School Improvement Plan - 2012-2013

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Hagerstown Jr-Sr High School (8985)

Nettle Creek School Corp

Hagerstown, IN

This plan will be revised annually. Updates may be found each June at http://www.asainstitute.org/publicsip. The plan was developed with assistance from the:

Table of Contents

School Improvement Plan Introduction

Hagerstown Jr-Sr High School

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

- Indiana Student Achievement Institute
- 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

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

Strategy Chairs

- Brian Cadle
- John Dawson
- Cathy Groce
- Tom Hamilton
- John Kindt
- Betsy Swimm
- Jennifer True
- Nathan Williamson

Community Council

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- Gary Keesling - Community Member
- Jeff Farley - Community Member/Parent

- Rod Beehler - Community Member
- Rhonda Bartlett - Parent
- Libby Brown - Parent
- Kelly Broyles - Parent
- Sue Chandler - Parent
- Bob Clark - school board member/parent
- Angela Cox
- Triney Cox - parent
- Kristina Dale - Parent
- Pam Fleming - Parent
- Everett Hampton - Community
- Elaine Hellwarth - Parent
- Darla Henley - Parent
- Christi Herr - Parent
- Brenda Hoodlebrink - parent
- Heidi Houck - business owner
- Scot Houck - Parent
- John Kindt - teacher
- Misti Leverton - parent
- Scott McKee - Parent
- Janie Norrick - Parent
- Micheal Norrick
- Stephanie Orr - Parent
- Kim Parsons - Parent
- Kim Parsons - P
- Betsy Robinson - Parent
- Brad Robinson - parent
- Shirely Rueter - parent
- Gary Saunders - Business
- Josie Seybold - Parent
- Phil Seybold - Parent
- Brad Smith - Parent
- Candy Smith - Parent
- Vibeke Stevens - Parent
- Sandy Todd - parent
- Mindy Wampler

Vision Statement

The Vision Statement was developed by all educators, all students, and members of the community and is reviewed and updated annually. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve in order to achieve at a rigorous level. The third part of the vision statement describes ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

We believe all students deserve:

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

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

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

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

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

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

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

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

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

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

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

Academic Goals

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.

8th Grade Students - Percent Mastering Number Sense

| 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | Vision Data |
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			66	70		73		76		80		100

All Seniors - Graduation Rate

| 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | Vision Data |
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	85		82	84		86		88		90		100

All Students Algebra 1 ECA tested - Percent Passing Algebra 1 ECA

| 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | Vision Data |
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	46		56%	59%		62%		65%		68%		100

Free and Reduced Lunch Students Algebra 1 ECA tested - Percent Passing Algebra 1 ECA

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			55%	58%		61%		64%		67%		100

Free and Reduced Lunch Students ISTEP tested - Percent passing ISTEP Math

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	61%		59%	63%		67%		71%		75%		100%

Free and Reduced Lunch Students ISTEP tested - Percent passing ISTEP Language Arts

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	52%		65%	69%		73%		77%		81%		100

Special Education Students Algebra 1 ECA tested - Percent Passing Algebra 1 ECA

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			25%	28%		31%		34%		37%		100

Special Education Students ISTEP tested - Percent passing ISTEP Language Arts

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	24%		27%	35%		42%		49%		56%		100

Special Education Students ISTEP tested - Percent passing ISTEP Math

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	38%		38%	42%		46%		50%		54%		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... Graduation rate must improve

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

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

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

We are concerned that... Males lack of motivation in learning

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

Required Areas of Concern

F. Encourage Rigorous Curriculum

G. Attendance

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

Mentor assignments for At-Risk students

At-Risk students identified by the guidance department will be monitored for attendance and work completion every four weeks. This will build a relationship between a caring and the identified student. Research suggests that when a positive relationship with a caring adult exists in schools students are more likely to not drop out. Teachers will be assigned to mentor one At-Risk student per semester. Guidance will be assigned to monitor this program. We will also have available the Boy & Girls Club partnering with us working with 7th, 8th, and 9th graders during our after school academy on Tuesdays and Thursdays. This is supervised and coordinated by our Communities In Schools Coordinator. Mentors are to make contact weekly with there assigned At-Risk student. During these contacts they are to discover how much schoolwork outside of class the student is doing, what grade the student would like to earn at the end of the grading period, what they like to do when not at school, who they like to "hang out" with, if there parents are interested in their grades, and how the mentor can help them.
Impact Level: High Impact - Outside
Focus: General

Student Incentive Program for ISTEP

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

Required Strategies

F. Encourage Rigorous Curriculum: High School

All Algebra I teachers will monitor each indicator and re-teach those concepts where less than 60% of all students passed. This re-teaching will occur during MATH ENRICHMENT. Re-teaching indicators will cause an additional 10% or more students reach the mastery necessary to take Pre-calculus or higher.
Impact Level: High Impact - Inside
Focus: Specific

F. Encourage Rigorous Curriculum: Junior High

Seventh grade math teacher gives all 7th grade students an Algebra prognosis test and those who qualify are encouraged to take Algebra as an 8th grader. Our science department chair will make revisions in how seventh grade students may move into a high school credit program as an 8th grader. Implementation will occur during this December/January scheduling for the 2012- 2013 school year. Identified 8th graders will be allowed to take Spanish I for high school credit in 2012-13. A review of

this program will take place at the conclusion of the year. 8th and 9th grade students, parents, and teacher of the program will be surveyed to determine success
Impact Level: High Impact - Inside
Focus: Specific

G. Attendance

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

I. Focused Academic Area: Focused Algebra 1 Skills Review

Algebra teachers will review Algebra I ECA state assessment data to determine areas in need of improvement. Algebra I teachers will cross-reference our ECA weaknesses with "Acuity" to find those lessons that address where content re-teaching is needed. Assignments in class and for math enrichment class will be made from this computerized instruction.
Impact Level: High Impact - Inside
Focus: Specific

U. Focused Student Group: Boys to Men

The Boys to Men strategy team will continue to meet. Teachers will be provided with learning techniques effective for male learners discovered from research and previous year gender class observation. Each Monday gender specific "Team Time" for our junior high students will take place in groups of approximately 15. This twenty minute period will be used to build skills needed for boys becoming men and girls becoming ladies. The objective is specific to raising the expectations of our male academic performance in the classroom.
Impact Level: High Impact - Outside
Focus: Specific

U. Focused Student Group: Special Education and Free/Reduced Lunch Students

All special education students students who have less than a 60% average on classroom math and English will be assigned to complete our on line remediation software (Study Island or acuity): before school, during student resource time (SRT), or during our after school academy every.
Impact Level: High Impact - Inside
Focus: Specific

X. Graduation Plan

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

Strategy Data

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

Required Strategies

F. Encourage Rigorous Curriculum: Junior High

the number of students who take high school courses as 8th graders

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

I. Focused Academic Area: Focused Algebra 1 Skills Review

The number of completed Study Island assignments completed by algebra I students

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

U. Focused Student Group: Boys to Men

percentage of males passing all classes

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

The percent of books used that are selected specificlly for boys

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Observations, lesson plans, teacher reports

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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

Aug 13, 2012: Weekly meetings Algebra I teachers and math enrichment teachers **Person**: John Markward
Sep 13, 2012: Weekly meetings Algebra I teachers and math enrichment teachers **Person**: John Markward
Oct 13, 2012: Weekly meetings Algebra I teachers and math enrichment teachers **Person**: John Markward
Nov 13, 2012: Weekly meetings Algebra I teachers and math enrichment teachers **Person**: John Markward
Nov 30, 2012: Collect fall data: the number of students who take high school courses as 8th graders **Person**:
Dec 13, 2012: Weekly meetings Algebra I teachers and math enrichment teachers **Person**: John Markward
Jan 13, 2013: Weekly meetings Algebra I teachers and math enrichment teachers **Person**: John Markward
Jan 21, 2013: Meeting with 7th grade students to share high school course opportunities as 8th graders **Person**: Jennifer True/Samantha Hickman
Feb 13, 2013: Weekly meetings Algebra I teachers and math enrichment teachers **Person**: John Markward
Mar 13, 2013: Weekly meetings Algebra I teachers and math enrichment teachers **Person**: John Markward
Apr 13, 2013: Weekly meetings Algebra I teachers and math enrichment teachers **Person**: John Markward
May 13, 2013: Weekly meetings Algebra I teachers and math enrichment teachers **Person**: John Markward
May 15, 2013: Determine percentage of 8th graders who earned (B) or better in high school courses **Person**: Jennifer True
Jun 30, 2013: Collect spring data: the number of students who take high school courses as 8th graders **Person**:

Focused Academic Area

Oct 15, 2012: Algebra teachers release time to compare Acuity testing results **Person**: Betsy Swimm
Nov 30, 2012: Collect fall data: The number of completed Study Island assignments completed by algebra I students **Person**: Betsy Swimm
Jun 30, 2013: Collect spring data: The number of completed Study Island assignments completed by algebra I students **Person**: Betsy Swimm

Focused Student Group

Sep 4, 2012: Monitoring Special Ed. students "Study Island" activity **Person**: Cathy Groce/Tina York
Sep 5, 2012: Special Education teachers will assign additional study to those not meeting 60% performance **Person**: Brian Cadle
Sep 6, 2012: Meeting with Tiger Time Teachers **Person**: John Kindt
Sep 10, 2012: T.T. teachers meeti with team of 15 **Person**: John Kindt
Sep 11, 2012: Monitoring Special Ed. students "Study Island" activity **Person**: Cathy Groce/Tina York
Sep 17, 2012: T.T. teachers meeti with team of 15 **Person**: John Kindt
Sep 18, 2012: Monitoring Special Ed. students "Study Island" activity **Person**: Cathy Groce/Tina York
Sep 24, 2012: T.T. teachers meeti with team of 15 **Person**: John Kindt
Sep 25, 2012: Monitoring Special Ed. students "Study Island" activity **Person**: Cathy Groce/Tina York
Oct 1, 2012: T.T. teachers meeti with team of 15 **Person**: John Kindt
Oct 2, 2012: Monitoring Special Ed. students "Study Island" activity **Person**: Cathy Groce/Tina York
Oct 8, 2012: T.T. teachers meeti with team of 15 **Person**: John Kindt
Oct 15, 2012: T.T. teachers meeti with team of 15 **Person**: John Kindt
Oct 22, 2012: T.T. teachers meeti with team of 15 **Person**: John Kindt
Oct 29, 2012: T.T. teachers meeti with team of 15 **Person**: John Kindt
Nov 5, 2012: T.T. teachers meeti with team of 15 **Person**: John Kindt
Nov 12, 2012: T.T. teachers meeti with team of 15 **Person**: John Kindt
Nov 19, 2012: T.T. teachers meeti with team of 15 **Person**: John Kindt

Nov 26, 2012: T.T. teachers meeti with team of 15 **Person**: John Kindt
Nov 30, 2012: Collect fall data: Observations, lesson plans, teacher reports **Person**: John Kindt
Nov 30, 2012: Collect fall data: percentage of males passing all classes **Person**: John Kindt
Nov 30, 2012: Collect fall data: The percent of books used that are selected specificlly for boys **Person**: John Kindt
Dec 3, 2012: T.T. teachers meeti with team of 15 **Person**: John Kindt
Dec 10, 2012: T.T. teachers meeti with team of 15 **Person**: John Kindt
Dec 17, 2012: T.T. teachers meeti with team of 15 **Person**: John Kindt
Jun 30, 2013: Collect spring data: Observations, lesson plans, teacher reports **Person**: John Kindt
Jun 30, 2013: Collect spring data: percentage of males passing all classes **Person**: John Kindt
Jun 30, 2013: Collect spring data: The percent of books used that are selected specificlly for boys **Person**: John Kindt

Mentor assignments for At-Risk students

Sep 5, 2012: Mentor Training **Person**: Samantha Hickman, Jennifer Ture
Sep 15, 2012: The guidance department will hold a Mentor Training session explaining confidentiality and how to engage a student in communication. **Person**: Brian Cadle
Oct 15, 2012: Monthly meeting with mentors to review contact logs and individual students **Person**: Brian Cadle
Nov 15, 2012: Monthly meeting with mentors to review contact logs and individual students **Person**: Brian Cadle
Dec 15, 2012: Monthly meeting with mentors to review contact logs and individual students **Person**: Brian Cadle

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.

Mentor assignments for At-Risk students

Mentor Training

Brief Description: Enter a brief description of the Professional Development Activity

Intended Participants: Teachers, Counselors, Administrators

Date: Sep 5, 2012

Activity Purpose: Information, Skill Building

Activity Format: Talk to

Funding: none

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: High School

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Junior High

No professional development is needed for this strategy.

I. Focused Academic Area: Focused Algebra 1 Skills Review

No professional development is needed for this strategy.

U. Focused Student Group: Boys to Men

No professional development is needed for this strategy.

U. Focused Student Group: Special Education and Free/Reduced Lunch 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... Graduation rate must improve

Data Targets Influenced by This Concern:

- All Seniors -- Graduation Rate
- All Students Algebra 1 ECA tested -- Percent Passing Algebra 1 ECA
- Free and Reduced Lunch Students Algebra 1 ECA tested -- Percent Passing Algebra 1 ECA

Strategies to Impact This Concern:

- Mentor assignments for At-Risk students
- G. Attendance
- F. Encourage Rigorous Curriculum: High School
- I. Focused Academic Area: Focused Algebra 1 Skills Review
- X. Graduation Plan

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

Data Targets Influenced by This Concern:

- All Seniors -- Graduation Rate
- Free and Reduced Lunch Students Algebra 1 ECA tested -- Percent Passing Algebra 1 ECA
- Free and Reduced Lunch Students ISTEP tested -- Percent passing ISTEP Math
- Free and Reduced Lunch Students ISTEP tested -- Percent passing ISTEP Language Arts

Strategies to Impact This Concern:

- Mentor assignments for At-Risk students
- G. Attendance
- U. Focused Student Group: Boys to Men
- X. Graduation Plan

We are concerned that... Males lack of motivation in learning

Data Targets Influenced by This Concern:

- All Seniors -- Graduation Rate
- All Students Algebra 1 ECA tested -- Percent Passing Algebra 1 ECA

Strategies to Impact This Concern:

- Student Incentive Program for ISTEP
- U. Focused Student Group: Boys to Men

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

Data Targets Influenced by This Concern:

- 8th Grade Students -- Percent Mastering Number Sense
- All Seniors -- Graduation Rate
- All Students Algebra 1 ECA tested -- Percent Passing Algebra 1 ECA

Strategies to Impact This Concern:

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

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

- All Seniors -- Graduation Rate
- All Students Algebra 1 ECA tested -- Percent Passing Algebra 1 ECA
- Free and Reduced Lunch Students Algebra 1 ECA tested -- Percent Passing Algebra 1 ECA
- Free and Reduced Lunch Students ISTEP tested -- Percent passing ISTEP Math
- Free and Reduced Lunch Students ISTEP tested -- Percent passing ISTEP Language Arts

Strategies to Impact This Concern:

- G. Attendance

I. Focused Academic Area (IN Rules)

Data Targets Influenced by This Concern:

- 8th Grade Students -- Percent Mastering Number Sense
- All Students Algebra 1 ECA tested -- Percent Passing Algebra 1 ECA
- Free and Reduced Lunch Students Algebra 1 ECA tested -- Percent Passing Algebra 1 ECA
- Free and Reduced Lunch Students ISTEP tested -- Percent passing ISTEP Math
- Free and Reduced Lunch Students ISTEP tested -- Percent passing ISTEP Language Arts
- Special Education Students Algebra 1 ECA tested -- Percent Passing Algebra 1 ECA
- Special Education Students ISTEP tested -- Percent passing ISTEP Language Arts
- Special Education Students ISTEP tested -- Percent passing ISTEP Math

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Junior High
- F. Encourage Rigorous Curriculum: High School
- I. Focused Academic Area: Focused Algebra 1 Skills Review

U. Focused Student Group (IN Rules)

Data Targets Influenced by This Concern:

- Free and Reduced Lunch Students Algebra 1 ECA tested -- Percent Passing Algebra 1 ECA
- Free and Reduced Lunch Students ISTEP tested -- Percent passing ISTEP Math
- Free and Reduced Lunch Students ISTEP tested -- Percent passing ISTEP Language Arts
- Special Education Students Algebra 1 ECA tested -- Percent Passing Algebra 1 ECA
- Special Education Students ISTEP tested -- Percent passing ISTEP Language Arts
- Special Education Students ISTEP tested -- Percent passing ISTEP Math

Strategies to Impact This Concern:

- U. Focused Student Group: Boys to Men
- U. Focused Student Group: Special Education and Free/Reduced Lunch Students

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

- All Seniors -- Graduation Rate

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?	superintent's 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.	ASFAB -The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. It is administered annually to more than one million military applicants, high school, and post-secondary students SAT - The SAT is a standardized test for college admissions in the United States. The SAT is owned, published, and developed by the College Board, a nonprofit organization in the United States. It was formerly developed, published, and scored by the Educational Testing Service[1] which still administers the exam. The test is intended to assess a student's readiness for college. It was first introduced in 1926, and its name and scoring have changed several times. but now SAT does not stand for anything. ACT -The ACT is ACT's curriculum-based educational and career planning tool that assesses the mastery of state and college readiness standards HSTW senior Survey- measures reading, math, and science of seniors as well as obtaining senior opinions.

Continuous Improvement Timeline

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

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