

## **School Improvement Plan - PL221 Version - 2009-2012**

**June 9, 2009 09:42:50**

### **Hagerstown Jr-Sr High School (8985)**

**Nettle Creek School Corp**

**Hagerstown, 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

Hagerstown Jr-Sr 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-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](http://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 <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
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 <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
	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](http://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

- Eric Bowman - Teacher
- Samantha Bradfield/Hickman - School Counselor
- Mark Childs - Administrator
- John Dawson - Teacher
- Lisa Dykhoff - Community Representative (Business)
- Betsy Robinson - Parent/Guardian
- Betsy Swimm - Administrator

## Strategy Chairs

- Samantha Bradfield/Hickman
- Aaron Chester
- Arron Chester
- Kristina Dale
- Tom Hamilton
- Betsy Swimm
- Pamela Weaver

## Community Council

- DeDra Baldwin
- Ann Baumer - Cis Coordinator
- Peggy Cenova
- Alyssa Clark - parent
- Bob Clark - parent
- Debbie Dick
- Steve Dick
- Chris Fink
- Pam Fleming - parent
- Julie Gollither
- Everett Hampton - Retired Educator
- Elaine Hellwarth
- Brenda Hoodlebrink - parent
- Heidi Houck - parent
- Rebecca Moses - parent
- Chris Mull - business owner
- Chris Mull - business owner
- Peggy Muller - Teacher
- Betsy Robinson - parent
- Brad Robinson - Parent
- Gary Saunders - Business Owner/Mechanic
- Josie Seybold
- Sandy Todd - parent

# 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:**

The ideal learning environment this school generates is housed in an up-to-date, well-maintained, safe, and comfortable physical facility which is conducive to learning and where a student's basic needs are met. Students first learn the necessary and basic skills of reading, math, science, and technology and are then given adequate opportunities to develop individual talents and abilities—academically, artistically, and kinesthetically. A comprehensive, teacher-designed curriculum is articulated K-12 to ensure instruction does not overlap or allow gaps. A routine and systematic evaluation procedure for instruction and curriculum further facilitates quality programming for all students. Scheduling is flexible, attuned to individual needs, and is not bound to the industrial model. Up-to-date technical training and use of technology pervade all aspects of this curriculum, ensuring graduates leave high school prepared for college, further technical training, or employment. As part of this environment, a climate of discovery is created and enhanced through free expression, risk-taking, problem solving, and trust. Activities within this ideal classroom environment meaningfully engage students, meet their diverse needs, and focus on critical and creative thinking skills applied to hands-on, real-life situations in and out of the classroom. Students are required to analyze, question, interpret, and utilize information in new and unique ways. Time is allowed to explore topics in-depth, to develop individual talents, and to help students learn from both successes and failures. Through the development of mutual trust and respect within this environment, students learn to listen to the thoughts and opinions of others and develop an understanding of human diversity.

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

The ideal school serves as the hub of learning for community members, parents, teachers, and students, promoting life-long learning and personal growth. It recognizes individual needs and strives to challenge and develop fully the talents and abilities of each learner. An active partnership among students, teachers, administrators, parents, and community members makes educational decisions and changes based upon thoughtful evaluation of new trends and innovative programs and the shared beliefs of all stakeholders. Furthermore, they will provide a supportive, respectful environment in which all students succeed.

Instructors in the ideal school are dedicated, caring, and knowledgeable, modeling and teaching the attributes of responsible, productive citizenship. They are educational visionaries who lead in curricular innovation and grow personally and professionally through continued course work, professional reading, and research. They are able to adequately meet the needs of all students academically and socially because of a low student to teacher ratio. They provide relevant, challenging curriculum, designed to actively engage learners and prepare them for successful futures in a global community. Within the classroom they are well-prepared, personable, effective managers who seek student and parental input. Sufficient teacher planning time for collaboration and professional growth makes possible innovative instruction and outstanding curriculum based upon new ideas, trends, and methods. They create trusting, nurturing climates in which all students receive individual academic and personal attention. Such instructors both model and teach scholarship, responsibility, citizenship, and character development.

Administrators serve as both educational leaders and managers. They work as teacher advocates and instructional innovators; they promote staff development and actively help instructors create ideal learning environments and maintain personal accountability. They also work as student advocates, providing adequate counseling and advisement, visibly supporting student activities, and learning to know and appreciate students as individuals. Administrators deal with discipline in a consistent and fair manner. They consider and respect the viewpoints of all stakeholders and involve them in the decision-making process. Ideal administrators also effectively budget and spend to ensure that excellent materials and facilities exist.

Parents provide a home environment which ensures students arrive at school geared for success—well-fed, rested, and free from undue stress and personal problems. They prepare children in their pre-school years for the educational process by instilling within them self-discipline, respect for authority, and a love of reading. Parents in the ideal school consistently stress the importance of educational success and demand academic accountability from their children. They are actively engaged in their children's academic, social, and extra-curricular activities. They are involved in the school decision-making process, working closely with teachers and administrators to ensure the best education possible for their children. They support school policies, which they have helped shape, and support teachers and administrators in issues of student discipline when necessary.

The community surrounding the ideal school also works closely with other stakeholders to ensure a high quality of education for the community's youth. These activities include help in decision making, support of student activities, financial support, and the lending of work and personal expertise to classroom and real-life learning. Community members recognize the importance of well-educated youth to the future and do not end their commitment to the school once their children have graduated.

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

Students in the ideal school arrive ready to learn. Students have a positive relationship with faculty and staff members that allow the student to approach them with confidence. They are inquisitive, positive, and aware of the benefits of educational success. They exercise self-discipline by arriving on time to school and class, having perfect attendance, and completing all of their homework on time. They show respect and responsibility by following all rules, and exhibit a serious approach to their studies. Students have created goals that allow them to become valued members of society.

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

- % of students who pass Junior High ISTEP math: 100%
- % of students who pass Junior High ISTEP English: 100%
- % of students who achieve PASS+ on Junior High ISTEP English: 100%
- % of students who pass End of Course Assessments: 100%
- % of students who have 3.0 grade point average or higher: 100%
- % of students who earn an Academic Honors Diploma: 100%
- % of students who are on the A/B Honor Roll: 100%
- % of students who achieve advanced standing in Technical College: 100%
- % of students who achieve advanced standing in Apprenticeship: 100%
- % of students who read at appropriate grade level: 100%
- % of students who improve on quarterly assessments: 100%
- % of students who score greater than 25 on ACT: 100%
- % of students who achieve PASS+ on Junior High ISTEP Math: 100%
- % of students who score greater than 1800 on SAT: 100%
- % of students who graduate: 100%
- % of students who pass AP tests with a score of 3 or better: 100%
- % of students who students who pass all classes: 100%
- % of students who mathematically compute at appropriate grade level: 100%
- % of students who can key accurate information: 100%
- % of students who write at appropriate grade level: 100%
- % of students who receive a Core 40 diploma: 100%
- % of students who take SAT and ACT: 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.

## 8th grade - mastering the ISTEP standard reading-vocabulary

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	64		80		60	65		70		75		100%

## All Students - Pass End-of-Course CORE 40 Exam - Algebra

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
21	16	24	30	27		30		33		36		100

## Free and Reduced Lunch Students - Passing ISTEP language arts (AYP)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
na	29	na	52	60		64		68		70		100

## Males 7-12 - Passing All Classes

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
77	63	80	64	68		72		76		80		100

## Seniors - graduation rate

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85.5	80.0	82.0	86.7	87		88		89		90		100.0



**Seventh Grade Males - Pass ISTEP English/LA**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	65	73	63	65		67		70		72		100

**Special Education - Passing ISTEP language arts (AYP)**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	32%		41%		36%	40%		43%		47%		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: Some students have limited access to adult mentoring.**

Some students are not noted as being held accountable by adults during exit / disciplinary / guidance interviews; and in general classroom preparation.

**Concern: Males lack of motivation in learning**

Teacher discussion of the student achievement data. Teachers discussed lack of motivation and interest.

### Required Areas of Concern

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**U. Focused Student Group**

# 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

### AA. Interview all males who fail —

Teacher will interview male students in the fall who failed one or more classes in the second semester of the previous school year using a scripted list of questions. We are continuing to research what males instructional needs are.

### BB. Mentor/teacher —

During summer school students will pick from a list of volunteer teachers to monitor attendance, grades, and behavior during the following school year. Volunteer teacher mentors will be monitoring student attendance. This will build a relationship between a caring and the identified student. Research suggests that when a positive relationship with a caring adult exists in schools students are more likely to not drop out.

### CC. Student Incentive Program for ISTEP —

Teachers will provide short term and long term incentives tied to student test taking behaviors and student test results in grades seven and eight. Teachers will decide on short term incentives and will distribute these during testing. Teachers will plan long term incentives that will be experienced once test results have been returned.

## Required Strategies

### F. Encourage Rigorous Curriculum: High School —

Guidance counselors hold grade level meetings to encourage students to take a rigorous curriculum. Students are encouraged to take the many dual credit opportunities offered, student encouraged to apply for our honors course programs. Students are encouraged to participate in our A.C.P. opportunities

### F. Encourage Rigorous Curriculum: Junior High —

We encourage students to take Algebra as an 8th grader. We encourage 8th graders to take high school earth/space science for high school credit. We encourage 7th and 8th graders to apply for our honors program.

### I. Focused Academic Area: Core 40 Algebra —

Algebra teacher will review Algebra I ECA state assessment to determine areas in need of improvement. Our web based "MySkillTutor" software will then be cross-referenced to find those lessons that address our need for improvement areas. Daily assignments in class and as homework will be made from this computerized instruction.

### I. Focused Academic Area: Reading vocabulary —

A master list of grade level appropriate vocabulary will be developed by our 7th and 8th grade English teachers. This list will be shared with junior high elective and core teachers who will identify those words in their unit plans as "words to be remembered" and assessed in these classrooms throughout the year.

### U. Focused Student Group: Special education and free and reduced lunch students —

All students will be making use of SkillsTutor during student resource time every other week. The focus will be on the skill development for special needs and free and reduced students. SkillsTutor is a web based software program that provides instruction on various levels and disciplines. Being web based it can be accessed from anywhere at any time.

# Professional Development

**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.

## AA. Interview all males who fail

Professional Development Activity	Funding	Activity Purpose
<i>Book study boys adrift by Leonard SAX</i>	Source: Amount: \$	
Brief Description	Intended Participants	Activity Format
Purchase the text "Boys Adrift" for book study.	Teachers Students	Talk to Study Group Professional Reading

## I. Focused Academic Area: Core 40 Algebra

No professional development is needed for this strategy.

## I. Focused Academic Area: Reading vocabulary

Professional Development Activity	Funding	Activity Purpose
<i>Peer Coaching and support</i>	Source: Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
junior high English teachers will develop, distribute, and provide suggestions on how to use vocabulary in classroom to faculty	Teachers	Talk to Peer Coaching

## U. Focused Student Group: Special education and free and reduced lunch students

Professional Development Activity	Funding	Activity Purpose
<i>Training on SkillsTutor</i>	Source: Amount: \$	Refinement
Brief Description	Intended Participants	Activity Format
A presenter from the SkillsTutor company will provide training to faculty on the uses of the web based instructional software.	Teachers Administrators	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: Some students have limited access to adult mentoring.

#### Data Targets Influenced by This Concern:

- Males 7-12 -- Passing All Classes
- Seniors -- graduation rate

#### Strategies to Impact This Concern:

- BB. Mentor/teacher

### Concern: Males lack of motivation in learning

#### Data Targets Influenced by This Concern:

- Males 7-12 -- Passing All Classes
- Seventh Grade Males -- Pass ISTEP English/LA

#### Strategies to Impact This Concern:

- AA. Interview all males who fail
- CC. Student Incentive Program for ISTEP

## Required Areas of Concern

### F. Encourage Rigorous Curriculum (PL221)

#### Data Targets Influenced by This Concern:

- All Students -- Pass End-of-Course CORE 40 Exam - Algebra
- Seniors -- graduation rate

#### Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: High School
- F. Encourage Rigorous Curriculum: Junior High

### I. Focused Academic Area (PL221)

#### Data Targets Influenced by This Concern:

- 8th grade -- mastering the ISTEP standard reading-vocabulary
- All Students -- Pass End-of-Course CORE 40 Exam - Algebra
- Free and Reduced Lunch Students -- Passing ISTEP language arts (AYP)
- Seventh Grade Males -- Pass ISTEP English/LA
- Special Education -- Passing ISTEP language arts (AYP)

**Strategies to Impact This Concern:**

- I. Focused Academic Area: Core 40 Algebra
- I. Focused Academic Area: Reading vocabulary

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

**Data Targets Influenced by This Concern:**

- Free and Reduced Lunch Students -- Passing ISTEP language arts (AYP)
- Males 7-12 -- Passing All Classes
- Seventh Grade Males -- Pass ISTEP English/LA

**Strategies to Impact This Concern:**

- U. Focused Student Group: Special education and free and reduced lunch students

## 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:	Superintendents office and public library	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	2008 High Schools That Work Senior Assessment. Students are assessed in English, math, and science. Additionally, students opinions are collected. A comparison of each HSTW participating school's collective senior scores are compared to those of those "High Achieving schools.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	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.

## AA. Interview all males who fail

**Aug , 2009:** committee will meet to determine questions

**Person:** Aaron Chester

**Activity:** interview males

**Aug , 2009:** males who failed in the second semester of 08-09 will be identified

**Person:** Kristina Dale

**Activity:** interview males

**Aug , 2009:** Order books Boys adrift

**Person:** Childs

**Activity:** preparation

**Sep , 2009:** Strategy team will meet bi-weekly to discuss book

**Person:** Tom Drake

**Activity:** Book study boys adrift by Leonard SAX

**Sep , 2009:** Interview the students

**Person:** Nathan Williamson

**Activity:** interview males

**Sep 27, 2009:** Strategy team will meet bi-weekly to discuss book

**Person:** Tom Drake

**Activity:** Book study boys adrift by Leonard SAX

**Oct 25, 2009:** Strategy team will meet bi-weekly to discuss book

**Person:** Tom Drake

**Activity:** Book study boys adrift by Leonard SAX

**Nov 29, 2009:** Strategy team will meet bi-weekly to discuss book

**Person:** Tom Drake

**Activity:** Book study boys adrift by Leonard SAX

**Dec 27, 2009:** Strategy team will meet bi-weekly to discuss book

**Person:** Tom Drake

**Activity:** Book study boys adrift by Leonard SAX

**Jan 31, 2010:** Strategy team will meet bi-weekly to discuss book

**Person:** Tom Drake

**Activity:** Book study boys adrift by Leonard SAX

**Feb 28, 2010:** Strategy team will meet bi-weekly to discuss book

**Person:** Tom Drake

**Activity:** Book study boys adrift by Leonard SAX

**Mar 28, 2010:** Strategy team will meet bi-weekly to discuss book

**Person:** Tom Drake

**Activity:** Book study boys adrift by Leonard SAX

## Focused Academic Area

**Aug , 2009:** Cross reference ECA with SkillsTutor lessons

**Person:** Betsy Swimm

**Activity:** Core 40 Algebra/SkillsTutor

**Sep , 2009:** At departmental meetings department chairs will report to committee on use of the vocabulary lists

**Person:** Mark Childs

**Activity:** Peer Coaching and support

**Sep , 2009:** Present vocab and how to use in the classroom

**Person:** Gray and Lucero

**Activity:** Presentation of vocab list to appropriate faculty

**Sep 4, 2009:** Collect and record percent of teachers who are using the vocaublary list - self report through email

**Person:** Aaron Chester

**Activity:** Collect baseline data

**Sep 4, 2009:** Create vocabulary list for the school year

**Person:** Gray and Lucero

**Activity:** Creation of vocabulary list

**Sep 27, 2009:** At departmental meetings department chairs will report to committee on use of the vocabulary lists

**Person:** Mark Childs

**Activity:** Peer Coaching and support

**Oct 25, 2009:** At departmental meetings department chairs will report to committee on use of the vocabulary lists

**Person:** Mark Childs

**Activity:** Peer Coaching and support

**Nov 29, 2009:** At departmental meetings department chairs will report to committee on use of the vocabulary lists

**Person:** Mark Childs

**Activity:** Peer Coaching and support

**Dec 10, 2009:** Collect and record percent of teachers who are using the vocaublary list - self report through email

**Person:** Aaron Chester

**Activity:** Collect first semester/trimester follow up data

**Dec 27, 2009:** At departmental meetings department chairs will report to committee on use of the vocabulary lists

**Person:** Mark Childs

**Activity:** Peer Coaching and support

**Jan 31, 2010:** At departmental meetings department chairs will report to committee on use of the vocabulary lists

**Person:** Mark Childs

**Activity:** Peer Coaching and support

**Feb 28, 2010:** At departmental meetings department chairs will report to committee on use of the vocabulary lists

**Person:** Mark Childs

**Activity:** Peer Coaching and support

**Mar 28, 2010:** At departmental meetings department chairs will report to committee on use of the vocabulary lists

**Person:** Mark Childs

**Activity:** Peer Coaching and support

**Apr 9, 2010:** Collect and record percent of teachers who are using the vocaublary list - self report through email

**Person:** Aaron Chester

**Activity:** Collect final semester/trimester follow up data

## Focused Student Group

**Aug , 2009:** identify f/r and sp. ed

**Person:** Samantha Hickman

**Activity:** Identification of students to focus on

**Aug , 2009:** Teacher will be updated on SkillsTutor

**Person:** John Dawson

**Activity:** Training on SkillsTutor

**Sep , 2009:** monitor focus groups activity and performance

**Person:** Julie Drake and Tom Drake

**Activity:** Identification of students to focus on

**Sep 27, 2009:** monitor focus groups activity and performance

**Person:** Julie Drake and Tom Drake

**Activity:** Identification of students to focus on

**Oct 25, 2009:** monitor focus groups activity and performance

**Person:** Julie Drake and Tom Drake

**Activity:** Identification of students to focus on

**Nov 29, 2009:** monitor focus groups activity and performance

**Person:** Julie Drake and Tom Drake

**Activity:** Identification of students to focus on

**Dec 27, 2009:** monitor focus groups activity and performance

**Person:** Julie Drake and Tom Drake

**Activity:** Identification of students to focus on

**Jan 31, 2010:** monitor focus groups activity and performance

**Person:** Julie Drake and Tom Drake

**Activity:** Identification of students to focus on

## Continuous Improvement Timeline

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