

# School Improvement Plan - 2010-2011

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## Boonville Middle 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 Middle School

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- PL221

## **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

- Annie Alcorn - Teacher
- Leanne Emmons - Teacher
- Teresa Greer - Parent/Guardian
- Karen Haugh - Community Representative (Business)
- Beth White - Teacher
- Willie Wilder - Administrator
- Steve Wilson - School Counselor

## Strategy Chairs

- Leanne Emmons
- Gretchen Fleming
- Carolyn Whyte
- Martha Wise

## Community Council

- Don Atkins - Education provider and patron
- Sue Augustine - Service provider and patron
- Bob Aylsworth - community
- Carolyn Aylsworth - community
- Rose Castle - Business
- Leah Collins - parent
- Carol Englebright - parent

- Jeff France - community/business
- Sonya Franz - business owner/ccpoint person
- Monica Freimiller - parent
- Paul Gates - community
- Teresa Greer - community member
- David Hachmeister - Business
- Karen Haugh - business
- Pam Hendrickson - Public sector
- Jackie Holder - parents
- Sydney Howe - parent
- Jennifer Johnson - parent
- Carla Kidwell - Public Service
- Kelly Mitchell - Business
- Eddie Morris - parent
- Kevin Morris - Community/Pastor
- Kris Morris - parent
- Abbie Redmon - Education / parent
- Ryan Reynolds - News media / graduate
- Sally Rideout Lambert - Business / Industry
- Dennis Shreve - Public sector
- Sherry Smith - justice and law
- Diane Wallen - Parent
- Todd Weber - Business
- Tracy Weber - Business
- Jared Whitney - law enforcement / graduate
- Chris Williams - business person

# Vision Statement

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

## **We believe all students deserve:**

a safe environment 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

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

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

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

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

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

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

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

## All male students taking the ISTEP assessment - % passing ISTEP Eng/LA (8th grade Seat Data)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
NA	NA	NA	57%	60%		63%		66%		69%		100%

## All students - % reading at or above grade level (6th, 7th and 8th grades)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
62%	62%	66%	59.1%	70%	55.3%	60%		63%		66%		100%

## All students taking the ISTEP (8th grade) - % who mastered Reading Comprehension

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73%	73%	75%	69%	72%		75%		78%		81%		100%

**All students taking the ISTEP assessment - % passing ISTEP Eng/LA (8th grade Seat Data)**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73%	73%	73%	68%	71%		74%		77%		80%		100%

**All students taking the ISTEP assessment - % passing ISTEP Math Test (8th grade Seat Data)**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
74%	82%	80%	80%	82%		84%		86%		88%		100%

**Free/Reduced Students - % passing ISTEP Eng/LA (8th grade Seat Data)**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
59%	62%	63%	59%	62%		65%		68%		71%		100%

**Special Education Students - % of special education students passing ISTEP Eng/LA (8th grade Seat Data)**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
35%	36%	35%	23%	35%		38%		41%		44%		100%

## Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these "Areas of Concern" through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

## Local Areas of Concern

### **We are concerned that... 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

### **We are concerned that... 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

### **F. Encourage Rigorous Curriculum**

### **I. Focused Academic Area**

### **U. Focused Student Group**

# Strategies

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

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

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

The strategy titles and descriptions are listed below:

## Local Strategies

### 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.

**Impact Level:** Low Impact

**Focus:** General

### Reduce the Z(eroes)

Teachers will work to reduce the number of zeroes in the gradebook. In an effort to prevent students from getting zeroes, classroom posters will be hung as reminders to turn work in, and parent contacts will be made after a student gets his third zero in a class. Students will be shown their grades on a frequent basis, so that they are aware of their progress and can see what work needs to be completed and submitted.

**Impact Level:** High Impact - Inside

**Focus:** General

## Required Strategies

### F. Encourage Rigorous Curriculum: Algebra 1 Offered to 8th Graders for High School Credit

Every year an Algebra 1 class is offered to eighth graders who qualify through previous math classes, ISTEP scores and teacher recommendation. If the student performs at a level they are pleased with, they can use this class to earn high school credits.

**Impact Level:** Low Impact

**Focus:** Specific

### I. Focused Academic Area: Language Arts Across the Curriculum

All teachers will assign 2 writing prompts during each grading period. Teachers are free to use any lesson to expand with this writing assignment, and will include a rubric and sample of expectations. The assignment will be an open response prompt that addresses the material as well as proper mechanics and language skills.

**Impact Level:** High Impact - Inside

**Focus:** Specific

**U. Focused Student Group: Language Arts Across the Curriculum (geared toward Special Education and Free/Reduced students)**

Most of the students who test into bi-weekly remediation sessions are students with IEPs, students who qualify for free/reduced lunch, or both. Teachers of remediation classes will expose students to writing prompts in all curricular areas taught by special education or remediation teachers. Teachers will team to develop prompts that are relevant to cross-curricular instruction. Students will use pair-grading to evaluate their own work and use editing skills on peer's papers. Prompts will be given several times during the grading period. Peer reviews will occur periodically. Teacher grading will be conferenced with students in each grading period. Students will be using Simple 6 and The Write Traits as models.

**Impact Level:** High Impact - Inside

**Focus:** Specific

# Strategy Data

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

## Local Strategies

### Reduce the Z(eroes)

The total number of zeroes in a semester.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
5351	3000		1000	

Percent of teachers who call parents after 3 zeroes.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	100%		100%	

## Required Strategies

### I. Focused Academic Area: Language Arts Across the Curriculum

Teachers lesson plans focused Language usage

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0%				

## 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 28, 2011:** Towards the end of the year, 7th grade math teachers make their recommendation on who should be allowed to take the Honors Algebra Class in 8th grade. **Person:** Delma Dillman

## Focused Academic Area

**Apr 1, 2010:** Collect baseline data: Teachers lesson plans focused Language usage **Person:** Carolyn Whyte

**Aug 30, 2010:** Give Examples to all Staff for all subjects **Person:** Trisha Peerman

**Aug 30, 2010:** Introduce Strategy Plan to Staff **Person:** Carolyn Whyte

**Oct 14, 2010:** Turn in lesson **Person:** each staff member

**Nov 30, 2010:** Collect fall data: Teachers lesson plans focused Language usage **Person:** Donna Brown

**Dec 17, 2010:** Turn in lesson **Person:** each staff member

**Mar 11, 2011:** Turn in lesson **Person:** each staff member

**May 20, 2011:** Turn in lesson **Person:** each staff member

**Jun 30, 2011:** Collect spring data: Teachers lesson plans focused Language usage **Person:** Donna Brown

## Focused Student Group

**May 17, 2010:** Meeting will be held with all Special Education Teachers and remediation teachers to go over the plan for next year. **Person:** Charolyn Whyte

**Aug 9, 2010:** A meeting will be held at the very beginning of the year with all Special Education teachers to go over the plan for the year. **Person:** Charolyn Whyte

**Aug 11, 2010:** develop rubric for editing work **Person:** Carolyn Whyte

**Aug 11, 2010:** develop writing activities **Person:** Carolyn Whyte

**Aug 16, 2010:** identify students needing remediation **Person:** Annie Alcorn

**Sep 5, 2010:** students are given writing prompts that meet cross-curricular requirements **Person:** Carolyn Whyte

**Sep 8, 2010:** students use peer reviews to edit work **Person:** Carolyn Whyte

**Sep 11, 2010:** teachers use rubric to evaluate peer reviews **Person:** Carolyn Whyte

**Oct 3, 2010:** students are given writing prompts that meet cross-curricular requirements **Person:** Carolyn Whyte

**Oct 9, 2010:** teachers use rubric to evaluate peer reviews **Person:** Carolyn Whyte

**Oct 13, 2010:** students use peer reviews to edit work **Person:** Carolyn Whyte

**Nov 7, 2010:** students are given writing prompts that meet cross-curricular requirements **Person:** Carolyn Whyte

**Nov 10, 2010:** students use peer reviews to edit work **Person:** Carolyn Whyte

**Nov 13, 2010:** teachers use rubric to evaluate peer reviews **Person:** Carolyn Whyte

**Dec 5, 2010:** students are given writing prompts that meet cross-curricular requirements **Person:** Carolyn Whyte

**Dec 8, 2010:** students use peer reviews to edit work **Person:** Carolyn Whyte

**Dec 11, 2010:** teachers use rubric to evaluate peer reviews **Person:** Carolyn Whyte

**Jan 2, 2011:** students are given writing prompts that meet cross-curricular requirements **Person:** Carolyn Whyte

**Jan 8, 2011:** teachers use rubric to evaluate peer reviews **Person:** Carolyn Whyte

**Jan 12, 2011:** students use peer reviews to edit work **Person:** Carolyn Whyte

**Feb 6, 2011:** students are given writing prompts that meet cross-curricular requirements **Person:** Carolyn Whyte

**Feb 9, 2011:** students use peer reviews to edit work **Person:** Carolyn Whyte

**Feb 12, 2011:** teachers use rubric to evaluate peer reviews **Person:** Carolyn Whyte

**Mar 6, 2011:** students are given writing prompts that meet cross-curricular requirements **Person:** Carolyn Whyte

**Mar 9, 2011:** students use peer reviews to edit work **Person:** Carolyn Whyte

**Mar 12, 2011:** teachers use rubric to evaluate peer reviews **Person:** Carolyn Whyte  
**Apr 3, 2011:** students are given writing prompts that meet cross-curricular requirements **Person:** Carolyn Whyte  
**Apr 9, 2011:** teachers use rubric to evaluate peer reviews **Person:** Carolyn Whyte  
**Apr 13, 2011:** students use peer reviews to edit work **Person:** Carolyn Whyte  
**May 1, 2011:** students are given writing prompts that meet cross-curricular requirements **Person:** Carolyn Whyte

## Reduce the Z(eroes)

**Apr 1, 2010:** Collect baseline data: Percent of teachers who call parents after 3 zeroes. **Person:**  
**Apr 1, 2010:** Collect baseline data: The total number of zeroes in a semester. **Person:** Gretchen Fleming  
**Aug 14, 2010:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming  
**Aug 14, 2010:** Teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming  
**Aug 21, 2010:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming  
**Aug 21, 2010:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming  
**Aug 26, 2010:** Announcements to encourage students to complete work and turn it in so they have no zeroes **Person:** Willie Wilder  
**Aug 26, 2010:** Posters will be put up promoting turning in home work and not getting zeroes. **Person:** Curt Uebelhor  
**Aug 26, 2010:** Teachers will go over homeroom student's midterm reports discussing z's and how to change them **Person:** Gretchen Fleming  
**Aug 28, 2010:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming  
**Aug 28, 2010:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming  
**Sep 4, 2010:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming  
**Sep 4, 2010:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming  
**Sep 9, 2010:** Midterms will be printed out and homeroom teachers will discuss the Z's with the students **Person:** Gretchen Fleming  
**Sep 9, 2010:** Teachers will be reminded to call home when a student has 3 zeroes **Person:** Gretchen Fleming  
**Sep 11, 2010:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming  
**Sep 11, 2010:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming  
**Sep 18, 2010:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming  
**Sep 18, 2010:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming  
**Sep 25, 2010:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming  
**Sep 25, 2010:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming  
**Oct 2, 2010:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming  
**Oct 2, 2010:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming  
**Oct 7, 2010:** Teachers will go over homeroom student's midterm reports discussing z's and how to change them **Person:** Gretchen Fleming  
**Oct 9, 2010:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming  
**Oct 9, 2010:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming  
**Oct 14, 2010:** Teachers will be reminded to call home when a student has 3 zeroes **Person:** Gretchen Fleming  
**Oct 16, 2010:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming  
**Oct 16, 2010:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming  
**Oct 21, 2010:** Midterms will be printed out and homeroom teachers will discuss the Z's with the students **Person:** Gretchen Fleming  
**Oct 23, 2010:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming  
**Oct 23, 2010:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming  
**Oct 28, 2010:** Announcements to encourage students to complete work and turn it in so they have no zeroes **Person:** Willie Wilder  
**Oct 30, 2010:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming  
**Oct 30, 2010:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming  
**Nov 6, 2010:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming  
**Nov 6, 2010:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming  
**Nov 11, 2010:** Teachers will be reminded to call home when a student has 3 zeroes **Person:** Gretchen Fleming  
**Nov 13, 2010:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming  
**Nov 13, 2010:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming  
**Nov 18, 2010:** Teachers will go over homeroom student's midterm reports discussing z's and how to change them **Person:** Gretchen Fleming  
**Nov 20, 2010:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming  
**Nov 20, 2010:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming  
**Nov 27, 2010:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming  
**Nov 27, 2010:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming  
**Nov 30, 2010:** Collect fall data: Percent of teachers who call parents after 3 zeroes. **Person:**  
**Nov 30, 2010:** Collect fall data: The total number of zeroes in a semester. **Person:** Gretchen Fleming  
**Dec 2, 2010:** Midterms will be printed out and homeroom teachers will discuss the Z's with the students **Person:** Gretchen Fleming  
**Dec 4, 2010:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming

**Dec 4, 2010:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming

**Dec 9, 2010:** Teachers will be reminded to call home when a student has 3 zeroes **Person:** Gretchen Fleming

**Dec 11, 2010:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming

**Dec 11, 2010:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming

**Dec 18, 2010:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming

**Dec 18, 2010:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming

**Dec 25, 2010:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming

**Dec 25, 2010:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming

**Dec 30, 2010:** Announcements to encourage students to complete work and turn it in so they have no zeroes **Person:** Willie Wilder

**Dec 30, 2010:** Teachers will go over homeroom student's midterm reports discussing z's and how to change them **Person:** Gretchen Fleming

**Jan 1, 2011:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming

**Jan 1, 2011:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming

**Jan 3, 2011:** Count the number of Z's for the first semester **Person:** Gretchen Fleming

**Jan 6, 2011:** Teachers will count all zeroes in the 1st semester and report to Gretchen Fleming **Person:** Gretchen Fleming

**Jan 8, 2011:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming

**Jan 8, 2011:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming

**Jan 13, 2011:** Midterms will be printed out and homeroom teachers will discuss the Z's with the students **Person:** Gretchen Fleming

**Jan 13, 2011:** Teachers will be reminded to call home when a student has 3 zeroes **Person:** Gretchen Fleming

**Jan 15, 2011:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming

**Jan 15, 2011:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming

**Jan 22, 2011:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming

**Jan 22, 2011:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming

**Jan 29, 2011:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming

**Jan 29, 2011:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming

**Feb 5, 2011:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming

**Feb 5, 2011:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming

**Feb 10, 2011:** Teachers will be reminded to call home when a student has 3 zeroes **Person:** Gretchen Fleming

**Feb 10, 2011:** Teachers will go over homeroom student's midterm reports discussing z's and how to change them **Person:** Gretchen Fleming

**Feb 12, 2011:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming

**Feb 12, 2011:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming

**Feb 19, 2011:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming

**Feb 19, 2011:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming

**Feb 24, 2011:** Midterms will be printed out and homeroom teachers will discuss the Z's with the students **Person:** Gretchen Fleming

**Feb 26, 2011:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming

**Feb 26, 2011:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming

**Mar 3, 2011:** Announcements to encourage students to complete work and turn it in so they have no zeroes **Person:** Willie Wilder

**Mar 5, 2011:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming

**Mar 5, 2011:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming

**Mar 10, 2011:** Teachers will be reminded to call home when a student has 3 zeroes **Person:** Gretchen Fleming

**Mar 12, 2011:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming

**Mar 12, 2011:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming

**Mar 19, 2011:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming

**Mar 19, 2011:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming

**Mar 24, 2011:** Teachers will go over homeroom student's midterm reports discussing z's and how to change them **Person:** Gretchen Fleming

**Mar 26, 2011:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming

**Mar 26, 2011:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming

**Apr 2, 2011:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming

**Apr 2, 2011:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming

**Apr 7, 2011:** Midterms will be printed out and homeroom teachers will discuss the Z's with the students **Person:** Gretchen Fleming

**Apr 9, 2011:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming

**Apr 9, 2011:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming

**Apr 14, 2011:** Teachers will be reminded to call home when a student has 3 zeroes **Person:** Gretchen Fleming

**Apr 16, 2011:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming

**Apr 16, 2011:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming

**Apr 23, 2011:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming

**Apr 23, 2011:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming

**Apr 30, 2011:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming

**Apr 30, 2011:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming  
**May 5, 2011:** Teachers will go over homeroom student's midterm reports discussing z's and how to change them **Person:** Gretchen Fleming  
**May 7, 2011:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming  
**May 7, 2011:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming  
**May 14, 2011:** teachers will call home when student has 3 zeroes **Person:** Gretchen Fleming  
**May 14, 2011:** teachers will use Z to show that student has not submitted work **Person:** Gretchen Fleming  
**May 20, 2011:** Teachers will count all zeroes in the 2nd semester and report to Gretchen Fleming **Person:** Gretchen Fleming  
**May 24, 2011:** Count the number of Z's for the second semester **Person:** Gretchen Fleming  
**Jun 30, 2011:** Collect spring data: Percent of teachers who call parents after 3 zeroes. **Person:**  
**Jun 30, 2011:** Collect spring data: The total number of zeroes in a semester. **Person:** Gretchen Fleming

# Professional Development Summary

**Alignment with the School Improvement Plan:** The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator's knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

**Effective Learning Process:** The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

**Professional Growth Environment:** Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

## Reduce the Z(eroes)

No professional development is needed for this strategy.

## F. Encourage Rigorous Curriculum: Algebra 1 Offered to 8th Graders for High School Credit

No professional development is needed for this strategy.

## I. Focused Academic Area: Language Arts Across the Curriculum

No professional development is needed for this strategy.

## U. Focused Student Group: Language Arts Across the Curriculum (geared toward Special Education and Free/Reduced students)

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**

#### **We are concerned that... Students' lack of motivation to turn in homework**

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

- All students taking the ISTEP assessment -- % passing ISTEP Eng/LA (8th grade Seat Data)
- All students taking the ISTEP assessment -- % passing ISTEP Math Test (8th grade Seat Data)

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

- Character Counts
- Reduce the Z(eroes)

#### **We are concerned that... 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 grade) -- % who mastered Reading Comprehension
- All students taking the ISTEP assessment -- % passing ISTEP Eng/LA (8th grade Seat Data)
- All students taking the ISTEP assessment -- % passing ISTEP Math Test (8th grade Seat Data)
- Free/Reduced Students -- % passing ISTEP Eng/LA (8th grade Seat Data)
- Special Education Students -- % of special education students passing ISTEP Eng/LA (8th grade Seat Data)

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

- Reduce the Z(eroes)
- U. Focused Student Group: Language Arts Across the Curriculum (geared toward Special Education and Free/Reduced students)

### **Required Areas of Concern**

#### **F. Encourage Rigorous Curriculum (PL221)**

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

- All students -- % reading at or above grade level (6th, 7th and 8th grades)
- All students taking the ISTEP assessment -- % passing ISTEP Math Test (8th grade Seat Data)
- Special Education Students -- % of special education students passing ISTEP Eng/LA (8th grade Seat Data)

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

- F. Encourage Rigorous Curriculum: Algebra 1 Offered to 8th Graders for High School Credit

## **I. Focused Academic Area (PL221)**

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

- All students taking the ISTEP (8th grade) -- % who mastered Reading Comprehension

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

- I. Focused Academic Area: Language Arts Across the Curriculum
- U. Focused Student Group: Language Arts Across the Curriculum (geared toward Special Education and Free/Reduced students)

## **U. Focused Student Group (PL221)**

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

- All male students taking the ISTEP assessment -- % passing ISTEP Eng/LA (8th grade Seat Data)
- Special Education Students -- % of special education students passing ISTEP Eng/LA (8th grade Seat Data)

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

- U. Focused Student Group: Language Arts Across the Curriculum (geared toward Special Education and Free/Reduced students)

## Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	School's front office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	none
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	ISTEP is given to all grade levels. Also students are evaluated using Renaissance Reading and Math tests. 8th graders taking Honors Math take the Core 40 End of year exam.

## Continuous Improvement Timeline

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

\* Our school will complete these tasks every three years  
We are next scheduled to complete these tasks during the 2010-2011 school year