

School Improvement Plan - PL221 Version - 2008-2011

May 16, 2008 16:04:18

Boonville Junior High School (8793)

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:



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School Improvement Plan Introduction

Boonville Junior 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
- PL221

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

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

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

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

Reviewer Guide

Indiana Public Law 221

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

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

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

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

Who Wrote this School Improvement Plan?

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

Steering Team

- Annie Alcorn - Teacher
- Kayla Barton - School Counselor
- Judy Braun - Teacher
- Mark Dooley - Community Representative
- Leanne Emmons - Teacher
- Kellie Noe - Parent/Guardian
- Willie Wilder - Administrator

Strategy Chairs

- Annie Alcorn
- Kayla Barton
- Kathy Elder
- Brooke Hart
- James Hood
- Willie Wilder
- Christie Wilson
- Steve Wilson

Community Council

- Don Atkins - Teacher (alternative school)
- Sue Augustine - Social work (child protection)
- Debbi Boyer
- Natosha Bruner - Teacher and parent
- Rose Castle - Occupational counselor/director
- Leah Collins - Program Aide
- Mark Dooley - CEO Director of Hospital operations
- Shelley Dooley - Parent
- Jeff France
- Paul Gates - Pastor
- Tammy Gogel - parent
- David Hachmeister - Sales
- Pam Hendrickson - Mayor
- Carla Kidwell - Education director
- Keith Lochmueller - Co-owner/principal
- Kelly Mitchell - Director of SIRS
- Eddie Morris
- Kevin Morris - Pastor
- Kris Morris
- Abbie Redmon - Guidance counselor
- Ryan Reynolds - Local Editor
- Sally Rideout Lambert - Public Relations
- Dennis Shreve - City Councilman / grandparent
- Sherry Smith - Deputy Prosecuting Attorney
- Kristy Ulrey - librarian

- Marla VanWinkle - teacher
- Todd Weber - Kennels and grooming
- Tracy Weber - Kennels and grooming
- Jared Whitney - police officer

Vision Statement

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

We believe all students deserve:

a safe environment with highly qualified, caring teachers. Students should be challenged to reach their full potential while their individual learning styles are met through varied instruction. We believe our students should be taught appropriate behavior through the modeling and application of fair and consistent rules.

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

Educators' attitudes and actions are guided by the six character traits of our school's Character Counts program. (Trustworthiness, Citizenship, Fairness, Respect, Caring, and Responsibility) These educators display a positive and respectful attitude towards all students. They give their best daily by being supportive, nurturing, empathetic, and encouraging. They lead by example. Educators differentiate for learning styles while providing a structured and disciplined classroom environment.

Parents are deeply involved in their students' lives. They have high expectations of their children and provide for their needs. Parents put academics ahead of extra-curricular activities and provide a loving and supportive home for their children.

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

are eager and enthusiastic about learning. Students are intrinsically motivated and push themselves not only toward academic excellence, but excellence in all aspects of their lives. They respect themselves, one another, and people in the community. They are emotionally, mentally, and physically healthy. Finally, students possess a sense of duty and accountability for their actions and are well-prepared for life.

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

- % of students who pass ISTEP Math: 100%
- % of students who pass ISTEP Language Arts: 100%
- % of students who pass all ISTEP tests: 100%
- % of students who reading at/above grade level: 100%
- % of students who are at/above grade level in math: 100%
- % of students who pass all classes: 100%
- % of students who pass Core 40 End-of-Course Test Algebra I: 100%
- % of students who earn a 4.0 GPA on a 4.0 GPA scale: 100%

Academic Goals

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

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

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76%	75%	78%	76%	79%	75%	78%		81%		83%		100%

All students - % reading at or above grade level (7th and 8th grades)

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
57%	55%	60%	57	62%		66%		70%		73%		100%

All students taking the ISTEP (8th and 9th grades) - % who mastered Reading Comprehension

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	68%	72%	69%	73%	72%	75%		78%		81%		

All students taking the ISTEP assessment (across grades) - % passing ISTEP Eng/LA (8th and 9th grades)

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
69%	68%	71%	69%	73%	70%	73%		76%		79%		100%

All students taking the ISTEP assessment (across grades) - % passing ISTEP Math Test (8th and 9th grades)

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
74%	71%	74%	71.5%	74%	76%	80%		82%		84%		100%

Free/Reduced Students - % passing ISTEP Eng/LA (8th and 9th grades)

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
49%	49%	54%	54%	59%	58%	63%		67%		71%		100%

Special Education Students - % of special education students passing ISTEP Eng/LA (8th and 9th grades)

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
29%	19%	21%	26.5%	35%	27%	35%		42%		48%		100%

Areas of Concern

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

Local Areas of Concern

Concern: Students' lack of motivation to turn in homework

31% of 7th graders and 23% of 8th graders strongly agree that they pay attention in class. 23% of faculty members disagree that students turn their homework in every day 56% of students say teachers relate what they are teaching to the students' personal interest

Concern: Low Achieving Students' Expectations That They Won't Master the Indiana Academic Standards

21% of C/D students do not know if they will continue education after high school. 6% of 8th grade C/D students strongly agree that they will master the Indiana Academic Standards

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency

Strategies

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

Local Strategies

Character Counts

Build on current Character Counts program. Each grading period we will focus on one character trait through a variety of activities. The character traits which will be covered are: responsibility, caring, respect, trustworthiness, fairness, and citizenship. Recognition and rewards will be provided for the students as incentives for motivation. Teachers will continue writing merits to recognize students doing good deeds and a "Student of the Month" will also be chosen.

Reduce the Z(eroes)

Teachers will work to reduce the number of zeroes in the gradebook through increased diligence. A variety of methods will be introduced by teachers at the start of the 2008-2009 school year to prevent zeroes from happening, and a plan will be developed to deal with those who continue to get zeroes.

Required Strategies

A. Parent Involvement: Graded Homework Goes Home

Graded homework in all classes school-wide will go home stapled to a cover page and be signed off as seen by the parent. Teachers, students and parents will have equal participation in this event. Teachers will be responsible for making sure graded work is assembled and stapled to a cover sheet/signature page. Students will take the graded homework home to the parents and are responsible for returning it to their teachers. Parents are responsible for looking at the graded work and attesting with a signature that they've seen the graded work. Stapled graded work will go home on the third week of the six week grading period with midterm grade reports.

B. Technology Coordination

Students utilize technology through school-wide Reading and Math Renaissance programs. Students take computerized reading and math ability tests on the computer three times per year. Students also use a computerized card catalog in the library to search for books and they take book quizzes on the computer using the accelerated reader program. 7th grade students learn a portion of the Family and Consumer Science curriculum via Synergistic computer modules. 8th graders also use Synergistic computer modules in Technology Education. In addition to the school-wide Reading Renaissance program and class modules, students access computer labs for various class projects. For example, students in language arts classes and social studies classes (including resource language arts classes) have used technology to research papers and to create powerpoint projects. Social studies also use the Odyssey program and view DVD/VCR tapes on occasion. In science classes, students create powerpoint projects and do virtual labs. In health classes students use technology for projects, Drive of your life, and nutrition assessments. Also, 8th grade algebra students take an end-of-year Core 40 assessment on the computers. Self-contained special education students use computers daily for individualized learning activities. Some students in these classes also use voiceboards, etc. to help them communicate. Parents have access to a computer in the parent/faculty resource center. Also, parents are able to access their student's grades using the Pinnacle Internet Viewer.

C. Safe and Disciplined Learning Environment

Students are notified of Warrick County School Corporation and Boonville Junior High student discipline policies in the school agenda book which is given to every student at the beginning of the year. Furthermore, homeroom teachers spend the first few days of school explaining the discipline policies to the students. Teachers follow a school-wide discipline policy called the "Consistent Behavior Plan" when determining what type of consequence is associated with the misconduct (ie., warning, demerit, office referral, etc). Teachers also enter warnings demerits in through a software program called "Total Discipline". The assistant principal then reviews each student's warnings and demerits daily and can assign further consequences as necessary. All teachers monitor hallways before and after school and during passing periods. Three lunch supervisors monitor the cafeteria during lunch and one monitors the cafeteria during breakfast. Two teachers monitor the bus drop off / pick up area both before and after school. A school liaison police officer is on campus two days of the week and is available to respond to situations on the other days. A safe school committee, consisting of the principals, guidance counselor, liaison officer, and a

few teachers, is formed to discuss safety/discipline concerns and formulate new ideas as needed. Students are awarded for good discipline through a "Character Counts" merit system. Teachers write merits when they witness students doing good deeds for others and/or the school. The assistant principal randomly recognizes some of these merits by intercom in the mornings. One student each month is then also recognized as the "Student of the Month" and receives gift certificates, gets his/her name on a permanent plaque, and is recognized at an assembly in front of the other students. Students who are discipline-free for the entire school year have the opportunity to attend a d-free celebration with games, etc. during the school day near the end of the school year.

D. Attendance

Boonville Junior High follows the Warrick County School Corporation attendance policy. Students receive an explanation of the policy, as well as definitions of the different types of absences, in their student agenda book. Homeroom teachers go through this information with them at the beginning of the school year during homeroom time. The nurse and health aide take daily attendance calls. If a parent has not called in for a student by mid-morning, the nurse/health aide then attempts to reach parents by phone. The nurse enters attendance codes (reason for absence) in for students in the computer on a daily basis. Computer-generated attendance letters are mailed home when a student has accumulated 10 absences, 20 absences, and 30 absences in a school year. In the letter, parents are encouraged to contact the assistant principal or guidance counselor to discuss the absences. Also, at 20 absences, the assistant principal may contact the Director of Student Services for WCSC for assistance in improving attendance. At 30 absences, the assistant principal, with the aide of the Director of Student Services and the school liaison officer, may file with the local prosecutor a compulsory attendance violation against the parents. Students who have not missed any school during the course of the academic year, receive a "perfect attendance" award at the end-of-year awards night.

G1. Exceptional Learners - Gifted

Sixth grade teachers recommend some incoming 7th graders for honors math, honors language arts, and/or honors science in the Spring of the previous academic year. The Honors Placement Committee then meets to discuss the recommendations and determine the best courses for those students to take. Placement is determined by teacher recommendation/remarks as well as standardized test scores and class grades. Additional students are added to the eighth grade honors classes as deemed appropriate by the seventh grade teachers.

G2. Exceptional Learners - Special Education

Boonville Junior High School offers students with IEPs a variety of classes to best serve the different students' wide range of abilities. Resource, inclusion, and regular classes are offered in all four of the core subjects (math, language arts, science, and social studies). In addition, students may also take a resource study hall with a special education teacher to receive additional support on homework/in-class assignments. Depending on the student's IEP, accommodations such as extra time, calculator usage, scribing, etc. are also given. Each student's teacher of record shares that student's permitted accommodations with his/her teachers. Changes to the IEP can be made any time during the school year, should a student's needs change. In addition, every student has a meeting with the teacher of record and parent/guardian during second semester to discuss next year's goals and discuss his/her schedule. Boonville Junior High School also offers life skills classes for students with severe/profound or mild/moderate disabilities. These students are assessed annually through ISTAR.

H. Cultural Competency

Both teachers and students are participants in activities which promote cultural awareness throughout the school. One annual activity for students is "Mix It Up At Lunch". On this day in November, participating students are randomly assigned to lunch tables. They are given some discussion ideas to help learn more about the others at their table. Another activity is school-wide participation in Disability Awareness Month in March. Teachers wore "Attitude is Everything: Celebrate Disability Awareness Month". Posters with the same logo were hung around the school, and homeroom teachers incorporated a few lessons on disability awareness during advisor-advisee time. Students and parents are also invited to attend the Strengthening Families program which is offered in the Fall. Through this program, both students and parents are taught how to consider other's view points when communicating. They also participate in activities in which they share their family traditions with one another. Many teachers have been to Ruby Payne's "Poverty in the Classroom" training and/or have heard her speak at the Indiana Conference on Learning. Also, most teachers have been trained by Carolyn Coil on different learning styles and how to differentiate instruction to reach the various learning styles.

Professional Development

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

Reduce the Z(eroes)

Professional Development Activity	Funding	Activity Purpose
<i>Teaching the students organizational skills.</i>	Source: none needed Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will incorporate organizational skills in lessons. Skills will be reinforced in study halls.	Teachers Counselors Administrators Students	Talk to Presentation/Workshop Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Distribute a detailed midterm progress report which indicates all grades received.</i>	Source: none needed Amount: \$0	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Students will take home detailed midterm reports for parents to sign. The detailed midterm list will not only show current class grades, but also show all assignments in those classes.	Teachers Counselors Administrators Parents Students	Other

Professional Development Activity	Funding	Activity Purpose
<i>Parent phone calls when students receive their third zero in a class.</i>	Source: none needed Amount: \$0	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
One the third time that a student fails to turn in an assignment, the teacher will notify the parents.	Teachers Parents Students	Talk to

Professional Development Activity	Funding	Activity Purpose
<i>Give partial credit for work turned in late.</i>	Source: none needed Amount: \$0	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
At the beginning of the year, teachers will inform students what the latework policy is for that class.	Teachers Students	Talk to

A. Parent Involvement: Graded Homework Goes Home

Professional Development Activity	Funding	Activity Purpose
<i>Follow-Up Meeting to Review effectiveness of Signature/Cover Page</i>	Source: none needed Amount: \$0	
Brief Description	Intended Participants	Activity Format
Teachers will meet to discuss the effectiveness of sending graded work home with students for parents to look at and indicate with a signature that they saw the graded work.	Teachers Counselors Administrators Parents Students	Talk to Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Modeling successful ways to implement strategy</i>	Source: none needed Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers who have already been sending graded work home will talk with the rest of the faculty about how they implemented it, tips, etc.	Teachers Counselors Administrators	Talk to Presentation/Workshop Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>Distribute Signature/Cover Page Paper to be stapled to graded work</i>	Source: none needed Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
The Parent Involvement task group will design and distribute a signature/cover page so that all teachers will have a consistent cover page for parents to see.	Teachers Counselors Administrators	Talk to Presentation/Workshop

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

Former Areas of Concern Summary

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

Local Areas of Concern

Concern: Students' lack of motivation to turn in homework

Data Targets Influenced by This Concern:

- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA (8th and 9th grades)
- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Math Test (8th and 9th grades)

Strategies to Impact This Concern:

- Reduce the Z(eroes)
- A. Parent Involvement: Graded Homework Goes Home

Concern: Low Achieving Students' Expectations That They Won't Master the Indiana Academic Standards

Data Targets Influenced by This Concern:

- All students taking the ISTEP (8th and 9th grades) -- % who mastered Reading Comprehension
- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA (8th and 9th grades)
- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Math Test (8th and 9th grades)
- Free/Reduced Students -- % passing ISTEP Eng/LA (8th and 9th grades)
- Special Education Students -- % of special education students passing ISTEP Eng/LA (8th and 9th grades)

Strategies to Impact This Concern:

- Reduce the Z(eroes)

Required Areas of Concern

A. Parent Involvement (PL221)

Data Targets Influenced by This Concern:

- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA (8th and 9th grades)
- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Math Test (8th and 9th grades)
- Free/Reduced Students -- % passing ISTEP Eng/LA (8th and 9th grades)
- Special Education Students -- % of special education students passing ISTEP Eng/LA (8th and 9th grades)

Strategies to Impact This Concern:

- Reduce the Z(eroes)
- A. Parent Involvement: Graded Homework Goes Home

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- All students -- % reading at or above grade level (7th and 8th grades)

Strategies to Impact This Concern:

- B. Technology Coordination

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- Free/Reduced Students -- % passing ISTEP Eng/LA (8th and 9th grades)

Strategies to Impact This Concern:

- Character Counts
- C. Safe and Disciplined Learning Environment

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- Free/Reduced Students -- % passing ISTEP Eng/LA (8th and 9th grades)

Strategies to Impact This Concern:

- Character Counts
- D. Attendance

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA (8th and 9th grades)
- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Math Test (8th and 9th grades)
- Free/Reduced Students -- % passing ISTEP Eng/LA (8th and 9th grades)

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- Special Education Students -- % of special education students passing ISTEP Eng/LA (8th and 9th grades)

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- Free/Reduced Students -- % passing ISTEP Eng/LA (8th and 9th grades)
- Special Education Students -- % of special education students passing ISTEP Eng/LA (8th and 9th grades)

Strategies to Impact This Concern:

- Character Counts
- H. Cultural Competency

Force Field Excerpt

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

Description and location of curriculum:	School front office and library	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	ISTEP is given in all grade levels. Also students are evaluated using the Renaissance Reading and Math Tests, as well as, Student Success Process (SSP)language arts and math tests.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	The public's perception of success or failure is based solely on ISTEP scores.	Force Field Report G: Environment Additional Data #2

To-Do List

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

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

Parent Involvement

Apr 1, 2008: Teachers will count number of students who returned graded work and submit data to J.Whitehead
Person: J.Whitehead
Activity: Collect baseline data

May 1, 2008: Teacher Survey
Person: C.Wilson
Activity: School-Wide Teacher Survey to see teacher participation rate

May 1, 2008: Student Survey
Person: C.Wilson
Activity: Student Surveys to show student participation

May 2, 2008: Survey Results Meeting
Person: C.Wilson
Activity: Meeting to discuss results of surveys

Aug 8, 2008: Model to 7th grade teachers
Person: W.Schopmeyer
Activity: Modeling successful ways to implement strategy

Aug 8, 2008: Model to 8th grade teachers
Person: W.Schopmeyer
Activity: Modeling successful ways to implement strategy

Aug 11, 2008: Reminder to Parents at Orientation Night
Person: K.Barton
Activity: Display Strategy

Aug 15, 2008: Place Detailed Information about Strategy in school Newsletter
Person: K.Barton
Activity: Display Strategy

Aug 15, 2008: Design Signature/Cover Page
Person: C.Henrich
Activity: Distribute Signature/Cover Page Paper to be stapled to graded work

Aug 20, 2008: Copy and Distribute
Person: C.Hillenbrand
Activity: Distribute Signature/Cover Page Paper to be stapled to graded work

Sep 1, 2008: Send Email Reminder to Teachers
Person: C.Wilson
Activity: Display Strategy

Sep 1, 2008: Set Meeting Date
Person: C.Wilson
Activity: Follow-Up Meeting to Review effectiveness of Signature/Cover Page

Nov 1, 2008: Send Email Reminder to Teachers
Person: C.Wilson
Activity: Display Strategy

- Dec 1, 2008:** Teachers will count all students who returned stapled graded work with a parent signature during given semester
Person: J. Whitehead
Activity: Collect first semester/trimester follow up data
- Dec 1, 2008:** Teacher Survey
Person: C.Boyd
Activity: School-Wide Teacher Survey to see teacher participation rate
- Dec 1, 2008:** Student Survey
Person: C.Boyd
Activity: Student Surveys to show student participation
- Dec 2, 2008:** Survey Results Meeting
Person: C.Wilson
Activity: Meeting to discuss results of surveys
- Dec 15, 2008:** Distribute Results and Interpretation to Faculty and Staff
Person: C.Boyd
Activity: Publish Results Data
- Dec 15, 2008:** Put on Agenda for Faculty Meeting
Person: W.Wider
Activity: Publish Results Data
- Apr 1, 2009:** Teacher Survey
Person: G.Greattinger
Activity: School-Wide Teacher Survey to see teacher participation rate
- Apr 1, 2009:** Student Survey
Person: G.Greattinger
Activity: Student Surveys to show student participation
- Apr 2, 2009:** Teachers will count all students who returned stapled graded work with a parent signature during given semester
Person: J.Whitehead
Activity: Collect final semester/trimester follow up data
- Apr 2, 2009:** Survey Results Meeting
Person: C.Wilson
Activity: Meeting to discuss results of surveys

Reduce the Z(eroes)

- , 2008:** Recognize those students who significantly reduce the number of zeroes they get.
Person: Willie Wilder
Activity: To provide incentives, like prizes and recognition, for those who do not have zeroes.
- Mar 21, 2008:** Contact Kelley Winsett - WCSC computer tech.
Person: Larry Wise
Activity: Distribute a detailed midterm progress report which indicates all grades received.
- May 22, 2008:** Teachers will count the number of zeroes in each class and count them by semester. They will then pass that information on to Kathy Elder.
Person: Kathy Elder
Activity: Collect baseline data
- May 25, 2008:** Send staff members to professional development training in this area. That information would then be used to develop our packets as well as train the rest of our staff.
Person: Sena Waters
Activity: Teaching the students organizational skills.

- Aug 10, 2008:** A brief inservice at school to show teachers how to run the report.
Person: Larry Wise
Activity: Distribute a detailed midterm progress report which indicates all grades received.
- Aug 10, 2008:** Have faculty meetings to reenforce the positive aspects of the plan.
Person: Willie Wilder
Activity: Give partial credit for work turned in late.
- Aug 10, 2008:** Impress upon the faculty that this is an attempt to reduce the negative attitude about grades between students and teachers.
Person: Curt Uebelhor
Activity: Give partial credit for work turned in late.
- Aug 10, 2008:** Develop a new format for distributing PIV numbers which allows for greater parent access.
Person: Sena Waters
Activity: Teaching the students organizational skills.
- Aug 10, 2008:** Make organizational skills packets to be used in homerooms and study halls.
Person: Sena Waters
Activity: Teaching the students organizational skills.
- Aug 10, 2008:** Provide the teachers with a step-by-step packet to teach study skills.
Person: Sena Waters
Activity: Teaching the students organizational skills.
- Aug 15, 2008:** Each teacher will formulate a plan on what work they will take and when. They will make this clear to students when presenting their classroom rules at the beginning of the term.
Person: Curt Uebelhor
Activity: Inform students of late work policy in each classroom.
- Aug 15, 2008:** Use posters and announcements to promote hard work and the importance of turning all work in.
Person: Curt Uebelhor
Activity: Inform students of late work policy in each classroom.
- Aug 15, 2008:** Set days for locker clean out.
Person: Sena Waters
Activity: Teaching the students organizational skills.
- Aug 15, 2008:** Study Halls will be used for making up specific assignments that were zeroes.
Person: Sena Waters
Activity: Teaching the students organizational skills.
- Aug 15, 2008:** Study Halls will reinforce study skills.
Person: Sena Wsters
Activity: Teaching the students organizational skills.
- Aug 15, 2008:** Use homeroom time to teach particular skills in the first 6 weeks.
Person: Sena Waters
Activity: Teaching the students organizational skills.
- Aug 30, 2008:** A staff member will be available to provide support for any teacher not comfortable with the process.
Person: Larry Wise
Activity: Distribute a detailed midterm progress report which indicates all grades received.
- Aug 30, 2008:** Provide teachers with the skills and information to carry this out.
Person: Larry Wise
Activity: Distribute a detailed midterm progress report which indicates all grades received.
- Sep 1, 2008:** Have group discussions to decide ways to make parent phone calls most effective.
Person: Trisha Peerman
Activity: Parent phone calls when students receive their third zero in a class.

- Sep 15, 2008:** Print these reports from homeroom with teachers delivering those reports to the students
Person: Larry Wise
Activity: Distribute a detailed midterm progress report which indicates all grades received.
- Sep 26, 2008:** Those students who do not have zeroes will have their names entered into a drawing for prizes to be given away at a recognition assembly.
Person: Willie Wilder
Activity: To provide incentives, like prizes and recognition, for those who do not have zeroes.
- Sep 30, 2008:** Present various alternatives for accepting late work at School Improvement meetings.
Person: Curt Uebelhor
Activity: Give partial credit for work turned in late.
- Oct 1, 2008:** Teachers will call home to parents after a student receives three zeroes in one grading period.
Person: Trisha Peerman
Activity: Parent phone calls when students receive their third zero in a class.
- Oct 27, 2008:** Print these reports from homeroom with teachers delivering those reports to the students
Person: Larry Wise
Activity: Distribute a detailed midterm progress report which indicates all grades received.
- Nov 6, 2008:** Those students who do not have zeroes will have their names entered into a drawing for prizes to be given away at a recognition assembly.
Person: Willie Wilder
Activity: To provide incentives, like prizes and recognition, for those who do not have zeroes.
- Dec 7, 2008:** Print these reports from homeroom with teachers delivering those reports to the students
Person: Larry Wise
Activity: Distribute a detailed midterm progress report which indicates all grades received.
- Dec 18, 2008:** Those students who do not have zeroes will have their names entered into a drawing for prizes to be given away at a recognition assembly.
Person: Willie Wilder
Activity: To provide incentives, like prizes and recognition, for those who do not have zeroes.
- Dec 20, 2008:** Teachers will self report on the number of times they called parents when a student had three zeroes.
Person: Kathy Elder
Activity: Collect data on % of teachers calling after 3 zeroes.
- Dec 31, 2008:** Provide a reward system for teachers who participate in the activity.
Person: Trisha Peerman
Activity: Parent phone calls when students receive their third zero in a class.
- Jan 18, 2009:** Print these reports from homeroom with teachers delivering those reports to the students
Person: Larry Wise
Activity: Distribute a detailed midterm progress report which indicates all grades received.
- Jan 24, 2009:** Teachers will count all zeroes, then send the information to Kathy Elder
Person: Kathy Elder
Activity: Collect first semester/trimester follow up data
- Jan 29, 2009:** Those students who do not have zeroes will have their names entered into a drawing for prizes to be given away at a recognition assembly.
Person: Willie Wilder
Activity: To provide incentives, like prizes and recognition, for those who do not have zeroes.
- Mar 1, 2009:** Print these reports from homeroom with teachers delivering those reports to the students
Person: Larry Wise
Activity: Distribute a detailed midterm progress report which indicates all grades received.

Mar 12, 2009: Those students who do not have zeroes will have their names entered into a drawing for prizes to be given away at a recognition assembly.

Person: Willie Wilder

Activity: To provide incentives, like prizes and recognition, for those who do not have zeroes.

Apr 12, 2009: Print these reports from homeroom with teachers delivering those reports to the students

Person: Larry Wise

Activity: Distribute a detailed midterm progress report which indicates all grades received.

Apr 23, 2009: Those students who do not have zeroes will have their names entered into a drawing for prizes to be given away at a recognition assembly.

Person: Willie Wilder

Activity: To provide incentives, like prizes and recognition, for those who do not have zeroes.

May 20, 2009: Teachers will self report on the number of times they called parents when a student had three zeroes.

Person: Kathy Elder

Activity: Collect data on % of teachers calling after 3 zeroes.

May 24, 2009: Print these reports from homeroom with teachers delivering those reports to the students

Person: Larry Wise

Activity: Distribute a detailed midterm progress report which indicates all grades received.

May 25, 2009: Teachers will count all zeroes, then send that information to Kathy Elder.

Person: Kathy Elder

Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

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

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