

School Improvement Plan - 2010-2011

Generated on June 3, 2010 at 3:12 PM

Northeastern High School (8927)

Northeastern Wayne Schools

Fountain City, 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

Northeastern 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
- NCA

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Making

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

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

Implementation Next Year

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

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Terri Harrison - Community
- Steve Marker - Teacher
- Susan McConnell - Parent/Guardian
- Dennis Metzger - Administrator
- Tara Nocton - School Counselor
- Lynn Pickett - Teacher
- Brian Todd - Administrator

Strategy Chairs

- Julie Coryear
- Rita Frame
- Candace Metzger
- Dennis Metzger
- Marcia Myers

Community Council

-
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- Marilu Alexander - Local business
- Stephanie Alexander - Community College
- Sandy Armstrong - Central Office Administrator
- Vivian Ashmawi - local support of communities, schools and businesses

- Sylvia Blunk - parent of an 11th grader
- Carla Bowen - Local college representative
- Jeannie Brookshear - parent of a 9th grader
- Gayle Claywell - parent of an 11th & 9th grader
- Pam Earlywine - parent of 12th grader
- Kim Guard - parent of a 7th graderparent of a 7th grader & a 10th grader
- Evelyn Himelick - parent of special education student
- Doug Jay - farmer
- Jim Marker - school board member
- Becky Mathews - parent of a 2 year college bound student and parent of a 12th grader
- Susan McConnell - Parent of 8th grader
- Beth Miles - Parent
- Stephen Orzel - community college math instructor
- Carol Pentecost - parent of a special education student
- Scott Smith - parent of a 12th grader
- Sherry Steele - parent of a 12th grader
- Annie Swihart - Area Career Center
- Mary Jo Thomas - Parent of 10th grader
- Doug Tutterow - local business
- Tammy Ullery - parent
- Keith Webster - parent/business
- Debbie Whirley - local business
- Denice Williams - Parent
- Teresa Williams - Parent
- Robert Wiwi - Community Government

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:

rigorous curriculum, engaging instruction and services which provide an opportunity to master state standards in every course and to prepare students to set and accomplish academic and career goals in order to compete globally.

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

• have high expectations of all students, and work together to help all students reach those expectations • celebrate student successes • model the CARE standards (courtesy, attitude, respect, and enthusiasm)

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

• set high expectations in pursuit of personal, academic and career goals • accept ownership of and responsibility for their education and actions • model the CARE standards (courtesy, attitude, respect and enthusiasm).

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

- % of students who pass all sections of ISTEP+ and End-of Course assessments: 100%
- % of students who earn college credit in attempted dual credit classes: 100%
- % of students who earn 3+ points in attempted AP class(es): 100%
- % of students who attempt the SAT will score 1500 or better: 100%
- % of students who graduate from high school: 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.

7th & 8th grade Free & Reduced Lunch Students - I-Step English

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	
			43	49		52		55		58		100

7th & 8th grade students - Reading Comprehension on I-Step

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	
			62.0	66.0		70.0		73.0		76.0		100

7th and 8th grade students - mastery of Algebra and Functions

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	
80	74	77	71.0	75.0		78.0		81.0		84.0		100

Algebra I Students - Passing End of Course Assessment

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	
26	21	24	31	34		37		40		43		100

All Students - Graduation Rate

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	
87	83.3	86	81.6	85		88		91		94		100

English 10 students - English 10 ECA

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		TBD	67		70		73		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... accountability-discipline

According to our Force Field data, 56% of our student population has some kind of discipline referral. 67% of male students have a discipline referral, and 71 % of special education students have a discipline referral. Additionally, when looking at our suspension rates, we were very concerned by the fact that 71% of the special education students have been suspended.

We are concerned that... 4 year plan

- a. Concern that students do not know that they have a 4-year plan i. 13% of teachers disagree that students have a 4-year plan ii. 25% of teachers don't know that students have a 4-year plan

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

Accountability/discipline

A team, made up of administrators, counselors, teachers, parents and students, will be formed for the purpose of implementing HEA 1419; "Indiana's Model Evidence Based Plan for Improving Behavior and Discipline within Schools (IC 20-26-5-32)". Research, development of the plan and professional development for the administrative and teaching staff will take place during the 2010-2011 school year. Implementation of the universal guidelines and procedures will begin at the beginning of the 2011-2012 school year.

Impact Level: High Impact - Outside

Focus: Specific

Advisor/Advisee Program

All teachers will meet with an assigned group of students over a 3-year period to guide them in the area of student accountability. teachers will advise students on Mondays during Student Resource Time (SRT). Teachers will meet with the same group everyday during SRT. During 12th grade. students will be assigned to senior class advisors due to the amount of information and evnets the senior year requires.

Impact Level: High Impact - Outside

Focus: General

Required Strategies

F. Encourage Rigorous Curriculum: Student Success in Algebra 1

Algebra 1 teachers will use extra help for students who struggle with mastering Algebra. Help sessions will be provided during Student Resource Time(SRT), before school and and students may be assigned to Math Lab.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: 7/8th Grade Reading Comprehension

7th and 8th grade English classes will use Silent Sustained Reading on a daily basis during English class. Students will journal, twice weekly, responding to teacher prepared prompts. Journal entries will be evaluated and feedback provided to students.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: 7/8th Grade English-Extended class/Lab

A double period of English will be offered to 7th and 8th grade English students who have failed the English portion of the I-step test. The double period will allow the English teachers to pace and reteach instruction as needed.

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.

Due to the nature of our strategies, we have decided not to monitor strategy data. Instead, the impact of our strategies will be determined through the analysis of Achievement Data and Force Field Data.

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.

Accountability/discipline

Aug 16, 2010: Finalize membership of Task Force **Person:** Dennis Metzger
Aug 16, 2010: Share PBS information with staff **Person:** Dennis Metzger
Sep 20, 2010: Share PBS information with staff **Person:** Dennis Metzger
Oct 1, 2010: Task Force to research Positive Behavior Supports(PBS) **Person:** Dennis Metzger
Oct 18, 2010: Share PBS information with staff **Person:** Dennis Metzger
Nov 15, 2010: Share PBS information with staff **Person:** Dennis Metzger
Nov 15, 2010: Task Force visit schools successfully using PBS **Person:** Dennis Metzger
Dec 15, 2010: Task Force determine/outline needed Professional Development **Person:** Dennis Metzger
Dec 15, 2010: Task Force select and refine PBS Model **Person:** Dennis Metzger
Dec 20, 2010: Share PBS information with staff **Person:** Dennis Metzger
Jan 5, 2011: Task Force share recommendation with staff **Person:** Dennis Metzger
Jan 17, 2011: Share PBS information with staff **Person:** Dennis Metzger
Feb 21, 2011: Share PBS information with staff **Person:** Dennis Metzger
Mar 21, 2011: Share PBS information with staff **Person:** Dennis Metzger
Apr 13, 2011: Train staff in PBS **Person:** To Be Determined

Encourage Rigorous Curriculum

Aug 9, 2010: Students assigned to Math Lab for Fall semester **Person:** Guidance Department
Aug 30, 2010: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Sep 1, 2010: Establish dates for Before School Help sessions **Person:** Math Department
Sep 6, 2010: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Sep 13, 2010: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Sep 20, 2010: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Sep 27, 2010: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Oct 4, 2010: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Oct 6, 2010: Establish dates for Before School Help sessions **Person:** Math Department
Oct 11, 2010: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Oct 18, 2010: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Oct 25, 2010: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Nov 1, 2010: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Nov 3, 2010: Establish dates for Before School Help sessions **Person:** Math Department
Nov 8, 2010: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Nov 15, 2010: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Nov 22, 2010: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Nov 29, 2010: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Dec 1, 2010: Establish dates for Before School Help sessions **Person:** Math Department
Dec 6, 2010: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Dec 13, 2010: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Dec 17, 2010: Review student success on ECA **Person:** Algebra 1 teachers
Dec 20, 2010: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Dec 27, 2010: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Jan 3, 2011: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Jan 4, 2011: Students assigned to Math Lab for Spring semester **Person:** Guidance Department

Jan 5, 2011: Establish dates for Before School Help sessions **Person:** Math Department
Jan 10, 2011: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Jan 17, 2011: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Jan 24, 2011: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Jan 31, 2011: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Feb 2, 2011: Establish dates for Before School Help sessions **Person:** Math Department
Feb 7, 2011: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Feb 14, 2011: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Feb 21, 2011: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Feb 28, 2011: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Mar 2, 2011: Establish dates for Before School Help sessions **Person:** Math Department
Mar 7, 2011: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Mar 14, 2011: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Mar 21, 2011: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Mar 28, 2011: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Apr 4, 2011: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Apr 6, 2011: Establish dates for Before School Help sessions **Person:** Math Department
Apr 11, 2011: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Apr 18, 2011: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
Apr 25, 2011: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
May 2, 2011: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
May 4, 2011: Establish dates for Before School Help sessions **Person:** Math Department
May 9, 2011: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
May 16, 2011: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
May 23, 2011: SRT Help sessions arranged for students **Person:** Algebra 1 teachers
May 27, 2011: Review student success on ECA **Person:** Algebra 1 teachers

Focused Academic Area

Aug 23, 2010: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Aug 23, 2010: Students will journal twice weekly **Person:** 7th & 8th Grade English Teachers
Aug 30, 2010: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Sep 6, 2010: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Sep 13, 2010: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Sep 20, 2010: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Sep 27, 2010: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Oct 4, 2010: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Oct 11, 2010: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Oct 18, 2010: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Oct 20, 2010: th & 8th grade teachers will meet on a regular basis to discuss student progress **Person:** 7th & 8th Grade English Teachers
Oct 25, 2010: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Nov 1, 2010: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Nov 8, 2010: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Nov 15, 2010: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Nov 22, 2010: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Nov 29, 2010: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Dec 6, 2010: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Dec 13, 2010: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Dec 20, 2010: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Dec 22, 2010: th & 8th grade teachers will meet on a regular basis to discuss student progress **Person:** 7th & 8th Grade English Teachers
Dec 27, 2010: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Jan 3, 2011: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Jan 10, 2011: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Jan 17, 2011: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Jan 24, 2011: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Jan 31, 2011: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Feb 7, 2011: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Feb 14, 2011: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers

Feb 21, 2011: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Feb 23, 2011: th & 8th grade teachers will meet on a regular basis to discuss student progress **Person:** 7th & 8th Grade English Teachers
Feb 28, 2011: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Mar 7, 2011: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Mar 14, 2011: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Mar 21, 2011: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Mar 28, 2011: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Apr 4, 2011: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Apr 11, 2011: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Apr 18, 2011: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Apr 25, 2011: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
Apr 27, 2011: th & 8th grade teachers will meet on a regular basis to discuss student progress **Person:** 7th & 8th Grade English Teachers
May 2, 2011: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
May 9, 2011: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
May 16, 2011: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
May 23, 2011: Daily Silent Sustained Reading **Person:** 7th & 8th Grade English Teachers
May 27, 2011: Review student success on I-Step Reading Comprehension **Person:** 7th & 8th Grade English Teachers

Focused Student Group

Aug 16, 2010: Teachers will meet monthly to collaborate **Person:** 7th & 8th Grade English Teachers
Sep 20, 2010: Teachers will meet monthly to collaborate **Person:** 7th & 8th Grade English Teachers
Oct 18, 2010: Teachers will meet monthly to collaborate **Person:** 7th & 8th Grade English Teachers
Nov 15, 2010: Teachers will meet monthly to collaborate **Person:** 7th & 8th Grade English Teachers
Dec 20, 2010: Teachers will meet monthly to collaborate **Person:** 7th & 8th Grade English Teachers
Jan 17, 2011: Teachers will meet monthly to collaborate **Person:** 7th & 8th Grade English Teachers
Feb 21, 2011: Teachers will meet monthly to collaborate **Person:** 7th & 8th Grade English Teachers
Mar 21, 2011: Teachers will meet monthly to collaborate **Person:** 7th & 8th Grade English Teachers
Apr 18, 2011: Teachers will meet monthly to collaborate **Person:** 7th & 8th Grade English Teachers
May 16, 2011: Teachers will meet monthly to collaborate **Person:** 7th & 8th Grade English Teachers
May 27, 2011: I-STEP Test results will be reviewed **Person:** 7th & 8th Grade English Teachers

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.

Accountability/discipline

Task Force share recommendation with staff

Brief Description: To Be Determined

Intended Participants: Teachers, Counselors, Administrators

Date: Jan 5, 2011

Activity Purpose: Information

Activity Format: Talk to, Presentation

Funding: Corporation

Does this activity occur during the school day? Yes

Train staff in PBS

Brief Description: To Be Determined

Intended Participants: Teachers, Counselors, Administrators

Date: Apr 13, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: Corporation

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Student Success in Algebra 1

No professional development is needed for this strategy.

I. Focused Academic Area: 7/8th Grade Reading Comprehension

No professional development is needed for this strategy.

U. Focused Student Group: 7/8th Grade English-Extended class/Lab

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... accountability-discipline

Data Targets Influenced by This Concern:

- All Students -- Graduation Rate

Strategies to Impact This Concern:

- Accountability/discipline
- Advisor/Advisee Program

We are concerned that... 4 year plan

Data Targets Influenced by This Concern:

- All Students -- Graduation Rate

Strategies to Impact This Concern:

- Advisor/Advisee Program

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- Algebra I Students -- Passing End of Course Assessment
- All Students -- Graduation Rate
- English 10 students -- English 10 ECA

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Student Success in Algebra 1

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- 7th & 8th grade students -- Reading Comprehension on I-Step
- 7th and 8th grade students -- mastery of Algebra and Functions

Strategies to Impact This Concern:

- I. Focused Academic Area: 7/8th Grade Reading Comprehension

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- 7th & 8th grade Free & Reduced Lunch Students -- I-Step English

Strategies to Impact This Concern:

- U. Focused Student Group: 7/8th Grade English-Extended class/Lab

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?	Central 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"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	None
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	NWEA SAT PSAT ACT

Continuous Improvement Timeline

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

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2012-2013 school year