



School Improvement Plan - 2020-2021

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Greendale Middle School

Lawrenceburg Community School Corp
Lawrenceburg, IN

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>.

The plan was developed with assistance from the:



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OVERVIEW

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

- Indiana Rules and Regulations

Organizational Structure

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 School Improvement 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.

Steering Team

- Leigh Ann Craig - School Counselor
- Shannon Craig - Economic Development
- Jayme Herbert - Principal
- Michael Manford - Teacher
- Mike Pratt - Teacher

The **School Improvement Council** is made up of educators, parents, and representatives of community stakeholder groups. Educators include teachers, counselors, administrators, and others. All parents were invited to be part of the council. The role of the School Improvement 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 for decisions related to school improvement.

School Improvement Council

- Jen Barrett - Parent
- Michelle Berglund - Teacher
- Heather Billig - Teacher
- Nicole Bosch - Parent
- Carol Bray - Teacher
- Maureen Brayton - Parent
- Lanise Browning - Teacher
- Pam Bushman - Instructional School Support Staff Person
- Jennifer Cash - Other
- Jason Caudill - Teacher
- Valerie Caudill - Teacher, Parent
- Kim Cherry - Instructional School Support Staff Person
- Nikki Cornett - Parent
- Jeana Cox - Teacher
- Leigh Ann Craig - Counselor, Parent
- Shannon Craig - Business representative
- Brad Cutter - Teacher
- Amy DeMoss - Parent
- Jama Easton-Redar - Parent
- Judy Ferguson - Non-Instructional School Support Staff Person
- Jennifer Fischer - Teacher
- Trista Fox - Instructional School Support Staff Person
- Anita Gaines - Instructional School Support Staff Person
- Pamela Gast - Teacher
- Jed Hadley - Parent
- Jessica Heidorn - Parent
- Jayme Herbert - Administrator
- Ginny Hizer - Parent
- Stephanie Hussung - Parent
- Justin Jackson - Teacher
- Allison Johnson - Teacher, Parent

- Eric Johnson - Parent
- Emily Jones - Teacher
- Lori Kaffenberger - Teacher
- Ryan Knigga - Teacher
- Staci Knigga - Parent
- Evan Lawson - Teacher
- Gina Lewis - Parent
- Mike Manford - Teacher
- Kelli McFadden - Teacher
- Sarah McMullen - Teacher, Parent
- Christy Mollaun - Parent
- Nick Myers - Parent
- Arin Nanz - Teacher, Parent
- shana opatry hughes - Parent
- Amy Payne - Parent
- Mike Pratt - Teacher
- Lauren Reade - Teacher
- Jaclyn Reynolds - Teacher
- Heather Scribner - Teacher, Parent
- Whitney Settles - Parent
- Diana Sharpshair - Parent, Instructional School Support Staff Person
- David Sheeley - Teacher
- Diana Slayback - Parent
- Gayle Stafford - Teacher
- James Stevenson - Teacher
- Deborah Taggart - Teacher
- Mary Tighe - Teacher, Parent, Youth service organization representative
- Julie Townley - Instructional School Support Staff Person
- Nick Tremain - Teacher
- Jennifer Walker - Teacher
- Kellie Watson - Administrator
- Mark Wessinger - Parent
- Jeremy Wilson - Teacher

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 School Improvement Council.

School Improvement Process

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

Discussion 1: Rationale for Raising Student Achievement

Discussion 2: Common Vision for High Student Success

Discussion 3: Data Analysis & Achievement Goals

Discussion 4: Data Analysis & Root Causes

- Academic expectations
- Curriculum content
- Instructional practices
- Classroom assessment
- Extra help
- Student guidance
- Learning environment

Discussion 5: Interventions

Data-Driven Decision-Makings

The Vision-to-Action improvement 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. Root Cause Data – What conditions in the school and community interfere with student achievement?
3. Intervention Data – Is the intervention having the desired impact on adults and students?

Implementation Window

Our school and community will be implementing this plan during the 2020-2021 school year. Questions about the School Improvement Plan should be directed to the building principal.

SCHOOL IMPROVEMENT PLAN COMPONENTS

PART 1: Vision

The Vision Statement was developed by teachers, parents and community members serving on the School Improvement Council with input provided by the student body. 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.

OUR VISION STATEMENT

We believe all students deserve:

We believe that all students should have an equal opportunity at a high quality and meaningful education. The environment should be safe, structured, and caring. Students deserve to have a curriculum based upon the Indiana Academic Standards but advanced through a variety of activities, teachers who are well-trained and teach with compassion and dedication. Students should be respected and praised for a job well done.

Students should be expected to behave in a way that shows respect to their peers, parents, and teachers. Students should be attentive in the classroom, participate in classroom discussions, and work with their peers to learn. Students should be self-motivated and strive to do their best. Students should attend school every day so they do not miss out on instruction.

Students deserve to be challenged and engaged in all courses, whether they are academic or electives. Engaging students in critical thinking within the classroom by utilizing a variety of instructional strategies. Students deserve to be taught skills and problem solving techniques that will prepare them for activities outside the school (example problem solving, cooperative learning, use of technology, and project-based learning).

Our expectations of students should be clear and concise. Students should know what is expected of them both academically and behaviorally. Students deserve to have a voice and be active in their education when it comes to rules, expectations, and consequences.

Students also deserve to have a support system to assist them if they are having difficulty in a class, issues with other students, or questions about career planning. Students should have family that respect them, praise them for a job well done, expect daily attendance, and guide behavior. Students should be influenced by positive role models, such as teachers and community members that keep them focused on the goals set forth by the school.

Students deserve to have teachers that are prepared with lessons integrating technology in all aspects of the curriculum. Students use a one-to-one device within the classroom and demonstrate proper use of technology integrated with the curriculum being taught.

Effort is important for students to be successful at Greendale Middle School. Students should maintain a positive, considerate, and respectful attitude toward each other and toward the staff.

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

Students should have educators that are professional in their presentation of instruction. The educators should be looking at data from all assessments (homework, quizzes, tests, projects (hands on and group), and problem solving situations) to base the direction of learning. Students deserve to have teachers who instruct them on problem solving, social skills, and study habits. Students deserve to have educators who teach them to communicate in a variety of different ways.

Educators should also develop a caring, responsible, and accountable environment where students can be successful. Deadlines should be set and met by educators and students. Educators should return assignments in a timely manner with detailed feedback that allows for growth. Students and educators should develop classroom and individual goals for themselves to accomplish in every class throughout the year. Educators should have grades updated on STI for feedback and communication with parents. Educators should hold students accountable for their behavior and have clear, concise, and immediate consequences for negative behavior without further reminders or threats.

Educators expect that when students arrive in class each day, they come prepared this includes bringing all educational materials and completed homework. Students deserve an educator who is equally prepared with a lesson plan and a variety of strategies for teaching students the curriculum. Teachers should consider themselves academic coaches or mentors who guide students in good decision making. Educators should be caring and responsible towards students. We will not accept excuses from any stakeholders when it comes to the education of our students.

Parents and community members play a significant role in the outcome of our students. Parents should check for completion of homework and expect their child to attend school daily. Parental communication with educators is welcomed as a way to help the student's improve. Community members recognize the work that is being done at Greendale Middle School is benefiting the future of Lawrenceburg. Community members should assist students in career planning, job opportunities, and work in cooperation with the school to discuss curriculum, data from assessments, and how the community can

better serve the school.

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

With hard work and dedication on the part of all stakeholders, we feel that we can create many opportunities for students to be successful. As stakeholders, we have high expectations for our students to put forth their best efforts academically and behaviorally. We also have high expectations for ourselves as educators, to provide students with a caring, disciplined work environment and a quality education. With students, parents, educators, and community support working together toward these goals, test scores, school culture and students' futures will measurably improve.

All students will show growth on the state testing in Math and Language Arts. All students taking the end of course assessment in Algebra will pass. We stress to students that everyone needs to set goals to get education after high school not limited to college. We are increasing our requirements in homework completion and that will influence the amount of students demonstrating success in the classroom. We want to increase the amount of credits GMS students can earn before entering LHS.

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

- % of students who Demonstrate Growth on State Testing: 90%
- % of students who Receive Post-Secondary Education: 90%
- % of students who C Average or Better: 75%
- % of students who Homework Completion: 90%
- % of students who Exit GMS with 2+ High School Credits: 70%

PART 2: 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 College and Career Readiness Standard, and report card grades. A full list of academic assessments is found in the Root Cause Self Study Excerpts section of this plan. Note: Other types of data are discussed in the Comprehensive Needs Assessment / Root Causes section of this plan.

The School Improvement Council (including teachers, parents, and community members) 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 School Improvement Council (including parents) first identified a small number of **Focus Areas** (FA). These are broad academic areas on which the school and community agreed to focus their energy in the coming year.

Next, the School Improvement Council members "drilled down" the data within the FAs and created specific SMART Goals focused on specific courses, academic standards, and/or student groups that, if improved, would impact the broad FA. Both the FAs and the SMART Goals are listed below.

Once the SMART goals were developed, the student body was asked to identify the SMART goals the school should address.

Finally, the School Improvement Council established a data target for each SMART Goal that the students, teachers, parents and community would strive to reach by the end of following school year. The data targets fall between the current student data and the vision (ideal) data.

Description of the Gaps Identified between the Vision and the Achievement Data Report:

Our vision is where we want all students to succeed. Although we are seeing growth we are seeing low passing scores.

IMPORTANT: Each Focus Area (FA) is followed by its SMART Goal(s). The title for the FA indicates the FA focus, subject and student grades. 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.

OUR GOALS

FA 1: Graduation Rate (Math; 6, 7, 8)

Description:

We feel students are struggling in math areas and it is ultimately affecting the graduation rate at LHS.

Specific Achievement Data:

Data shows that the overall math performance in grades 6-8 since the ISTEP changes have been in the 50% range. Increasing our overall performance in math to 80% increases the performance grade to a B and could also positively impact our growth in this area. In order to improve in this area, we need to have a minimum of 30% or 125 students show improvement in this category. We believe the root cause of PAI 1 is due students needing to pay closer attention to the questions being asked focusing on multiple correct answers and showing work. Greendale Middle School has increased the class offerings to honors students because of this, students are tested on academic standards they were taught in previous years. To address this concern, we continue to use Study Island to do reminder skills for ones covered in previous years. In addition, we need to increase the instruction in algebra functions and showing all their work. Teachers indicate the students in this category often are behavior issues and miss instruction. Although we improved, we are still aiming for the 80%.

Key Takeaways:

The scores are not improving as much as expected on state testing even though we are seeing gains on NWEA.

SMART GOALS:

Percent of students passing math ILEARN (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)

Grades:	6, 7, 8													
Demographics:	Free/Reduced, Special Ed - IEP, Grades: C & D													
Benchmark:	Percent of students passing math ILEARN													
Completion date:	June 30, 2021													
Data:		Actual	Target	Actual	Target	Vision								
	Year:	2012	2013	2014	2015	2016	2017	2018	2019	2020	2020	2021		
	Month:	May												
	%:	81.80%	77.60%	84.20%	55.20%	58.40%	55.70%	58.30%	42.80%	75%	%	77%	95%	

Percentage of students achieving mastery (B or better) Algebra in 8th grade (Grade 8; Gifted, Grades: A & B)

Grade:	8									
Demographics:	Gifted, Grades: A & B									
Benchmark:	Percentage of students achieving mastery (B or better) Algebra in 8th grade									
Completion date:	June 30, 2021									
Data:		Actual	Actual	Actual	Actual	Actual	Target	Actual	Target	Vision
	Year:	2015	2016	2017	2018	2019	2020	2020	2021	
	Month:	May								
	%:	36%	27%	34%	35%	29%	38%	%	39%	40%

FA 2: Student Proficiency (Pass Rate) (English / Language Arts; 6, 7, 8; Bottom 25%)

Description:

Our students are struggling on the state assessment in ELA

Specific Achievement Data:

Data shows that the overall language arts performance in grades 6-8 has increased. Increasing our overall performance in language arts to 80% increases the performance grade to a B and could also positively impact our growth in this area. In order to improve in this area, we need to have a minimum of 11.5% or 52 students show improvement in this category. We believe the root cause of PAI 2 is due to the absence of effective grade level review/instruction of academic standards in language arts for special needs students. In addition, we need to increase the instruction in reading comprehension and relating answers back to the text. Teachers indicate the students in this category often are behavior issues and miss instruction. Although we improved overall we would still like to aim for at least 80% mastery in all grade levels.

Key Takeaways:

We are going to try splitting up the extensive long tests this year.

SMART GOALS:

Percent student passing language arts ILEARN (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)

Grades:	6, 7, 8												
Demographics:	Free/Reduced, Special Ed - IEP, Grades: C & D												
Benchmark:	Percent student passing language arts ILEARN												
Completion date:	June 30, 2021												
Data:		Actual	Target	Actual	Target	Vision							
	Year:	2012	2013	2014	2015	2016	2017	2018	2019	2020	2020	2021	
	Month:	May											
	%:	80.80%	72%	76.10%	62.20%	67.30%	73.60%	74.40%	52.10%	75%	%	77%	95%

FA 3: Student Proficiency (Pass Rate) (Other; 6, 7, 8; Bottom 25%)

Description:

Special Education Pass Rate

Specific Achievement Data:

Our Special Education Passing Rates are low in both ELA and Math. We are wanting to improve growth and proficiency in this group.

Key Takeaways:

We are having growth but not pass rate improvements

SMART GOALS:

Percent of students raising ILEARN Pass Rates and/or Achieving High Growth in the area of Language Arts. (Grades 6, 7, 8; Free/Reduced)

Grades:	6, 7, 8											
Demographics:	Free/Reduced											
Benchmark:	Percent of students raising ILEARN Pass Rates and/or Achieving High Growth in the area of Language Arts.											
Completion date:	June 30, 2021											
Data:		Actual	Actual	Actual	Actual	Actual	Target	Actual	Target	Vision		
	Year:	2015	2016	2017	2018	2019	2020	2020	2021			
	Month:	May										
	%:	52%	55%	62%	55.50%	28.67%	55%	%	57%	95%		

Percent of students raising ILEARN Pass Rates and/or Achieving High Growth in the area of Math. (Grades 6, 7, 8; Free/Reduced)

Grades: 6, 7, 8

Demographics: Free/Reduced

Benchmark: Percent of students raising ILEARN Pass Rates and/or Achieving High Growth in the area of Math.

Completion date: June 30, 2021

	Actual	Actual	Actual	Actual	Actual	Target	Actual	Target	Vision
Year:	2015	2016	2017	2018	2019	2020	2020	2021	
Month:	May								
%:	43%	43%	43%	55.10%	28.67%	55%	%	57%	95%

PART 3: Root Causes (comprehensive needs assessment)

Root Causes are situations that are interfering with learning and achievement. Root causes within the school and community were identified by the School Improvement Council after studying two types of root-cause data and reviewing input from the student body.

The root-cause data included:

1. Survey of all students with results disaggregated by gender, free-reduced lunch status, race/ethnicity, and parental postsecondary attendance status. Survey of parents, faculty, and community members. Survey items asked participants to identify whether or not best educational practices were in place with regard to a) expectations, b) curricular rigor, c) instruction, d) classroom assessments, e) extra help, f) student guidance, and g) the learning environment.
2. Short answer question responses completed by school personnel regarding the degree to which the school was implementing best educational practices with regard to a) expectations, b) curricular rigor, c) instruction, d) classroom assessments, e) extra help, f) student guidance, and g) the learning environment.

Discussion:

The student body was asked to respond to an open ended question below. Their responses were provided to the School Improvement Council.

- "What is interfering with learning at our school?"

After reviewing the students' input and the root-cause data, the School Improvement Council was asked to respond to two questions:

- What data indicate an area that is interfering with students' ability to reach our SMART goals?
- What data indicate an area that is interfering with a specific student group's ability to reach our SMART goals?

OUR ROOT CAUSES

GENERAL Root Causes that affect all SMART Goals

Root Causes

SMART Goal: Percent of students passing math ILEARN (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)

Root Causes

Lack of data use and knowledge by all stakeholders

Student Overuse of Devices

Student behavior distractions in class

Stakeholders understanding of standards, instruction, and assessments for all

Attendance

Students in special education classes are not getting rigor of instruction on grade level standards necessary to pass state testing.

SMART Goal: Percent student passing language arts ILEARN (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)

Root Causes

Lack of data use and knowledge by all stakeholders

Student Overuse of Devices

Student behavior distractions in class

Stakeholders understanding of standards, instruction, and assessments for all

Attendance

Students in special education classes are not getting rigor of instruction on grade level standards necessary to pass state testing.

SMART Goal: Percent of students raising ILEARN Pass Rates and/or Achieving High Growth in the area of Language Arts. (Grades 6, 7, 8; Free/Reduced)

Root Causes

Student Overuse of Devices

Student behavior distractions in class

Attendance

SMART Goal: Percent of students raising ILEARN Pass Rates and/or Achieving High Growth in the area of Math. (Grades 6, 7, 8; Free/Reduced)

Root Causes

Student Overuse of Devices

Student behavior distractions in class

Attendance

SMART Goal: Percentage of students achieving mastery (B or better) Algebra in 8th grade (Grade 8; Gifted, Grades: A & B)

Root Causes

Students in advanced classes are not getting rigor of instruction on grade level standards necessary to show high growth.

PART 4: Interventions

The Student Body was asked to brainstorm potential interventions for each root cause. Their thoughts were shared with the School Improvement Council.

In addition to interventions suggested by the Student Body, the School Improvement Council researched and reviewed interventions for each root cause using several sources including the SI2 searchable database of interventions. The Council then selected the interventions that would be implemented in the coming year based on the intervention's potential for addressing the root cause.

OUR INTERVENTIONS

Attendance

Parents will be issued letters at 3, 4, 8 days. We will put students on attendance contracts developed at the district level for absences and tardies. The attendance policy is located in the online handbook on the website <http://www.greendale.lburg.k12.in.us/>) and the physical handbook.

Big Brother Big Sisters

The mentoring program will continue this year with our partnership with Big Brothers/Big Sisters of the Greater Cincinnati Area. Students will be identified by classroom teachers, parents, and the guidance counselor. Students will be paired with a "Big" who will provide guidance with homework, social interaction, and career planning. Schedules are created at the start of the year so the mentor time does not conflict with any core subjects. The mentors discuss the student's attendance and academic success and struggle with the mentee.

The "bigs" are trained through interviewed for about an hour, then they do an online training, then they do a group training. The training deals with confidentiality, what their role is i.e. not a counselor, not a parent. What would need to be reported? What traits of good leaders and role models are?

Computer Based Skills Development

GMS will utilize a computer based program to help students drill down on specific skill deficits working towards mastery. Students will complete activities on an individual level. Students in advanced courses will complete assignments on the grade level they will be testing in addition to advanced skills. Special education students will complete assignments on their skill level in order to reach grade level. We will use Study Skills time to complete the activities. Students are also able to access this in the summer and when absent to allow for additional skills practice even on breaks and absences.

We also utilize keyboarding instruction. We are working on increasing the rigor of this program due to testing being an online format.

We are writing grants for some more social emotional activities to complete during this time as well.

Differentiated Instruction for Math and Reading

Teachers developed activities to engage students in their learning using different techniques than the paper-pencil method of teaching. Teachers will share ideas with other content areas for improving skills in their areas. Students will be identified for intervention based upon grades, testing scores, and state testing scores from the previous year. Intervention times will take place during study skills, math enrichment and reading classes. Students will complete some assignments using technology and paper pencil. Most students will be working at grade level. Advanced and special education students will be splitting their time between grade level skills and performance level skills. Staff will utilize state testing and NWEA testing to determine skill gaps and give assignments and mini lessons based on those gaps.

Digital Data Sharing

We continue to use the same information we used in the physical data room to look at a student's performance and achievement data; but we are transitioning to all online and shared. We identify any student whose attendance or behavior is an issue. We factor behavior, effort, and attendance into the data room discussions. We use Google Shared Docs and Sheets as well as Pivot. Parents and students will be notified of scores and their meaning more often. In regards to special education students it will be discussed at the annual IEP meeting. We will also be utilizing the information for discussions with parents and students when scheduling for the next year.

Extended Graduation Plan

Students in grade 6-8 will create or update an Indiana Graduation Plan annually, the plan is part of the student's permanent record, and the plan includes a statement of the student's intent to graduate and an acknowledgement of the importance of good citizenship, school attendance, and diligent study habits. In addition to this plan, the guidance counselor of Greendale Middle School, along with the business teacher, will provide the opportunity for students to participate in career planning. The planning will be updated annually in either the business class or by the guidance counselor. The importance of this plan is to provide the student the opportunity to set goals for the future, including an intent for graduation from high school and exploration of career plans. Students will research the required education for each of their goals. Utilizing computer websites to identify areas of interest will be done in the business classroom. The guidance counselor will provide information to students about different careers and college choices starting in the 6th grade. This plan will be followed up on a yearly basis by counselor and business teacher to involve them further in their graduation plan and thus where their lives will take them past high school. In addition, students will be informed of the importance of exemplary behavior, good attendance, and proficient study habits that will help them reach their maximum potential. Community members volunteer and participate in Career Day. We changed this year to make a Career Week to allow more parent involvement. We completed

this during study skills to avoid class disruption.

We also offer parent meetings for transition, IEPs and honors classes to make sure we are getting students appropriately placed.

We are also looking at creating field trips to colleges and job shadowing opportunities.

Handbook

We have worked as a staff with parent and student input to rewrite the student handbook with an emphasis on attendance regulations and consistent discipline expectations and consequences. Students were involved through student council and surveys. Parents will still be able to access the agenda online as well at <http://www.greendale.lburg.k12.in.us/>. We added specific discipline for overuse of devices.

We go over the handbook at the start of the year with all students.

Homework Policy

Teachers, administrators, students, and parents collaborated to develop a rigorous and consistent homework policy that will be implemented by all teachers at GMS. One of the hurdles was creating a program to transition students between CES and LHS. All teachers had input in developing this plan addressing the needs of our students. Our goal is to reduce the number of missing assignments turned in to each teacher and raise teacher expectations of students. We settled on 70/30 split. Although we had a few issues overall this past year it did align grades more with the students abilities and we want to continue one more year before making a change. Parents are informed of the expectations in the family meetings and handbook.

ILEARN Practice

We will divide students up once a week into their testing sites to practice real time testing setting situations. We will use released items as our basis of the instruction. We will follow a two hour delay schedule on those days and the teachers will discuss the questions in their appropriate classes throughout the remaining portion of the day. During this time we utilize the type of testing environments the students will be accustomed. We are able to give the students the opportunity to become familiar with writing for longer than 45 minute class period. We utilize digital clocks in all sites. We provide a variety of possible prompts. Advanced and special education complete activities on their grade level standards.

We have a family night where parents are invited in to see updates to the test for the year and encourage students to succeed.

Math Remediation

This ongoing strategy will be part of the Tier 3 initiative of RtI. Students will be identified through grades, ILEARN scores, and classroom performance by teachers of math. Students struggling in these courses and +/- 20 points on ILEARN will be placed into the Math Enrichment where extra instructional time, test taking strategies, and remediation will take place.

Reading Remediation

This ongoing strategy will be part of the Tier 3 initiative of RtI. Students will be identified through grades, ILEARN scores, and classroom performance by teachers of language arts. Students struggling in these courses and +/- 20 points on ILEARN will be placed into the Reading Lab where extra instructional time, test taking strategies, and remediation will take place.

Social Emotional Activites

We have had PD throughout the year on ACES and Social Emotional Needs to kids and adults. We will be creating activities to implement in study skills class. The teachers will also be introduced to The Leader in Me concepts. We are writing a few grants for assistance and depending on what we receive we will create a implementation plan for the 2020-2021 school year.

PREPARATION

To prepare for successful implementation of the interventions outlined above, the School Improvement Steering Team developed several plans including a Professional Development Plan and an Intervention To-Do List.

PART 5: Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Summary is directly aligned with interventions found in the School Improvement Plan.

Effective Learning Process: The Professional Development Summary was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the interventions 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.

Professional Growth Environment: Each intervention is supported by the Steering Team. Steering Team members are responsible for 1) writing (with support from colleagues) an intervention plan including on-going professional development activities, resource and funding procurement, and evaluation activities, 2) providing on-going mentoring to their colleagues in the implementation of the intervention, 3) analyzing the effectiveness of the intervention, and 4) making a recommendation to the School Improvement Council with respect to whether or not the intervention should be sustained.

OUR PROFESSIONAL DEVELOPMENT SUMMARY

Intervention: Computer Based Skills Development

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
NWEA	Auditory		Wed, Aug 19, 2020	✓	✓	✓	✓
NWEA	Auditory		Wed, Sep 16, 2020	✓	✓	✓	✓
NWEA	Auditory		Wed, Nov 18, 2020	✓	✓	✓	✓
NWEA	Auditory		Wed, Apr 21, 2021	✓	✓	✓	✓

Intervention: Digital Data Sharing

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Monthly Grade Level and BiWeekly Content Team Meetings	Kinesthetic	✓	Fri, Aug 7, 2020	✓	✓	✓	✓

Intervention: Math Remediation

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Study Island and NWEA Training	Kinesthetic	✓	Wed, Aug 19, 2020	✓	✓	✓	✓

Intervention: Big Brother Big Sisters

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Big Brothers Big Sisters Training	Auditory	✓	Mon, Aug 10, 2020	✓	✓	✓	✓

Intervention: ILEARN Practice

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
ILEARN Logistics	Kinesthetic		Wed, Mar 10, 2021	↙	↙	↙	
Test Security	Auditory		Wed, Aug 19, 2020				↙
Test Security	Auditory		Fri, Apr 16, 2021				↙

Intervention: Reading Remediation

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Study Island and NWEA Training	Visual	✓	Wed, Aug 19, 2020	✓	✓	✓	✓

Intervention: Differentiated Instruction for Math and Reading

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Study Island Training	Kinesthetic		Wed, Aug 19, 2020	↙	↙	↙	↙

Intervention: Social Emotional Activites

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Leader in Me Sessions	Visual	✓	Wed, Aug 19, 2020	✓	✓	✓	✓
Leader in Me Sessions	Visual	✓	Wed, Sep 16, 2020	✓	✓	✓	✓
Leader in Me Sessions	Visual	✓	Wed, Nov 18, 2020	✓	✓	✓	✓
Leader in Me Sessions	Visual	✓	Wed, Dec 16, 2020	✓	✓	✓	✓

PART 6: Interventions Task List

As needed, a detailed task list was developed that includes activities related to 1) intervention evaluation, 2) professional development, 3) resource securement and 4) funding securement. The Steering Team will go over the intervention task list with the entire faculty. Throughout the year, the Steering Team will check off each task as it is completed. At the end of the first semester, the Steering Team will present the percentage of completed activities to the School Improvement Council. If the tasks were not fully implemented, the Steering Team will facilitate a discussion about changes that will occur during the second semester to ensure that all tasks are completed.

OUR INTERVENTIONS TASK LIST

Date	Intervention	Prep Area	Task	Person Responsible
Fri, Jan 31, 2020	Social Emotional Activites	Resources	Leader in Me Grant	Andrea Spaeth
Mon, Jun 1, 2020	Computer Based Skills Development	Funding	Write IDOE Grant	Andrea Spaeth
Mon, Jul 27, 2020	Differentiated Instruction for Math and Reading	Resources	Typing Program Purchased	Andrea Spaeth
Fri, Jul 31, 2020	Differentiated Instruction for Math and Reading	Resources	Purchase Study Island	Andrea Spaeth
Fri, Aug 7, 2020	Digital Data Sharing	Professional Development	Monthly Grade Level and BiWeekly Content Team Meetings	Jayme Herbert
Mon, Aug 10, 2020	Big Brother Big Sisters	Professional Development	Big Brothers Big Sisters Training	Gayle Stafford
Wed, Aug 19, 2020	Math Remediation	Professional Development	Study Island and NWEA Training	Andrea Spaeth
Mon, Aug 31, 2020	Big Brother Big Sisters	Resources	Student Bigs	LHS and BBBS Staff
Wed, Sep 16, 2020	Computer Based Skills Development	Professional Development	NWEA	Andrea Spaeth
Mon, Nov 2, 2020	Extended Graduation Plan	Evaluation	Collect Follow Up Data	Leigh Ann Craig
Wed, Nov 18, 2020	Computer Based Skills Development	Professional Development	NWEA	Andrea Spaeth
Wed, Dec 16, 2020	Social Emotional Activites	Professional Development	Leader in Me Sessions	Leigh Ann Craig (or Grant Counselor)
Mon, Feb 1, 2021	Big Brother Big Sisters	Funding	Fundraising	GMS Staff and Students
Mon, Mar 1, 2021	Math Remediation	Evaluation	Collect Follow Up Data	Remediation Staff and Office Staff
Wed, Mar 10, 2021	ILEARN Practice	Professional Development	ILEARN Logistics	Jayme Herbert
Mon, Mar 29, 2021	Reading Remediation	Evaluation	Collect Follow Up Data	Remediation Staff and Office Staff
Wed, Mar 31, 2021	Homework Policy	Evaluation	Collect Follow Up Data	Jayme Herbert and Jason Caudill
Fri, Apr 16, 2021	ILEARN Practice	Professional Development	Test Security	Andrea Spaeth
Wed, Apr 21, 2021	Computer Based Skills Development	Professional Development	NWEA	Andrea Spaeth
Fri, Apr 30, 2021	Differentiated Instruction for Math and Reading	Evaluation	Collect Follow Up Data	All Staff
Fri, May 7, 2021	Computer Based Skills Development	Evaluation	Collect Follow Up Data	Teachers of Enrichment and Remediation Courses
Fri, May 28, 2021	Social Emotional Activites	Other Tasks	7 Habit Activities	Leigh Ann Craig (Grant Counselor)
Fri, May 28, 2021	Social Emotional Activites	Evaluation	Collect Follow Up Data	LCSC Administration and Teachers
Mon, May 31, 2021	Digital Data Sharing	Evaluation	Collect Follow Up Data	All Staff

Appendix A: School Improvement Plan Summary - Crosswalk

This report shows the relationship between the Root Cause, SMART Goals, and Interventions. For each Root Cause, the report shows 1) the SMART Goals that will be positively impacted when the Root Cause is successfully addressed and 2) the Interventions that will enable the school to successfully address the Root Cause.

Root Cause: Lack of data use and knowledge by all stakeholders

SMART Goals Influenced by this Root Cause

- Percent of students passing math ILEARN (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)
- Percent student passing language arts ILEARN (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)

Interventions to Impact This Root Cause:

- Computer Based Skills Development
- Differentiated Instruction for Math and Reading
- Digital Data Sharing
- Extended Graduation Plan
- Homework Policy
- ILEARN Practice
- Math Remediation
- Reading Remediation

Root Cause: Student Overuse of Devices

SMART Goals Influenced by this Root Cause

- Percent of students passing math ILEARN (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)
- Percent student passing language arts ILEARN (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)
- Percent of students raising ILEARN Pass Rates and/or Achieving High Growth in the area of Language Arts. (Grades 6, 7, 8; Free/Reduced)
- Percent of students raising ILEARN Pass Rates and/or Achieving High Growth in the area of Math. (Grades 6, 7, 8; Free/Reduced)

Interventions to Impact This Root Cause:

- Handbook
- Social Emotional Activites

Root Cause: Student behavior distractions in class

SMART Goals Influenced by this Root Cause

- Percent of students passing math ILEARN (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)
- Percent student passing language arts ILEARN (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)
- Percent of students raising ILEARN Pass Rates and/or Achieving High Growth in the area of Language Arts. (Grades 6, 7, 8; Free/Reduced)
- Percent of students raising ILEARN Pass Rates and/or Achieving High Growth in the area of Math. (Grades 6, 7, 8; Free/Reduced)

Interventions to Impact This Root Cause:

- Big Brother Big Sisters
- Handbook
- Social Emotional Activites

Root Cause: Stakeholders understanding of standards, instruction, and assessments for all

SMART Goals Influenced by this Root Cause

- Percent of students passing math ILEARN (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)
- Percent student passing language arts ILEARN (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)

Interventions to Impact This Root Cause:

- Computer Based Skills Development

- Differentiated Instruction for Math and Reading
- Extended Graduation Plan
- Homework Policy
- ILEARN Practice
- Math Remediation
- Reading Remediation

Root Cause: Attendance

SMART Goals Influenced by this Root Cause

- Percent of students passing math ILEARN (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)
- Percent student passing language arts ILEARN (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)
- Percent of students raising ILEARN Pass Rates and/or Achieving High Growth in the area of Language Arts. (Grades 6, 7, 8; Free/Reduced)
- Percent of students raising ILEARN Pass Rates and/or Achieving High Growth in the area of Math. (Grades 6, 7, 8; Free/Reduced)

Interventions to Impact This Root Cause:

- Attendance
- Big Brother Big Sisters
- Digital Data Sharing
- Handbook
- Social Emotional Activites

Root Cause: Students in special education classes are not getting rigor of instruction on grade level standards necessary to pass state testing.

SMART Goals Influenced by this Root Cause

- Percent of students passing math ILEARN (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)
- Percent student passing language arts ILEARN (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)

Interventions to Impact This Root Cause:

- Computer Based Skills Development
- Differentiated Instruction for Math and Reading
- Digital Data Sharing
- ILEARN Practice
- Math Remediation
- Reading Remediation

Root Cause: Students in advanced classes are not getting rigor of instruction on grade level standards necessary to show high growth.

SMART Goals Influenced by this Root Cause

- Percentage of students achieving mastery (B or better) Algebra in 8th grade (Grade 8; Gifted, Grades: A & B)

Interventions to Impact This Root Cause:

- Computer Based Skills Development
- Differentiated Instruction for Math and Reading
- Digital Data Sharing
- ILEARN Practice

Appendix B: Root Cause Self Study Excerpt

This excerpt provides root cause information required by PL221 and, if applicable, Title I.

Short Answer Questions 2019-2020

Indiana Rules and Regulations

A Where is the public copy of your school's curriculum located? (PL221) Please use data from 2019-2020	Website
B What rules or statutes would you like to waive in order to promote student learning? (PL221) <ul style="list-style-type: none">• 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. Please use data from 2019-2020	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? (PL221) Please use data from 2019-2020	Attendance Contracts and a K-12 Attendance Policy
D List the titles of the assessment instruments that are used in addition to ILEARN, IREAD-3, and ISTEP. Give a brief description of each. (PL221) Please use data from 2019-2020	NWEA Math & Reading

Appendix C: Continuous Improvement Timeline

The SI2 School Improvement Planning Process operates on a three year cycle and includes leadership team development followed by the development of key components of the school improvement plan as outlined above.

Our school was in Update 2 for the 2019-2020 school year.

	ORIGINAL PLAN	REVIEW & REVISE		
	Start Up	Update 1	Update 2	Update 3
Aug		Begin Implementation of Interventions	Begin Implementation of Interventions	Begin Implementation of Interventions
Sep				
Oct	Commit to SI2 Process	Recruit School Improvement Council & Establish Student Body Discussion Format ; Update Steering Team (if needed)	Recruit new Council Members & Update Steering Team (as needed)	Recruit new Council Members & Update Steering Team (as needed)
Nov	Recruit Steering Team	Update Achievement & Root Cause Data (surveys are optional)	Update Achievement & Root Cause Data (surveys are optional)	Revise Vision & Update Achievement & Root Cause Data (including Student, Faculty, Parent, and Community Surveys)
Dec	Create Organizational Structure / Learn About SI2	Mid-Year Intervention Implementation Evaluation	Mid-Year Intervention Implementation Evaluation	Mid-Year Intervention Implementation Evaluation
Jan	Collect Achievement Data & Root Cause Data (including Student, Faculty, Parent, and Community Surveys)	Achievement Goals Update	Achievement Goals Update	Achievement Goals Update
Feb	Write Vision Statement	Root Causes Update	Root Causes Update	Root Causes Update
Mar	Identify Achievement Goals Focus Areas and SMART Goals	Intervention Update	Intervention Update	Intervention Update
Apr	Identify Root Causes	Prepare to Implement Interventions	Prepare to Implement Interventions	Prepare to Implement Interventions
May	Select Interventions			
May Jun	Prepare to Implement Interventions detailed planning			