School Improvement Plan - 2011-2012

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Maple Crest Middle Sch (2963)

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:

Indiana Student Achievement Institute
931 25th Street
Columbus, IN 47201
Phone: 812-669-0009
Email: asai@asainstitute.org
Website: http://www.asainstitute.org

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School Improvement Plan Introduction

Maple Crest Middle Sch

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

- Greta Bergsieker - School Counselor
- Christy Edwards - Parent/Guardian
- Kim Freeman - Teacher
- Kim Freeman - Teacher
- Gerri McIver - Teacher
- Katie Reckard - Administrator
- Rebecca Tillema - Teacher
- Deana Wagner - Community Representative (Business)

Strategy Chairs

- Greta Bergsieker
- Kim Freeman
- Lynn Johnson
- Gerri McIver
- Katie Reckard
- Rebecca Tillema

Community Council

- Leslie Cole - business
- Keia Fields - Community, parent of a 6th, 7th and 8th grade African American students
- Mike Gault - Community Member
- Diane Grider - business

- Cheryl Guyer - community/parent of male 8th grade General Education Student
- Chad Hartzog - business/parent of male 7
- Jennifer Hartzog - Parent of male
- Celena Hawk - community/paraprofessional in the building hearing impaired students
- Bowling Marsha - community
- Peggi Miller - Community member
- Shelly Rust - community/parent of female 6th grade
- Paul Sandoval - business/ parent of male grade 7, African American
- Sharon Sandoval - Parent of male grade 7
- Christopher Smith - service organization
- Tammy Tickfer - Elementary Teacher/Parent of female grade 6
- Alice Worley - parent of male- Special Education Student, male 8th grade, female grade 6, free and reduced lun

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:

At Maple Crest Middle School, we believe that ALL students have the potential to learn and become productive, self-fulfilled citizens. We believe all students deserve to be treated with respect, dignity, and kindness. We believe that all students deserve the opportunity to reach their full potential in an emotionally and physically safe environment. We believe that all students need to know what is expected of them in and out of the classroom. We believe that all students deserve individual guidance from teachers, parents, administrators, and all adults in their lives. We believe that students, as they are working towards success, have permission to fail if they are giving their best effort. If a student fails and are giving their best, we believe that they should have another opportunity to succeed. We believe that all students deserve a fresh start each day, a second chance, an opportunity to learn from mistakes. We believe all students need to understand how their choices, behaviors, and attitudes affect their future. We believe all students deserve opportunities to develop into responsible citizens of Maple Crest Middle School. We believe that all students need boundaries with clear rules that must be followed and administrators who draw the line. We believe all students deserve parents and a community that view education as a high priority and support our vision for the future.

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

Adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions: All teachers have high expectations for student learning, achievement and behavior. All teachers love to teach and believe all students can learn. Teachers successfully utilize all forty-four minutes of each instructional period with innovative instructions based on the needs of our students. All teachers are enthusiastic, sparking creativity and excitement in our students. All teachers are committed to the students and display a âwhatever it takesâ attitude. All teachers embrace their role in our professional learning community to create a school-wide system of interventions that provides all students with support when not experiencing success. Teachers are open-minded, fair, and flexible. In Enrichment Class, teachers will take a personal interest in students by mentoring a small group of students and building trusting relationships. All teachers are connected to kids, their families, and the community. Administrators are highly visible and available to support students and staff. Administrators are effective communicators, willing to take the time to listen to students, parents, and staff and respond in a timely manner. Administrators always strive to make decisions in the best interest of the students, teachers, and school. Parents are involved in their childâs education by communicating with the school and participating in parent/teacher conferences, field trips, and classroom activities. Parents are supportive of the school and understanding of the educational process. All parents view teachers and administrators as partners in creating a successful educational experience for their child. All adults choose cooperation over conflict.

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

In this environment where all adults are living by their core convictions, all students display a desire to learn exhibiting high expectations for themselves. All students exhibit responsible behaviors by being on time and prepared for class, completing all assignments, and seeking help when needed. All students are organized, using their planner to keep track of assignments and tests. All students are well-behaved, following classroom and school rules and accepting consequences when mistakes are made. All students choose cooperation over conflict, using self-control and demonstrating conflict management skills. All students meet with their Enrichment teacher to identify short and long-term goals for the future, as well as discussing challenges and successes that affect their education. With the counselorâs, parentsâ, and teachersâ guidance, all students select Core 40 classes for high school. All students identify a post-secondary continuation for education that will best suit their interest and equip them for productive and self-fulfilling citizenship.

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

- % of students who pass ISTEP+ Math: 100%
- % of students who pass ISTEP+ English/LA: 100%
- % of students who pass all classes: 100%
- % of students who pass Algebra or higher in 8th Grade: 100%
- % of students who earn HS credit in MS: 100%
- % of students who graduate from HS: 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 - Passing ISTEP Language Arts (AYP)

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%	75%	61%	74%	64%		67%		70%		73%		100%

All 8th Grade Students - Pass Algebra I ECA

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	
20	11	25	15	30		35		40		45		100

All Students - Passing ISTEP English (AYP)

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	
83%	76%	86%	77%	89%		92%		95%		98%		100%

All Students - Passing ISTEP Math (AYP)

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	
83%	84%	86%	77%	89%		92%		95%		98%		100%

All students - Percent mastering vocabulary standard ELA (ASAI)

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	
			76%	80%		85%		90%		95%		100%

Free/Reduced Lunch - Pass ISTEP English/Language Arts (AYP)

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	
		60%	67%	63%		68%		72%		77%		100%

Special Education Students - Passing ISTEP English (AYP)

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	
43%	26%	46%	37%	49%		52%		55%		58%		100%

Special Education Students - Passing ISTEP Math (AYP)

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%	55%	53%	54%	56%		59%		62%		65%		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... Lack of Extra Time

Only 28% of all students agree or strongly agree that teachers let students take tests more than one time. Also, only 52% of students agree or strongly agree that teachers let students have extra time for assignments if needed. Finally, only 32% of all students strongly agree that teachers provide extra help when needed, while 70% of faculty strongly agree that teachers provide extra help.

We are concerned that... Lack of Homework Completion

Many students are not completing or turning in homework. Only 38% of students strongly agree that they turn in homework almost every day. Sixty percent of parents, 11% of the community, and only 7% of teachers believe students turn in homework almost every day.

We are concerned that... Lack of Motivation

The low percentage of students, 38%, that say they turn in homework almost every day reveals a high percentage of apathy. In addition, only 22% of students strongly agree that they pay attention in class. Furthermore, only 20% of all students strongly agree that they participate in classroom discussions.

We are concerned that... Progress Monitoring and Data Driven Instruction

There is a lack of continuity for monitoring student progress. Staff does not use assessment data to plan instruction.

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

Discipline and Reward Level System

Maple Crest Middle School will continue to implement the Discipline and Reward Level System. The behavioral level system promotes consistent expectations for all students and is monitored and enforced by all staff. Classroom teachers will collect the data and submit it to the academic supervisor. The academic supervisor will then tabulate the data in order to categorize students into behavioral levels (described below). Students with good behavior who have not received any minor infractions, after-school detentions, or office referrals during a fourteen day period are placed on level 4. Level 4 activities include: free time, treats, drawings for prizes, special assemblies and privileges. Level 4: 0-2 Tardies/0-1 NTIâs/0 minor infractions/lunch or teacher detentions/office referrals Level 4 student may participate in all school activities and Level 4 rewards Level 3: 3-4 Tardies/2-3 NTIâs/1-4 minor infractions/1-2 lunch or teacher detentions/ 1 office referral Level 3 students may participate in all school activities except Level 4 rewards Level 2: 5-8 Tardies/4-5 NTIâs/5-9 minor infractions/3-4 lunch or teacher detentions/ 2 office referrals Level 2 students may participate in limited school activities, athletic practices, not games, and may not attend dances Level 1: 9 or more Tardies/6 or more NTIâs/10 or more minor infractions/5 or more lunch or teacher detentions/ 3 or more office referrals Level 1 students may not participate in any school activities including practices, games, clubs, or dances
Impact Level: High Impact - Inside
Focus: General

Required Strategies

F. Encourage Rigorous Curriculum: Teaching Core Language Arts 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. 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: Reading Across the Curriculum

School-wide reading strategies will be developed and strategically focused on throughout the school year. A list of strategies will be generated by the Literacy Team and distributed to all staff at the beginning of the year. The staff will focus on one strategy each month. The Literacy Team will distribute a handout to all staff at the beginning of each month with ideas for implementing the focused strategy during academic instruction.
Impact Level: High Impact - Inside

Focus: General

I. Focused Academic Area: Supplemental Math Support

Students will utilize Study Island and Acuity. Study Island is a state standard based computer software program, to strengthen skills related to math. Acuity is a web based assessment written by the author of ISTEP+. Both programs will measure their skills. This will take place in KUDOS and math class. Teachers will include the program in their lesson plans.
Impact Level: Low Impact
Focus: General

U. Focused Student Group: Remediation of "Bubble Group" students

ISTEP+ and Acuity scores will be examined. Students in general education who score either 15 points above or 15 points below on the previous year's ISTEP+ cut-off score will be identified and will attend KUDOS math or KUDOS eng/LA. Students who are identified by Acuity as predictive "Not pass" on each of the three tests (A, B, or C) will also attend KUDOS math or Kudos eng/LA until determined by Acuity that they will pass. Special education students will enroll in classes based on their least restrictive environment.
Impact Level: High Impact - Inside
Focus: Specific

X. Graduation Plan

The guidance counselor will develop and discuss graduation plans with every student. This will take place during individual conferences as well as classroom discussions. This development and discussion will begin when the student is in the 6th grade and continue through the 8th grade. There is also one special education teacher that assists with this, when it pertains to students with special needs. Included in the graduation plan are: statement of student's intent to graduate, acknowledgment of importance of good citizenship, school attendance, and diligent study habits. The graduation plan becomes part of the students permanant record.
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.

Local Strategies

Discipline and Reward Level System

% of teachers who perceive they are writing less discipline referrals than the previous 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
70%	75%		80%	

Required Strategies

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

% of teachers who provide differentiated instruction to students

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%	

I. Focused Academic Area: Reading Across the Curriculum

% of teachers who report that they are targeting specific reading strategies during classroom instruction

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
60%	70%		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.

Discipline and Reward Level System

Aug 10, 2011: New Teacher meeting **Person**: Katie Reckard
Oct 9, 2011: Teachers review number of referrals they have written based on paper copies provided **Person**: Teachers
Oct 14, 2011: Chair will collect actual data, via email voting system, to gather actual data **Person**: Gerri McIver
Oct 14, 2011: Complete Personal Reflection on classroom discipline and level system **Person**: Teachers
Oct 14, 2011: Conferences with teachers **Person**: Katie Reckard
Nov 30, 2011: Collect fall data: % of teachers who perceive they are writing less discipline referrals than the previous grading period **Person**: Katie Reckard
Dec 16, 2011: Chair will collect actual data, via email voting system, to gather actual data **Person**: Gerri McIver
Dec 16, 2011: Conferences with teachers **Person**: Katie Reckard
Dec 16, 2011: Teachers review number of referrals they have written based on copies provided **Person**: Teachers
Dec 21, 2011: Complete Personal Reflection on classroom discipline and level system **Person**: Teachers
Feb 17, 2012: Conferences with teachers **Person**: Katie Reckard
Mar 4, 2012: Teachers review number of referrals they have written based on copies provided **Person**: Teachers
Mar 9, 2012: Chair will collect actual data, via email voting system, to gather actual data **Person**: Gerri McIver
Mar 9, 2012: Complete Personal Reflection on classroom discipline and level system **Person**: Teachers
Apr 20, 2012: Conferences with teachers **Person**: Katie Reckard
Jun 30, 2012: Collect spring data: % of teachers who perceive they are writing less discipline referrals than the previous grading period **Person**: Katie Reckard

Encourage Rigorous Curriculum

Apr 1, 2011: Collect baseline data: % of teachers who provide differentiated instruction to students **Person**: Rebecca Tillema
Aug 9, 2011: Discuss curriculum mapping with staff **Person**: Katie Reckard
Sep 1, 2011: Students will take Acuity #1 **Person**: Ann Abel
Sep 27, 2011: Monthly refections at team meetings about curriculum mapping **Person**: Katie Reckard
Oct 7, 2011: Data collection from Acuity Diagnostic build/revise curriculum maps based on this data. **Person**: Katie Reckard
Oct 27, 2011: Monthly refections at team meetings about curriculum mapping **Person**: Katie Reckard
Nov 1, 2011: Students will take Acuity #2 **Person**: Ann Abel
Nov 27, 2011: Monthly refections at team meetings about curriculum mapping **Person**: Katie Reckard
Nov 30, 2011: Collect fall data: % of teachers who provide differentiated instruction to students **Person**: Rebecca Tillema
Dec 9, 2011: Data collection from Acuity Diagnostic build/revise curriculum maps based on this data **Person**: Katie Reckard
Dec 10, 2011: Meetings with colleagues about curriculum mapping **Person**: Team Leader and Katie Reckard
Dec 27, 2011: Monthly refections at team meetings about curriculum mapping **Person**: Katie Reckard
Jan 1, 2012: Students will take Acuity #3 **Person**: Ann Abel
Jan 27, 2012: Monthly refections at team meetings about curriculum mapping **Person**: Katie Reckard
Feb 10, 2012: Data collection from Acuity Diagnostic build/revise curriculum maps based on this data **Person**: Katie Reckard
Feb 27, 2012: Monthly refections at team meetings about curriculum mapping **Person**: Katie Reckard
Mar 1, 2012: Students will take Acuity #4 **Person**: Ann Abel
Mar 27, 2012: Monthly refections at team meetings about curriculum mapping **Person**: Katie Reckard
Apr 13, 2012: Data collection from Acuity Diagnostic build/revise curriculum maps based on this data **Person**: Katie Reckard
Apr 27, 2012: Monthly refections at team meetings about curriculum mapping **Person**: Katie Reckard
May 27, 2012: Monthly refections at team meetings about curriculum mapping **Person**: Katie Reckard
Jun 30, 2012: Collect spring data: % of teachers who provide differentiated instruction to students **Person**: Rebecca Tillema

Focused Academic Area

Aug 10, 2011: List of strategies compiled for beginning of the year teacher meeting **Person**: Lynn Johnson
Aug 31, 2011: Pre-reading Activities **Person**: Lynn Johnson
Sep 1, 2011: Literacy team meetings to discuss strategies **Person**: Melanie Peoples
Sep 15, 2011: Literacy Team members model strategies for staff during staff meetings and give them lists of strategies **Person**: Lynn Johnson and Melanie Peoples
Sep 15, 2011: Offer monthly training on implementing strategies for those teachers that chose additional support **Person**: Lynn Johnson and Melanie Peoples
Oct 6, 2011: Literacy team meetings to discuss strategies **Person**: Melanie Peoples
Oct 15, 2011: Literacy Team members model strategies for staff during staff meetings and give them lists of strategies **Person**: Lynn Johnson and Melanie Peoples
Oct 20, 2011: Offer monthly training on implementing strategies for those teachers that chose additional support **Person**: Lynn Johnson and Melanie Peoples
Oct 31, 2011: During Reading Activities **Person**: Lynn Johnosn
Nov 3, 2011: Literacy team meetings to discuss strategies **Person**: Melanie Peoples
Nov 15, 2011: Literacy Team members model strategies for staff during staff meetings and give them lists of strategies **Person**: Lynn Johnson and Melanie Peoples
Nov 17, 2011: Offer monthly training on implementing strategies for those teachers that chose additional support **Person**: Lynn Johnson and Melanie Peoples
Nov 30, 2011: Collect fall data: % of teachers who report that they are targeting specific reading strategies during classroom instruction **Person**: Lynn Johnson
Dec 1, 2011: Literacy team meetings to discuss strategies **Person**: Melanie Peoples
Dec 15, 2011: Literacy Team members model strategies for staff during staff meetings and give them lists of strategies **Person**: Lynn Johnson and Melanie Peoples
Dec 15, 2011: Offer monthly training on implementing strategies for those teachers that chose additional support **Person**: Lynn Johnson and Melanie Peoples
Dec 16, 2011: After reading activities **Person**: Lynn Johnson
Jan 5, 2012: Literacy team meetings to discuss strategies **Person**: Melanie Peoples
Jan 15, 2012: Literacy Team members model strategies for staff during staff meetings and give them lists of strategies **Person**: Lynn Johnson and Melanie Peoples
Jan 19, 2012: Offer monthly training on implementing strategies for those teachers that chose additional support **Person**: Lynn Johnson and Melanie Peoples
Feb 2, 2012: Literacy team meetings to discuss strategies **Person**: Melanie Peoples
Feb 15, 2012: Literacy Team members model strategies for staff during staff meetings and give them lists of strategies **Person**: Lynn Johnson and Melanie Peoples
Feb 16, 2012: Offer monthly training on implementing strategies for those teachers that chose additional support **Person**: Lynn Johnson and Melanie Peoples
Mar 1, 2012: Literacy team meetings to discuss strategies **Person**: Melanie Peoples
Mar 1, 2012: March Reading Madness month **Person**: Ann Abel
Mar 15, 2012: Literacy Team members model strategies for staff during staff meetings and give them lists of strategies **Person**: Lynn Johnson and Melanie Peoples
Mar 15, 2012: Offer monthly training on implementing strategies for those teachers that chose additional support **Person**: Lynn Johnson and Melanie Peoples
Apr 5, 2012: Literacy team meetings to discuss strategies **Person**: Melanie Peoples
Apr 15, 2012: Literacy Team members model strategies for staff during staff meetings and give them lists of strategies **Person**: Lynn Johnson and Melanie Peoples
Apr 19, 2012: Offer monthly training on implementing strategies for those teachers that chose additional support **Person**: Lynn Johnson and Melanie Peoples
May 15, 2012: Literacy Team members model strategies for staff during staff meetings and give them lists of strategies **Person**: Lynn Johnson and Melanie Peoples
Jun 30, 2012: Collect spring data: % of teachers who report that they are targeting specific reading strategies during classroom instruction **Person**: Lynn Johnson

Focused Student Group

Apr 1, 2011: Collect baseline data: **Person**: Katie Reckard
Jul 31, 2011: Review and analyse ISTEP+ data to determine grouping **Person**: Katie Reckard
Aug 1, 2011: Kids assigned to remediation group with mentoring **Person**: Greta Bersieker

Oct 7, 2011: post-test Acuity results- regrouping students **Person**: Math and English grade level teachers
Nov 30, 2011: Collect fall data: **Person**: Katie Reckard
Dec 16, 2011: post-test acuity results-regrouping students **Person**: Math and English grade level teachers
Mar 9, 2012: post test acuity results-regrouping students **Person**: Math and English grade level teachers
Jun 30, 2012: Collect spring data: **Person**: Katie Reckard

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.

Discipline and Reward Level System

Conferences with teachers

Brief Description: Meeting with teachers about referrals and offering suggestions on how to deal with more difficult situations

Intended Participants: Teachers, Administrators

Dates: Oct 14, 2011; Dec 16, 2011; Feb 17, 2012; Apr 20, 2012

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Reflective Writing, Collaborative Problem Solving

Funding: none

Does this activity occur during the school day? Yes

New Teacher meeting

Brief Description: Principal and/or Asst Principal will meet with new teachers to explain the reflection sheet and the purpose of this strategy. This will be done during teacher meeting date.

Intended Participants: Teachers

Date: Aug 10, 2011

Activity Purpose: Information

Activity Format: Talk to, Presentation

Funding:

Does this activity occur during the school day? Yes

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

Monthly refections at team meetings about curriculum mapping

Brief Description: Team leaders and administration will engage staff members in conversations about curriculum mapping and offer suggestions as needed

Intended Participants: Teachers, Administrators

Dates: Sep 27, 2011; Oct 27, 2011; Nov 27, 2011; Dec 27, 2011; Jan 27, 2012; Feb 27, 2012; Mar 27, 2012; Apr 27, 2012; May 27, 2012

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Collaborative Problem Solving

Funding: none

Does this activity occur during the school day? Yes

I. Focused Academic Area: Reading Across the Curriculum

After reading activities

Brief Description: Staff will have an opportunity to develop "after reading strategies" to use in their content field

Intended Participants: Teachers

Date: Dec 16, 2011

Activity Purpose: Skill Building, Feedback/Support

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

During Reading Activities

Brief Description: Staff will have an opportunity to learn and develop "during reading" activities for their subject areas

Intended Participants: Teachers

Date: Oct 31, 2011

Activity Purpose: Skill Building, Feedback/Support

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

Pre-reading Activities

Brief Description: Staff will be presented several "pre-reading strategies" that they will have an opportunity to implement during the course of the year

Intended Participants: Teachers

Date: Aug 31, 2011

Activity Purpose: Information

Activity Format: Presentation

Funding: none

Does this activity occur during the school day? Yes

U. Focused Student Group: Remediation of "Bubble Group" students

No professional development is needed for this strategy.

Relationship Report:
Areas of Concern / Strategies / Achievement Goals

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

Local Areas of Concern

We are concerned that... Lack of Extra Time

Data Targets Influenced by This Concern:

- All Students -- Passing ISTEP English (AYP)
- Special Education Students -- Passing ISTEP English (AYP)
- Special Education Students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- U. Focused Student Group: Remediation of "Bubble Group" students

We are concerned that... Lack of Homework Completion

Data Targets Influenced by This Concern:

- All Students -- Passing ISTEP English (AYP)
- All Students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- U. Focused Student Group: Remediation of "Bubble Group" students

We are concerned that... Lack of Motivation

Data Targets Influenced by This Concern:

- African American -- Passing ISTEP Language Arts (AYP)
- All Students -- Passing ISTEP English (AYP)

Strategies to Impact This Concern:

- Discipline and Reward Level System
- U. Focused Student Group: Remediation of "Bubble Group" students
- X. Graduation Plan

We are concerned that... Progress Monitoring and Data Driven Instruction

Data Targets Influenced by This Concern:

- African American -- Passing ISTEP Language Arts (AYP)
- All Students -- Passing ISTEP English (AYP)
- All students -- Percent mastering vocabulary standard ELA (ASAI)
- Special Education Students -- Passing ISTEP English (AYP)

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Teaching Core Language Arts Standards with Curriculum Maps
- I. Focused Academic Area: Reading Across the Curriculum

- I. Focused Academic Area: Supplemental Math Support
- U. Focused Student Group: Remediation of "Bubble Group" students

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

Data Targets Influenced by This Concern:

- All Students -- Passing ISTEP English (AYP)
- All Students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Teaching Core Language Arts Standards with Curriculum Maps
- X. Graduation Plan

I. Focused Academic Area (IN Rules)

Data Targets Influenced by This Concern:

- All Students -- Passing ISTEP English (AYP)

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Teaching Core Language Arts Standards with Curriculum Maps
- I. Focused Academic Area: Supplemental Math Support
- I. Focused Academic Area: Reading Across the Curriculum

U. Focused Student Group (IN Rules)

Data Targets Influenced by This Concern:

- African American -- Passing ISTEP Language Arts (AYP)
- Free/Reduced Lunch -- Pass ISTEP English/Language Arts (AYP)
- Special Education Students -- Passing ISTEP English (AYP)
- Special Education Students -- Passing ISTEP Math (AYP)

Strategies to Impact This Concern:

- U. Focused Student Group: Remediation of "Bubble Group" students

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:

- X. 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?	Administrative Services Center (ASC)
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 - Skills-based standardized assessment to inform individualized and classroom instruction. Teachers may also assign instructional resources to each student so that they can work on specific skills. STAR Reading - Standardized computer-adaptive assessment to provide information to teachers about student growth and achievement STAR Math - Standardized computer adaptive assessment to provide information to teachers about student growth and achievement

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