

# School Improvement Plan - 2014-2015

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## 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 American 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:

- American Student Achievement Institute
- Indiana Rules and Regulations

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

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

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

## **Using Data for Decision-Making**

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

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

## **Implementation Next Year**

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

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

# Who Wrote this School Improvement Plan?

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

## Groups and Roles

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

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

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

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

## Discussion Topics

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

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

## Steering Team

- Brian Cadle - Administrator
- Susan Cadle - Community
- Mark Childs - Administrator
- John Dawson - Teacher
- Lisa Dykhoff - Community Representative (Business)
- Jeff Huffine - Community
- Amy Oliger - Teacher
- Betsy Swimm - Teacher

## Strategy Chairs

- Tim Arnold
- Brian Cadle
- Brian Cadle
- Cathy Groce
- Tom Hamilton
- Betsy Swimm
- Jennifer True

## Community Council

- Rhonda Bartlett - Parent
- Pam Fleming - Parent
- Christi Herr - Parent

- Brenda Hoodlebrink - Parent
- Heidi Houck - Business Owner
- Scot Houck - Parent
- John Kindt - Teacher
- Kim Parsons - Parent / Youth Services
- Karrienne Renee Polk-Meek - parent
- Josie Seybold - Parent

# 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:**

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 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

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 Seniors - Graduation Rate

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
84	89.2	86	93	94		95		96		97		100

## All students tested on Algebra 1 ECA - % passing Algebra 1 ECA

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
59	52	62	68	71		74		77		80		100

## All students tested on English 10 ECA - % showing mastery of Reading Comprehension

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
na	na	na	69	72		75		78		80		100



**Special Education Students tested on ISTEP+ - % passing ISTEP+ Language Arts**

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
35	40	42	41	47		52		57		61		100

# Comprehensive 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.

## Areas of Concern

### **We are concerned that... our school provides student supports that will increase Graduation rate**

This is the lowest graduation rate of graduation we have ever had. In our efforts to raise rigor using the High Schools That Work curriculum requirements we

### **We are concerned that... Male students show a lack of motivation in learning**

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

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

### **We are concerned that... our school provides and encourages a Rigorous Curriculum**

### **We are concerned that... our students maintain good Attendance**

### **We are concerned that... our teachers provide effective instructional methods in a Focused Academic Area**

### **We are concerned that... our staff utilizes instructional practices that support our Focused Student Group**

### **We are concerned that... our school provides guidance to students in creating and maintaining a Graduation Plan**



# Strategies

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

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

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

The strategy titles and descriptions are listed below:

## Strategies

### Attendance

Assistant Principal will chair an attendance committee made up of the two counselors, the school nurse, and himself. They will meet monthly to review documentation and discuss students who have accumulated three or more absences in a courses. Where deemed appropriate, the assistant principal will assign appropriate counselor and mentor teacher to have a one on one conversation with the student, providing, support, encouragement, and assist in solving the problem causing the absence. This will be in addition to the 3 day letter sent home.

**Impact Level:** High Impact - Inside

**Focus:** General

### Credit Recovery/Alternative School

Students who have failed a required course will have the opportunity to re-take the course on-line using "Plato" software. This program will be monitored by guidance counselors and the assistant principal and will be physically supervised by a Highly Qualified teacher. This program will allow students to catch up and not give up hope. We will also run this program in the summer.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### Encourage Rigorous Curriculum - HS Credit

Eligible eighth grade students are offered Algebra 1, Spanish I, and Integrated Chemistry-Physics for high school credit. The school sends letters home to selected eighth grade parents encouraging their child to enroll in the identified high school credit course.

**Impact Level:** High Impact - Inside

**Focus:** General

### Encourage Rigorous Curriculum - Math Enrichment

Algebra I teacher will monitor each indicator and re-teach those concepts where less than 60% of all students passed. This re-teaching will occur during MATH ENRICHMENT COURSE.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### Focused Academic Area - Algebra 1

Algebra teachers will review Algebra I ECA state assessment data to determine areas in need of improvement. Algebra I teachers will cross-reference our ECA weaknesses. "Acuity" content lessons will be used for re-teaching. Teachers will use the Acuity data and lessons to make assignments.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **Focused Academic Area - Improved READING COMPREHENSION**

To improve our 10th grade students End of Course Assessment reading comprehension Achievement All teachers will provide vocabulary mastery lists for the courses they teach. At the end of each nine weeks teachers will report on the percentage of students who were able to demonstrate 80% mastery of each nine weeks vocabulary.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **Focused Student Group**

All students who have less than a 60% average on classroom math and English will be assigned to complete our on line remediation software -Plato or Acuity: before school, during student resource time (SRT), or after school.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### **Graduation Plan**

All of our students in grades 7-11 will create or update the Indiana Graduation Plan annually. The plan will include a statement of the student's intent to graduate from high school and will acknowledge the importance of good citizenship, school attendance and diligent study habits. The student Graduation Plan will be a part of the student's permanent school record. The Graduation Plan for each student will have the subject and skill area of their interests. This plan will include a Core 40 program of study or Academic Honors program of study that is appropriate for the student's aptitudes and interests. The fulfillment of this plan will enable students to: 1) graduate, 2) have taken at least the minimum variety and number of courses necessary to gain admittance to a state educational institution. Our graduation plan will provide indication of assessments (other than ISTEP and ECA) that the student plans to take voluntarily during grades 10 through 12. The guidance department will be responsible for implementation.

**Impact Level:** High Impact - Inside

**Focus:** General

### **Mentor assignments for At-Risk students**

At-Risk tenth grade students identified by the guidance department will be monitored for attendance and work completion every four weeks. 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. Adult "Career Coaches" will be assigned to mentor two At-Risk student per semester. Guidance will be assigned to monitor this program. 7th, 8th, and 9th grade students At-Risk will attend our academic academy on Tuesdays and Thursdays. This is supervised and coordinated by our Communities In Schools Coordinator.

**Impact Level:** High Impact - Outside

**Focus:** Specific

### **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.

**Impact Level:** Low Impact

**Focus:** General

## Strategy Data

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

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.

## Credit Recovery/Alternative School

**Oct 28, 2014:** monitors credit progress at each nine weeks **Person:** brian cadle

**Dec 30, 2014:** monitors credit progress at each nine weeks **Person:** brian cadle

**Mar 3, 2015:** monitors credit progress at each nine weeks **Person:** brian cadle

**May 5, 2015:** monitors credit progress at each nine weeks **Person:** brian cadle

## Encourage Rigorous Curriculum - HS Credit

**Aug 20, 2014:** Monthly Curriculum Council Mtgs. **Person:** Tim Arnold/MarkChilds/Amy Olinger

**Sep 17, 2014:** Monthly Curriculum Council Mtgs. **Person:** Tim Arnold/MarkChilds/Amy Olinger

**Oct 15, 2014:** Monthly Curriculum Council Mtgs. **Person:** Tim Arnold/MarkChilds/Amy Olinger

**Nov 19, 2014:** Monthly Curriculum Council Mtgs. **Person:** Tim Arnold/MarkChilds/Amy Olinger

**Dec 17, 2014:** Monthly Curriculum Council Mtgs. **Person:** Tim Arnold/MarkChilds/Amy Olinger

**Jan 21, 2015:** Monthly Curriculum Council Mtgs. **Person:** Tim Arnold/MarkChilds/Amy Olinger

**Feb 18, 2015:** Monthly Curriculum Council Mtgs. **Person:** Tim Arnold/MarkChilds/Amy Olinger

**Mar 18, 2015:** Monthly Curriculum Council Mtgs. **Person:** Tim Arnold/MarkChilds/Amy Olinger

**Apr 15, 2015:** Monthly Curriculum Council Mtgs. **Person:** Tim Arnold/MarkChilds/Amy Olinger

## Encourage Rigorous Curriculum - Math Enrichment

**Aug 20, 2014:** weekly communication with Algebra I teacher **Person:** Math Lab teacher

**Oct 1, 2014:** weekly communication with Algebra I teacher **Person:** Math Lab teacher

**Nov 12, 2014:** weekly communication with Algebra I teacher **Person:** Math Lab teacher

**Dec 24, 2014:** weekly communication with Algebra I teacher **Person:** Math Lab teacher

**Feb 4, 2015:** weekly communication with Algebra I teacher **Person:** Math Lab teacher

**Mar 18, 2015:** weekly communication with Algebra I teacher **Person:** Math Lab teacher

**Apr 29, 2015:** weekly communication with Algebra I teacher **Person:** Math Lab teacher

## Focused Academic Area - Algebra 1

**Jul 17, 2014:** HSTW conference on Math Literacy **Person:** John Markward

**Nov 1, 2014:** Acuity review **Person:** John Markward/Julie Drake

**Dec 6, 2014:** Acuity review **Person:** John Markward/Julie Drake

**Jan 3, 2015:** Acuity review **Person:** John Markward/Julie Drake

**Feb 7, 2015:** Acuity review **Person:** John Markward/Julie Drake

**Mar 7, 2015:** Acuity review **Person:** John Markward/Julie Drake

**Apr 4, 2015:** Acuity review **Person:** John Markward/Julie Drake

## Focused Academic Area - Improved READING COMPREHENSION

**Aug 20, 2014:** Course Vocabulary Development **Person:** Every Teacher

**Aug 20, 2014:** Course Vocabulary Development **Person:** John Dawson

**Oct 22, 2014:** Course Vocabulary Development **Person:** Every Teacher

**Dec 24, 2014:** Course Vocabulary Development **Person:** Every Teacher

**Feb 25, 2015:** Course Vocabulary Development **Person:** Every Teacher

**Apr 29, 2015:** Course Vocabulary Development **Person:** Every Teacher

## **Focused Student Group**

**Sep 15, 2014:** Special education student review of classroom **Person:** Cathy Groce

**Oct 27, 2014:** Special education student review of classroom **Person:** Cathy Groce

**Dec 8, 2014:** Special education student review of classroom **Person:** Cathy Groce

**Jan 19, 2015:** Special education student review of classroom **Person:** Cathy Groce

**Mar 2, 2015:** Special education student review of classroom **Person:** Cathy Groce

**Apr 13, 2015:** Special education student review of classroom **Person:** Cathy Groce

## **Mentor assignments for At-Risk students**

**Sep 20, 2014:** monitor and advising At-Risk **Person:** Stephanie Stout

**Sep 27, 2014:** monitor and advising At-Risk **Person:** Stephanie Stout

**Oct 4, 2014:** monitor and advising At-Risk **Person:** Stephanie Stout

**Oct 11, 2014:** monitor and advising At-Risk **Person:** Stephanie Stout

**Oct 18, 2014:** monitor and advising At-Risk **Person:** Stephanie Stout

**Oct 25, 2014:** monitor and advising At-Risk **Person:** Stephanie Stout

**Nov 1, 2014:** monitor and advising At-Risk **Person:** Stephanie Stout

**Nov 8, 2014:** monitor and advising At-Risk **Person:** Stephanie Stout

**Nov 15, 2014:** monitor and advising At-Risk **Person:** Stephanie Stout

**Nov 22, 2014:** monitor and advising At-Risk **Person:** Stephanie Stout

**Nov 29, 2014:** monitor and advising At-Risk **Person:** Stephanie Stout

**Dec 6, 2014:** monitor and advising At-Risk **Person:** Stephanie Stout

**Dec 13, 2014:** monitor and advising At-Risk **Person:** Stephanie Stout

**Dec 20, 2014:** monitor and advising At-Risk **Person:** Stephanie Stout

**Dec 27, 2014:** monitor and advising At-Risk **Person:** Stephanie Stout

**Jan 3, 2015:** monitor and advising At-Risk **Person:** Stephanie Stout

**Jan 10, 2015:** monitor and advising At-Risk **Person:** Stephanie Stout

**Jan 17, 2015:** monitor and advising At-Risk **Person:** Stephanie Stout

**Jan 24, 2015:** monitor and advising At-Risk **Person:** Stephanie Stout

**Jan 31, 2015:** monitor and advising At-Risk **Person:** Stephanie Stout

**Feb 7, 2015:** monitor and advising At-Risk **Person:** Stephanie Stout

**Feb 14, 2015:** monitor and advising At-Risk **Person:** Stephanie Stout

**Feb 21, 2015:** monitor and advising At-Risk **Person:** Stephanie Stout

**Feb 28, 2015:** monitor and advising At-Risk **Person:** Stephanie Stout

**Mar 7, 2015:** monitor and advising At-Risk **Person:** Stephanie Stout

**Mar 14, 2015:** monitor and advising At-Risk **Person:** Stephanie Stout

**Mar 21, 2015:** monitor and advising At-Risk **Person:** Stephanie Stout

**Mar 28, 2015:** monitor and advising At-Risk **Person:** Stephanie Stout

**Apr 4, 2015:** monitor and advising At-Risk **Person:** Stephanie Stout

**Apr 11, 2015:** monitor and advising At-Risk **Person:** Stephanie Stout

**Apr 18, 2015:** monitor and advising At-Risk **Person:** Stephanie Stout

**Apr 25, 2015:** monitor and advising At-Risk **Person:** Stephanie Stout

**May 2, 2015:** monitor and advising At-Risk **Person:** Stephanie Stout



# Professional Development Summary

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

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

## Credit Recovery/Alternative School

No professional development is needed for this strategy.

## Encourage Rigorous Curriculum - HS Credit

## Encourage Rigorous Curriculum - Math Enrichment

No professional development is needed for this strategy.

## Focused Academic Area - Algebra 1

### HSTW conference on Math Literacy

**Brief Description:** The annual HSTW conference has a series of concurrent sessions dedicated over three days to Math Literacy for College and Career Readiness.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Jul 17, 2014

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** Title II Part A

**Does this activity occur during the school day?** No

## **Focused Academic Area - Improved READING COMPREHENSION**

### **Course Vocabulary Development**

**Brief Description:** Departments will meet to discuss those vocabulary terms that are essential for each course.

**Intended Participants:** Teachers

**Date:** Aug 20, 2014

**Activity Purpose:** Information, Feedback/Support

**Activity Format:** Study Group, Collaborative Problem Solving

**Funding:**

**Does this activity occur during the school day?** Yes

## **Focused Student Group**

No professional development is needed for this strategy.

## **Mentor assignments for At-Risk 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.

### **We are concerned that... our school provides student supports that will increase Graduation rate**

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

- All Seniors -- Graduation Rate
- All students tested on Algebra 1 ECA -- % passing Algebra 1 ECA
- All students tested on English 10 ECA -- % showing mastery of Reading Comprehension

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

- Attendance
- Credit Recovery/Alternative School
- Encourage Rigorous Curriculum - Math Enrichment
- Focused Academic Area - Algebra 1
- Focused Student Group
- Graduation Plan
- Mentor assignments for At-Risk students
- Student Incentive Program for ISTEP

### **We are concerned that... Male students show a lack of motivation in learning**

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

- All Seniors -- Graduation Rate
- All students tested on Algebra 1 ECA -- % passing Algebra 1 ECA
- All students tested on English 10 ECA -- % showing mastery of Reading Comprehension

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

- Mentor assignments for At-Risk students
- Student Incentive Program for ISTEP

### **We are concerned that... Some students have limited access to adult mentoring.**

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

- All Seniors -- Graduation Rate

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

- Attendance
- Graduation Plan
- Mentor assignments for At-Risk students

## **We are concerned that... our school provides and encourages a Rigorous Curriculum**

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

- All Seniors -- Graduation Rate
- All students tested on Algebra 1 ECA -- % passing Algebra 1 ECA
- All students tested on English 10 ECA -- % showing mastery of Reading Comprehension

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

- Encourage Rigorous Curriculum - HS Credit
- Encourage Rigorous Curriculum - Math Enrichment

## **We are concerned that... our students maintain good Attendance**

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

- All Seniors -- Graduation Rate
- All students tested on Algebra 1 ECA -- % passing Algebra 1 ECA
- All students tested on English 10 ECA -- % showing mastery of Reading Comprehension

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

- Attendance

## **We are concerned that... our teachers provide effective instructional methods in a Focused Academic Area**

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

- All students tested on Algebra 1 ECA -- % passing Algebra 1 ECA
- All students tested on English 10 ECA -- % showing mastery of Reading Comprehension
- Special Education Students tested on ISTEP+ -- % passing ISTEP+ Language Arts

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

- Encourage Rigorous Curriculum - Math Enrichment
- Focused Academic Area - Algebra 1
- Focused Academic Area - Improved READING COMPREHENSION
- Focused Student Group

## **We are concerned that... our staff utilizes instructional practices that support our Focused Student Group**

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

- Special Education Students tested on ISTEP+ -- % passing ISTEP+ Language Arts

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

- Focused Student Group

## **We are concerned that... our school provides guidance to students in creating and maintaining a Graduation Plan**

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

- All Seniors -- Graduation Rate

**Strategies to Impact This Concern:**

- Graduation Plan

## Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	superintendent's 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. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	alternative school will be a tool to assist those who are in jeopardy of losing credit due to attendance
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>↳ The HSTW Assessment measures school effectiveness, not just student performance, and this can be accomplished by testing only 60 seniors in reading, mathematics and science every two years.</p> <p>↳ Test performance is placed in the context of comprehensive student and teacher surveys that focus on issues a school can control, such as school climate, students's classroom experiences and instructional practices.</p> <p>↳ Seniors are tested only a few months prior to graduation, which ensures the assessment measures their performance and experiences as students over their entire tenure at your school.</p> <p>↳ The assessment is based on the 2009 National Assessment of Educational Progress (NAEP) frameworks, which were modified to focus on more practical and real-world prompts and passages appropriate for both college and career readiness.</p>

## Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd Year Schools	Alumni Schools	
Annual Update Meeting	n/a	n/a	Session AM - Sept	n/a
New Principal and Steering Team Member Training	n/a	n/a	Session PM - Sept	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	Aug Webinar	Sept
Vision	Session 2 – Sept	n/a	Sept Webinar	Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Oct Webinar	Nov
Areas of Concern	Session 4 - Dec	n/a	Nov Webinar	Jan*
Conference on Learning	Jan	Jan	Jan	n/a
Strategy Selection	Session 5 - Jan	Session 2 - Jan	Jan Webinar	Feb
Strategy Title & Description	Session 5 - Jan	Session 2 - Jan	Feb Webinar	Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Mar Webinar	Apr

\* Our school will complete these tasks every three years  
We are next scheduled to complete these tasks during the 2015-2016 school year