School Improvement Plan - 2011-2012

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Central Middle School (2955)

Kokomo-Center Twp Con Sch Corp

Kokomo, 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

Central Middle School

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

- Indiana Student Achievement Institute
- 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-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.

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

- Patricia Brandon - Teacher
- Connie Clark - Community
- Emily Clute - Teacher
- Lindsay Cole - Teacher
- Dondra Ewing - School Counselor
- Holly Herrera - Teacher
- Kaye Hicks - Administrator
- Vickie Linehan - Teacher
- Lori Magnuson - Community
- Michael Sargent - Administrator
- Michelle Scharenbroch - Parent/Guardian
- Justin Smith - Teacher
- Linda Thompson -
- Laura Upchurch - Teacher

Strategy Chairs

- Emily Clute
- Dondra Ewing
- Vickie Linehan
- Bev Noel
- Michael Sargent
- Laura Upchurch

Community Council

- Catherine Barnes - Community (higher ed)
- Casey Cline - Youth Service
- Alayne Cook - Community (higher ed)
- Cathy Hoang - Parent, 8th grade daughter gifted & talented; 7th grade son gifted & talented program
- Shelli Hurlocker - PTO/Parent, 8th grade son, gifted & talented program, band
- Ronald Hurlocker, Jr - Parent, 8th grade son gifted & talented prgram, band
- Joyce Ingle - Parent, 7th grade daughter
- Dr. Kasem - Community (higher ed)
- Paula McDorman - Community (higher ed)
- Jennifer Ogle - PTO/Parent, 8th grade daughter gifted & talented program, band
- Crystal Sandburn - Parent/School board member/6th grade son, band
- Dick Sandburn - Business
- Michelle Scharenbroch - PTO/Parent 8th grade daughter Gifted & Talented Program
- Sanjeev Sood - Community/Parent 6th grade daughter Gifted/Talented Program
- Seema Sood - Parent 6th grade daughter Gifted & Talented Program
- Dave Trine - Community
- Jodi Vautaw - Community
- Janice Warren - Community
- Melissa Wheelock - Community

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:

VISION STATEMENT/ CENTRAL MIDDLE SCHOOL/ KOKOMO, INDIANA Core convictions: We believe that all students deserve a purposeful, enthusiastic, and dedicated teacher that is knowledgeable in their subject area, has a professional demeanor, and gives prompt feedback. We believe that students deserve teachers that care about them outside the classroom. We believe that all students deserve a quiet, safe, positive, and nurturing environment without distractions, that is conducive to learning. We believe that all students deserve equal access to tools, books, technologies, cultural enrichment, and educational opportunities. We believe that all students deserve consistent expectations and consequences, and should be given a chance to succeed. We believe that students deserve respect and should be pushed to achieve. We believe that all students deserve a well rounded, diverse, and quality curriculum with structure, predictability, and meaningful activities. We believe that all students deserve IEPs if needed, and added assistance. We believe that students deserve an equal opportunity to learn and help to reach their goals and help in building their futures. We believe that students deserve to have proper nutrition with enough time to eat. We believe that all students deserve a college education and less high stakes testing. We believe that students deserve community and parental support that expresses a value to education and the variety of learning experiences. 2011-2012 The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Central Middle School aims to develop challenging programs of international education and rigorous assessment. Central Middle School encourages students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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

Enter behaviors and attitudes of adults living by core convictions here

As we live with these core convictions about students, the following attitudes and actions are present in our educators. Teachers at Central Middle School are professional, energetic, flexible, and life long learners. Teachers use a variety of teaching styles while recognizing the learning styles of their students; they believe that all students can achieve at some level. Teachers communicate high expectations for students and even teach beyond the standards. Teachers take time with students, award them when they achieve, and listen to the needs of their students. Teachers utilize a team teaching approach incorporating rotational and special education classes. They design lessons that are highly engaging, using real world simulations and situations to make learning meaningful. Inclusion is practiced with special Education students with IEPs who are given extra time and other necessary accommodations that the classroom teacher utilizes. Teachers are enthusiastic about their subject areas and implement the best practices instilled by the professional staff development support from the administration, both district wide and school wide. Teachers use technology in both instruction and assessment. Teachers keep parents informed about the problems their children may be experiencing in the classroom and work together in the grade level teams and with parents to help the students turn their weaknesses into strengths.

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

Enter attitudes, behaviors, and choices of students living in an environment in which adults live by core convictions

In this environment where all adults are living their core convictions, all students are fully engaged in the learning process. All students are motivated and ready to learn, with a good sense of self and a desire to learn how to set goals for themselves, while participating fully in both the academic and extracurricular spheres of the middle school. All students are capable of learning; they are good writers and speakers, with the proper level of maturity for their age. They make effective use of time and have common sense and good humor. They are eager and prepared to learn despite home circumstances. In the classroom and throughout the areas of school influence, students are polite, kind, responsible, cooperative; respectful of authority, themselves, and other students. In their classroom duties/ activities, they are punctual, organized, have all necessary materials for the class, have homework done, and meet deadlines set by the teacher, while putting forth their best efforts at all times. Students expect to participate fully in the classroom, with attention, open minds, and a positive, nonjudgmental attitude to help themselves and others to achieve the required goals. They ask questions when they need clarification, and are focused on understanding the importance of practicing the skills they learn. All students can work in cooperative and collaborative groups, contributing their best effort for the achievement of the group goals. Our students support one another in efforts to learn and share information and skills, and see themselves as contributing members of their community, utilizing their talents to reach out and serve others. All students look to the future and map

out strategies for it, working hard towards their goals and taking pride in their successes, while learning from the failures along the way. All students wear the school uniform that reflects pride in appearance and a serious attitude about their academic, societal, and civic responsibilities. All students should experience a social, emotional and personal growth in Career Awareness.

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

- % of students who pass ISTEP Math & English: 100%
- % of students who can read at grade level or above: 100%
- % of students who pass all core subject areas: 100%
- % of students who take Algebra: 100%
- % of students who take Spanish: 100%
- % of students who of those eligible who register for 20th century scholars: 100%
- % of students who accomplish consumer skills (Special Education): 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.

African American students - Pass ISTEP+ Math

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			75%	79%		83%		87%		91%		100%

All Students - Pass ISTEP+ Math

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			61.9%	64%		67%		70%		73%		100%

All students - Pass the ISTEP+ Writing Applications

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	58%		59.8%	63%		66%		69%		72%		100%

Free/Reduced Lunch Students - Pass ISTEP+ English/LA

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			51%	54%		57%		60%		63%		100%

Targeted Intervention Students - Pass ISTEP+ English/LA

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				50		60		70		80		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... Failure of students to turn in homework

Parents and students perceive that they are turning in homework, while teachers are not seeing it.

We are concerned that... Students are not utilizing teachers and self-directed study time.

This is a concern because a large percentage of teachers are not seeing work turned in consistently though students are giving ample time in class and enrichment period to do work.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

X. 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:

Local Strategies

Improve Homework Completion-The Level System

The CMS Level System is an incentive program based on tardies, homework assignments, and discipline referrals. Students are assigned points for violations that determine their status for participating in school activities and incentives. The teachers will input all information on NTI's (Not Turned In assignments), while the Main Office will accumulate points on these and other infractions--tardies and discipline referrals. The data will determine the students' level, which then provides incentives for those who achieve Level 3 or 4. Lower levels will not receive any privileges. Data will recycle every two weeks to determine a student's level.
Impact Level: Low Impact
Focus: General

Parent Involvement-Teacher & Parent IB Curriculum Meeting

Teachers will meet with parents in the fall to discuss the International Baccalaureate (IB) curriculum and expectations. Students and parents will develop an understanding of the IB learner profile. The IB curriculum prepares students for the changing world; students experience real-world projects with a global focus. Students will study English, a foreign language, math, science, writing, history, art and music. Students will become active and compassionate learners who understand other people and cultures. Students will use technology to interact with people from around the globe. The IB curriculum develops knowledgeable and caring students who work to create a better and more peaceful world.
Impact Level: Low Impact
Focus: General

Required Strategies

F. Encourage Rigorous Curriculum: Teaching Core Standards with Curriculum Maps

Math and English Language Arts teachers will develop and teach 9 week units of study (lessons) aligned with the state curriculum maps (Learning Targets-core standards, skills & content, big ideas, essential questions, vocabulary). Teachers will ensure that what they teach is aligned with the Learning Targets taught by other teachers at their grade levels and in their content areas, and aligned from one grade to the next with an increase in cognitive demand occurring at each grade level. Teachers will meet in grade level and content area teams to determine what resources they will use that will help them best teach the content on the map and to discuss how the curriculum gets enacted. Students will be pre- and post-tested on the Acuity Diagnostic Curriculum Map Aligned tests to determine student needs. Teachers will meet in grade level and content area teams to study and analyze the student test results based on what they taught. Students will receive differentiated daily instruction on grade level standards to meet their individual learning needs.
Impact Level: High Impact - Inside
Focus: Specific

I. Focused Academic Area: Model Drawing for Math Problems

Model Drawing will be implemented in all math classes throughout Central Middle School. The strategy chair will collect samples of model drawing from math teachers every nine weeks. The model drawings will be scored using a six point checklist. The checklist will include: 1)rewrite the question in sentence form, 2)determine who/what is involved in the problem 3) draw the unit bars 4) chunck the problem 5) correctly compute and solve the problems and 6) write the answer in sentence form.
Impact Level: High Impact - Inside
Focus: Specific

I. Focused Academic Area: Writing Across the Curriculum

This strategy increases the quality in an academic area where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1)They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2)They analyzed force field data (needs assessment) and identified student needs; 3)They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for continued implementation next year. All 6-8 English/LA teachers will assess students with a standards based ISTEP format writing prompt that is a minimum of 5 paragraphs 4 times a year (baseline in August and at the end of each nine weeks) and will then score the results using the Simple Six rubric. During grade level team meetings, teachers will analyze data and prepare units of study for each 9 week grading period. As part of the mini-lessons during Writing Workshop, all 6-8 English/LA teachers will teach and model Simple 6 Writing strategies. Simple Six strategies will be taught during the first 9 week grading period and then reinforced throughout the school year. Teachers will use a "15 Day Crunch" program in the spring prior to ISTEP testing. Students that are not proficient will receive differentiated instruction during small group sessions and individual conference time. All other content area teachers (math, science, social studies) will utilize Simple 6 writing prompts at least once per grading period evaluating a paragraph length answer to a content area writing prompt. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1)Strategy data will help us determine the degree to which the adults changed their practices; 2)Force field data will help us determine the degree to which student needs changed; and 3)Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.
Impact Level: High Impact - Inside
Focus: Specific

U. Focused Student Group: Free and Reduced Lunch Students: English & Math Remediation

At the beginning of the 2011-2012 school year students will be placed in English and Math remediation based on their ISTEP scores. Quarterly maps will be used to guide remediation since they are aligned directly with Acuity. Acuity data will be used to assess students areas of concern and to determine if remediation is still a necessity. Acuity A, B, and C will be utilized to place students in remediation if they didn’t pass Acuity or place students back into their KUDOS class if they did pass.
Impact Level: High Impact - Inside
Focus: Specific

X. Graduation Plan: 6th Grade Plan

All 6th grade students along with their parents will meet with the school counselor to develop an initial graduation plan. Prior to the completion of Grade 9, each studentâin consultation with the studentâs school counselor and after seeking consultation with each studentâs parentsâshall further develop the plan. The plan will include: A statement of intent to graduate from high school and an acknowledgement of the importance of: good citizenship; school attendance; and diligent study habits. Students will meet with counselors, teachers, and their parents/guardians each year to assess and record their academic progress, interpret test scores, schedule appropriate middle school and high school courses, prepare for graduation from high school, and begin making initial career and postsecondary education plans for life after high school.
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.

Required Strategies

F. Encourage Rigorous Curriculum: Teaching Core Standards with Curriculum Maps

% of teachers who complete scope and sequence curriculum maps

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	100%		100%	

I. Focused Academic Area: Model Drawing for Math Problems

% of teachers who implement 6 point check list

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
15%	50%		100%	

I. Focused Academic Area: Writing Across the Curriculum

% of teachers who submit scoring data for Simple Six Implementation in Classroom each grading period

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
	100%		100%	

U. Focused Student Group: Free and Reduced Lunch Students: English & Math Remediation

percentage of teachers (Math/English) utilizing remediation strategies.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
40%	50%		100%	

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 strategyâs "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

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

Encourage Rigorous Curriculum

Mar 11, 2011: Training for IB **Person**: Michael Sargent
Apr 1, 2011: Collect baseline data: % of teachers who complete scope and sequence curriculum maps **Person**: Michael Sargent
May 15, 2011: IB Training **Person**: IB personel
Jun 17, 2011: IB Training **Person**: IB personel
Jul 20, 2011: Training for IB **Person**: IB Personnel
Aug 1, 2011: Set Acuity Testing schedule and inform staff. **Person**: Michael Sargent
Aug 15, 2011: Monthly meetings for team leaders and curriculum administrators **Person**: Teachers, Administrators
Aug 20, 2011: Staff meeting for vertical alignment of scope and sequence **Person**: Teachers
Sep 1, 2011: Grade level teams meet twice a week. **Person**: Teachers
Sep 15, 2011: Monthly meetings for team leaders and curriculum administrators **Person**: Teachers, Administrators
Sep 20, 2011: Staff meeting for vertical alignment of scope and sequence **Person**: Teachers
Oct 1, 2011: Acuity A Assessment **Person**: Teachers
Oct 1, 2011: Grade level teams meet twice a week. **Person**: Teachers
Oct 15, 2011: Monthly meetings for team leaders and curriculum administrators **Person**: Teachers, Administrators
Oct 20, 2011: Staff meeting for vertical alignment of scope and sequence **Person**: Teachers
Nov 1, 2011: Grade level teams meet twice a week. **Person**: Teachers
Nov 15, 2011: Monthly meetings for team leaders and curriculum administrators **Person**: Teachers, Administrators
Nov 20, 2011: Staff meeting for vertical alignment of scope and sequence **Person**: Teachers
Nov 30, 2011: Collect fall data: % of teachers who complete scope and sequence curriculum maps **Person**: Michael Sargent
Dec 1, 2011: Grade level teams meet twice a week. **Person**: Teachers
Dec 15, 2011: Monthly meetings for team leaders and curriculum administrators **Person**: Teachers, Administrators
Dec 20, 2011: Acuity B Assessment **Person**: Teachers
Dec 20, 2011: Staff meeting for vertical alignment of scope and sequence **Person**: Teachers
Jan 10, 2012: Grade level teams meet twice a week. **Person**: Teachers
Jan 15, 2012: Monthly meetings for team leaders and curriculum administrators **Person**: Teachers, Administrators
Jan 20, 2012: Staff meeting for vertical alignment of scope and sequence **Person**: Teachers
Feb 1, 2012: Grade level teams meet twice a week. **Person**: Teachers
Feb 15, 2012: Acuity C Assessment **Person**: Teachers
Feb 15, 2012: Monthly meetings for team leaders and curriculum administrators **Person**: Teachers, Administrators
Mar 1, 2012: Grade level teams meet twice a week. **Person**: Teachers
Mar 15, 2012: Monthly meetings for team leaders and curriculum administrators **Person**: Teachers, Administrators
Apr 1, 2012: Grade level teams meet twice a week. **Person**: Teachers
Apr 15, 2012: Monthly meetings for team leaders and curriculum administrators **Person**: Teachers, Administrators
May 1, 2012: Grade level teams meet twice a week. **Person**: Teachers
May 15, 2012: Monthly meetings for team leaders and curriculum administrators **Person**: Teachers, Administrators
Jun 30, 2012: Collect spring data: % of teachers who complete scope and sequence curriculum maps **Person**: Michael Sargent

Focused Academic Area

Apr 1, 2011: Collect baseline data: % of teachers who implement 6 point check list **Person**: Emily Clute-Rice
Apr 1, 2011: Collect baseline data: % of teachers who submit scoring data for Simple Six Implementation in Classroom each grading period **Person**: Vickie Linehan
Aug 10, 2011: Training for New Teachers **Person**: Vickie Linehan
Aug 12, 2011: Meet with math teachers **Person**: Emily Clute-Rice

Aug 25, 2011: Using the Singapore Model **Person**: Emily Clute-Rice
Aug 30, 2011: Assess students with a standards based ISTEP format writing prompt that is a minimum of 5 paragraphs **Person**: Teachers
Aug 30, 2011: Refresher Training for Simple Six **Person**: Vickie Linehan
Sep 1, 2011: During grade level meetings, teachers will analyze data and prepare units of study for each 9 week grading period **Person**: Teachers
Sep 30, 2011: Reminder e-mails for data collection (including forms) **Person**: Vickie Linehan
Oct 1, 2011: During grade level meetings, teachers will analyze data and prepare units of study for each 9 week grading period **Person**: Teachers
Oct 7, 2011: Reminder emails a week before data collection **Person**: Emily Clute-Rice
Oct 14, 2011: Data Collection **Person**: Emily Clute-Rice
Nov 1, 2011: Assess students with a standards based ISTEP format writing prompt that is a minimum of 5 paragraphs **Person**: Teachers
Nov 1, 2011: During grade level meetings, teachers will analyze data and prepare units of study for each 9 week grading period **Person**: Teachers
Nov 30, 2011: Collect fall data: % of teachers who implement 6 point check list **Person**: Emily Clute-Rice
Nov 30, 2011: Collect fall data: % of teachers who submit scoring data for Simple Six Implementation in Classroom each grading period **Person**: Vickie Linehan
Dec 1, 2011: During grade level meetings, teachers will analyze data and prepare units of study for each 9 week grading period **Person**: Teachers
Dec 9, 2011: Reminder emails a week before data collection **Person**: Emily Clute-Rice
Dec 16, 2011: Data Collection **Person**: Emily Clute-Rice
Dec 17, 2011: Report on Data **Person**: Emily Clute-Rice
Dec 30, 2011: Reminder e-mails for data collection (including forms) **Person**: Vickie Linehan
Jan 1, 2012: During grade level meetings, teachers will analyze data and prepare units of study for each 9 week grading period **Person**: Teachers
Jan 3, 2012: Assess students with a standards based ISTEP format writing prompt that is a minimum of 5 paragraphs **Person**: Teachers
Feb 1, 2012: "15 Day Crunch" Program in preparation for ISTEP **Person**: Teachers
Feb 1, 2012: During grade level meetings, teachers will analyze data and prepare units of study for each 9 week grading period **Person**: Teachers
Feb 10, 2012: Reminder emails a week before data collection **Person**: Emily Clute-Rice
Mar 1, 2012: During grade level meetings, teachers will analyze data and prepare units of study for each 9 week grading period **Person**: Teachers
Mar 6, 2012: Assess students with a standards based ISTEP format writing prompt that is a minimum of 5 paragraphs **Person**: Teachers
Mar 7, 2012: Data Collection **Person**: Emily Clute-Rice
Mar 15, 2012: Reminder e-mails for data collection (including forms) **Person**: Vickie Linehan
Apr 1, 2012: During grade level meetings, teachers will analyze data and prepare units of study for each 9 week grading period **Person**: Teachers
Apr 13, 2012: Reminder emails a week before data collection **Person**: Emily Clute-Rice
May 1, 2012: During grade level meetings, teachers will analyze data and prepare units of study for each 9 week grading period **Person**: Teachers
May 1, 2012: Reminder e-mails for data collection (including forms) **Person**: Vickie Linehan
May 22, 2012: Data Collection **Person**: Emily Clute-Rice
May 23, 2012: Report on Data **Person**: Emily Clute-Rice
Jun 30, 2012: Collect spring data: % of teachers who implement 6 point check list **Person**: Emily Clute-Rice
Jun 30, 2012: Collect spring data: % of teachers who submit scoring data for Simple Six Implementation in Classroom each grading period **Person**: Vickie Linehan

Focused Student Group

Aug 15, 2011: Assign students to English and Math remediation based on their ISTEP scores. **Person**: Counselor
Aug 29, 2011: Review of Quarterly Maps that will guide the curriculum for remediation. **Person**: Laura Upchurch
Oct 10, 2011: Evaluate Acuity A data. Students not passing either portion of Acuity (English or Math) will be placed in a remediation course **Person**: Laura Upchurch
Oct 25, 2011: Review of Quarterly Maps that will guide the curriculum for remediation. **Person**: Laura Upchurch
Nov 30, 2011: Collect fall data: percentage of teachers (Math/English) utilizing remediation strategies. **Person**: Laura Upchurch
Dec 18, 2011: Evaluate Acuity B data. Students not passing either portion of Acuity (English or Math) will be placed in a remediation course **Person**: Laura Upchurch

Jan 10, 2012: Review of Quarterly Maps that will guide the curriculum for remediation. **Person**: Laura Upchurch
Apr 1, 2012: Evaluate Acuity C data. Students not passing either portion of Acuity (English or Math) will be placed in a remediation course **Person**: Laura Upchurch
Apr 1, 2012: Review of Quarterly Maps that will guide the curriculum for remediation. **Person**: Laura Upchurch
Jun 30, 2012: Collect spring data: percentage of teachers (Math/English) utilizing remediation strategies. **Person**: Laura Upchurch

Improve Homework Completion-The Level System

Sep 5, 2011: Encourage teachers to enter infor into level system **Person**: Mike Sargent
Sep 5, 2011: Issue level tickets every two weeks **Person**: Teachers/Secretaries
Sep 5, 2011: Summary report on number of students per level, per grade **Person**: Administration

Parent Involvement-Teacher & Parent IB Curriculum Meeting

May 11, 2011: Students are scheduled for IB courses as an all day separate school . **Person**: Magnuson
Aug 2, 2011: Student Choice **Person**: Magnuson
Aug 11, 2011: All core classrooms will be receiving Promethean Smart Boards and additional laptop computers will be used in the IB program. **Person**: Sargent
Aug 18, 2011: Teacher Parent Meeting **Person**: Mike Sargent/Teachers
Aug 20, 2011: Present curriculums to Parents **Person**: Mike Sargent/Teachers
Oct 10, 2011: Have periodic grade level meetings with parents **Person**: Teachers
Dec 12, 2011: Have periodic grade level meetings with parents **Person**: Teachers
Feb 13, 2012: Have periodic grade level meetings with parents **Person**: Teachers
Apr 16, 2012: Have periodic grade level meetings with parents **Person**: 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 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.

Parent Involvement-Teacher & Parent IB Curriculum Meeting

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Teaching Core Standards with Curriculum Maps

IB Training

Brief Description: Teachers will be trained in Category one for IB curriculum development

Intended Participants: Teachers, Administrators

Date: May 15, 2011

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation, Study Group

Funding: Title 2/High Ability

Does this activity occur during the school day? No

IB Training

Brief Description: Teachers will be trained in Category one for IB curriculum development

Intended Participants: Teachers, Administrators

Date: Jun 17, 2011

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation, Study Group

Funding: Title 2/High Ability

Does this activity occur during the school day? No

Training for IB

Brief Description: Teachers will be trained in Category one for IB curriculum development
Intended Participants: Teachers, Administrators
Date: Mar 11, 2011
Activity Purpose: Information, Skill Building
Activity Format: Talk to, Presentation, Study Group
Funding: Title 2/High Ability
Does this activity occur during the school day? No

Training for IB

Brief Description: Teachers will be trained in Category one for IB curriculum development
Intended Participants: Teachers, Administrators
Date: Jul 20, 2011
Activity Purpose: Information, Skill Building
Activity Format: Talk to, Presentation, Study Group
Funding: Title 2/High Ability
Does this activity occur during the school day? No

I. Focused Academic Area: Model Drawing for Math Problems

Using the Singapore Model

Brief Description: Meet with CMS Math teachers to model and practice using the Singapore Model to problem solving.
Intended Participants: Teachers
Date: Aug 25, 2011
Activity Purpose: Information, Skill Building
Activity Format: Presentation
Funding: None
Does this activity occur during the school day? Yes

I. Focused Academic Area: Writing Across the Curriculum

Refresher Training for Simple Six

Brief Description: Offer Refresher training for Simple Six implementation
Intended Participants: Teachers
Date: Aug 30, 2011
Activity Purpose: Skill Building, Feedback/Support, Refinement
Activity Format: Talk to, Presentation, Peer Coaching
Funding: None
Does this activity occur during the school day? No

Training for New Teachers

Brief Description: Train Any New Teaching Staff in Simple Six implementation

Intended Participants: Teachers

Date: Aug 10, 2011

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation, Peer Coaching

Funding: None

Does this activity occur during the school day? No

U. Focused Student Group: Free and Reduced Lunch Students: English & Math Remediation

Review of Quarterly Maps that will guide the curriculum for remediation.

Brief Description: At the September staff meeting the strategy chair will review the quarterly maps with staff that are aligned with Acuity. The quarterly maps will guide the curriculum for remediation.

Intended Participants: Teachers, Administrators

Date: Aug 29, 2011

Activity Purpose: Information

Activity Format: Talk to

Funding: None

Does this activity occur during the school day? No

Review of Quarterly Maps that will guide the curriculum for remediation.

Brief Description: At the September staff meeting the strategy chair will review the quarterly maps with staff that are aligned with Acuity. The quarterly maps will guide the curriculum for remediation.

Intended Participants: Teachers

Dates: Oct 25, 2011; Jan 10, 2012; Apr 1, 2012

Activity Purpose: Information

Activity Format: Talk to

Funding: None

Does this activity occur during the school day? No

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... Failure of students to turn in homework

Data Targets Influenced by This Concern:

- Free/Reduced Lunch Students -- Pass ISTEP+ English/LA

Strategies to Impact This Concern:

- Improve Homework Completion-The Level System
- F. Encourage Rigorous Curriculum: Teaching Core Standards with Curriculum Maps
- U. Focused Student Group: Free and Reduced Lunch Students: English & Math Remediation
- X. Graduation Plan: 6th Grade Plan

We are concerned that... Students are not utilizing teachers and self-directed study time.

Data Targets Influenced by This Concern:

- All Students -- Pass ISTEP+ Math

Strategies to Impact This Concern:

- Improve Homework Completion-The Level System
- Parent Involvement-Teacher & Parent IB Curriculum Meeting
- F. Encourage Rigorous Curriculum: Teaching Core Standards with Curriculum Maps
- I. Focused Academic Area: Model Drawing for Math Problems
- I. Focused Academic Area: Writing Across the Curriculum
- U. Focused Student Group: Free and Reduced Lunch Students: English & Math Remediation
- X. Graduation Plan: 6th Grade Plan

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

Data Targets Influenced by This Concern:

- African American students -- Pass ISTEP+ Math
- All Students -- Pass ISTEP+ Math
- Free/Reduced Lunch Students -- Pass ISTEP+ English/LA

Strategies to Impact This Concern:

- Parent Involvement-Teacher & Parent IB Curriculum Meeting
- F. Encourage Rigorous Curriculum: Teaching Core Standards with Curriculum Maps

I. Focused Academic Area (IN Rules)

Data Targets Influenced by This Concern:

- All students -- Pass the ISTEP+ Writing Applications

Strategies to Impact This Concern:

- I. Focused Academic Area: Writing Across the Curriculum
- I. Focused Academic Area: Model Drawing for Math Problems

U. Focused Student Group (IN Rules)

Data Targets Influenced by This Concern:

- Free/Reduced Lunch Students -- Pass ISTEP+ English/LA
- Targeted Intervention Students -- Pass ISTEP+ English/LA

Strategies to Impact This Concern:

- U. Focused Student Group: Free and Reduced Lunch Students: English & Math Remediation

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

- All Students -- Pass ISTEP+ Math
- All students -- Pass the ISTEP+ Writing Applications
- Free/Reduced Lunch Students -- Pass ISTEP+ English/LA

Strategies to Impact This Concern:

- X. Graduation Plan: 6th Grade 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?	Central Middle School Main Office
B. What rules or statutes would you like to waive in order to promote student learning? ● 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. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Acuity Predictive Tests A, B, and C: Acuity is given three times a year focused on grade level standards in English, Math, Science (6th grade), and Social Studies (7th grade) to predict success on ISTEP+. STAR Reading and Math: Star is given three times a year to assess a students' reading and math level.

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 2013-2014 school year