curriculum: Algebra 1

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

I. Focused Academic Area (IN Rules)

Data Targets Influenced by This Concern:

- 10th Graders -- Core 40 Language Arts - % passing ECA - English 10
- All Algebra I students -- % passing Core 40 Math ECA for Algebra I
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Free / Reduced Lunch 10th Graders -- % passing 10th Grade English ECA
- Male Spec Ed 10th Graders -- % Passing English 10 ECA Reading Comprehension
- Male Spec Ed 10th Graders -- % Passing English 10 ECA Writing Applications

Strategies to Impact This Concern:

- Maintaining Discipline in the Classroom and Schoolwide
- Reading
- I. Focused Academic Area: Improving Writing Process Across the Curriculum
- I. Focused Academic Area: Vertical Alignment 6-10 English Curriculum

U. Focused Student Group (IN Rules)

Data Targets Influenced by This Concern:

- Free / Reduced Lunch 10th Graders -- % passing 10th Grade English ECA
- Male Spec Ed 10th Graders -- % Passing English 10 ECA Reading Comprehension
- Male Spec Ed 10th Graders -- % Passing English 10 ECA Writing Applications

Strategies to Impact This Concern:

- Maintaining Discipline in the Classroom and Schoolwide
- U. Focused Student Group: Special Ed Males passing 10th grade English ECA

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

- All Students -- Graduation Rate (DOE)

Strategies to Impact This Concern:

- Maintaining Discipline in the Classroom and Schoolwide
- 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>Guidance Office</p>
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● 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. 	<p>PL221/P-16 Plan requiring all students to perform to a specific level on a standardized test. Students with IEPs who are permitted accommodations/ modifications throughout the year are not permitted those same changes on ECA test. Portfolio review for student progress within their means is a more effective method of measurement for students in this category. By showing adequate progress from their individual starting points, students can be successful without having to reach a bar that is set far above their abilities. A committee review process including the student, parents, teachers, community members, etc., would allow the student to present this work and achievement, providing direct feedback and support. This one-on-one interaction allows those who know the student best to determine the progress he has made, as opposed to measuring it on a test whose questions test skills he may not have developed yet. Score reports provide little feedback and no support, giving students no assistance in determining their next steps.</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</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>Safe Schools Healthy Students Climate Survey, -feedback from faculty and staff about the school environment Local data - pass rates for Core 40 classes</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