



School Improvement Plan - 2016-2017

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Orleans Jr-Sr High Sch

Orleans Community Schools
Orleans, 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

- Kristin Bye - School Counselor
- Lori DeWitt - Parent
- Jennifer Hall - Teacher
- Julie Isom - Teacher (Math)
- Roy Kline - Principal
- Betsi Sanders - Teacher (Math)
- Jon Stalker - Economic Development

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

- Jami Bledsoe - Teacher
- Katrina Brace - Youth service organization representative, School Social Worker
- Belinda Bradley - Teacher
- Tom Bradley - Teacher
- Terry Burton - Teacher
- Kristin Bye - Counselor
- Trisha Carmickle - Teacher, Parent
- Henry Carson - Teacher
- Joe Chisham - Teacher, Parent
- Nikki Deckard - Parent, Business representative
- Lori DeWitt - Teacher
- Dawn Dooley - Teacher
- Lydia Ellis - Parent

- Bryan Fleenor - Instructional School Support Staff Person
- Dawn Freed - Parent
- Stephanie Fromme - Teacher
- Linda Gerkin - Business representative, Community foundation representative
- Jared Gilbert - Teacher
- Jared Gilbert - Teacher, Parent, Other
- Eileen Gowin - Parent
- Roy Grimes - Instructional School Support Staff Person
- Natasha Guthrie - Teacher
- Jennifer Hall - Teacher, Parent
- Kristina Hole - Teacher
- Julie Isom - Teacher
- Lea Ann Jones - Parent
- Roy Kline - Administrator
- Roy Kline - Administrator
- Bridget Knight -
- Heather Leatherman - Parent
- Mandy Love - Parent
- Gary McClintic - Administrator
- Jennifer Meyer - Parent
- Molly Moon - Parent
- Christina Morgan - Parent, Youth service organization representative, Faith based organization representative
- Leah Morgan - Teacher
- Leah Morgan - Teacher
- Amy Norrington - Teacher
- Linda Parks - Teacher
- Aaron Poole - Teacher
- Julie Ralston - Teacher
- Vicki Ralston - Non-Instructional School Support Staff Person
- Jeremy Reynolds - Teacher
- Jeremy Reynolds - Teacher
- Tina Roach - Parent
- Mona Roberts - Non-Instructional School Support Staff Person
- Heather Ross - Parent
- Shannon Salmon - Teacher, Parent
- Betsi Sanders - Teacher
- Jeff Scalf - Administrator
- Liz Smith - Parent, Business representative
- Pam Smith - Teacher
- Jonathan Stalker - Business representative, Other
- Sean Steele - Teacher
- Michael Stroud - Teacher
- Douglas Thayer - Teacher
- Pamela Willis - Non-Instructional School Support Staff Person

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 2016-2017 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 deserve positive role models, examples by which to live their lives. We believe that all students deserve parental support and involvement in all aspects of their lives. We believe that all students deserve consistent rules to guide their lives. We believe that all students deserve a safe learning environment. We believe that all students deserve a rigorous curriculum and high expectations in order to achieve their maximum potential.

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

Parents and teachers are working together to help the students achieve their future plans and goals. Adults will mentor students. Every parent is concerned with the student's achievement and helps with homework. Teachers keep kids engaged in learning by involving the students in hands on learning and other varied methods of learning to motivate students. Adults show no favoritism, rules are enforced consistently, and all students receive fair treatment. Parents are actively involved in school activities (open house, school board, INSAI, etc). Parents are in the schools supervising and keeping the lines of communication open. Parents and teachers motivate and encourage students to succeed.

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

In this environment where all adults are living by their core convictions, all students have high expectations and are actively involved in their learning. All students have feelings of self worth and high self-esteem. Students have a desire to learn and become life long learners. Students feel that it is "cool" to make good grades. Students respect one another and there are no fights. Students are not in trouble because they are following school rules and policies and there is no In School Detention. Students are in 100% attendance and arrive on time. Students have a sense of school pride and take pride in the work they are doing. Students are involved in peer tutoring. Students are obedient and want to do right, mimicking their role models. Students are rested and well fed. All students enjoy school and feel safe. Students receive rewards for their achievements. Students are involved in school functions and participate in class. All students complete their homework. Students want to improve, achieve, and please. All students continue their education following graduation from high school.

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

- % of students who are graduating seniors.: 100%

- % of students who are passing the Algebra 1 ECA.: 100%
- % of students who meet the ISTEP+ standards.: 100%
- % of students who pass Core 40 exams.: 100%
- % of students who score a four (4) or better on Advanced Placement Exams.: 100%
- % of students who are passing English 10 ECA.: 100%
- % of students who demonstrate mastery in literary response questions.: 100%

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 **Priority Areas for Improvement** (PAI). 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 PAIs and created specific SMART Goals focused on specific courses, academic standards, and/or student groups that, if improved, would impact the broad PAI. Both the PAIs 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.

IMPORTANT: Each Priority Area for Improvement (PAI) is followed by its SMART Goal(s). The title for the PAI indicates the PAI 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

PAI 1: Student Proficiency (Pass Rate) (Math; 7; Bottom 25%)

PAI Focus:	Student Proficiency (Pass Rate)
Subject:	Math
Grade(s):	7
Subgroup or Improvement Focus:	Bottom 25%
Rationale:	All students in 7th grade passing ISTEP math went from 66% in 2014 to 40% in 2015

SMART GOALS:

All 7th grade pass ISTEP Math (Grade 7; All Students)

Grade:	7								
Demographics:	All Students								
Benchmark:	All 7th grade pass ISTEP Math								
Completion date:	June 30, 2017								
Data:		Actual	Actual	Actual	Actual	Target	Target	Target	Vision
	Year:	2012	2013	2014	2015	2016	2017	2018	
	Month:	Mar	Mar	Mar	Mar	May	May	May	
	%:	77%	79%	66%	40%	75%	80%	85%	100%

PAI 2: College and Career Readiness (Other; 12; Top 75%)

PAI Focus:	College and Career Readiness
Subject:	Other
Grade(s):	12
Subgroup or Improvement Focus:	Top 75%
Rationale:	anticipating new state requirements for college and career readiness
External Expectations:	This PAI is for Graduation Rate

SMART GOALS:

Students earning college credit (Grade 12; All Students)

Grade:	12								
Demographics:	All Students								
Benchmark:	Students earning college credit								
Completion date:	June 30, 2017								
Data:		Actual	Actual	Actual	Actual	Target	Target	Target	Vision
	Year:	2012	2013	2014	2015	2016	2017	2018	
	Month:	May							
	%:	67%	67%	55%	70%	75%	80%	85%	100%

PAI 3: Student Growth (English / Language Arts; 10; Bottom 25%)

PAI Focus:	Student Growth
Subject:	English / Language Arts
Grade(s):	10
Subgroup or Improvement Focus:	Bottom 25%

Rationale: English 10 Mastery 94%, ECA passed 95%
 External Expectations: This PAI is for Graduation Rate

SMART GOALS:

Pass English ECA (Grade 10; All Students)

Grade: 10
 Demographics: All Students
 Benchmark: Pass English ECA
 Completion date: June 30, 2017

	Actual	Actual	Actual	Actual	Target	Target	Target	Vision
Data: Year:	2012	2013	2014	2015	2016	2017	2018	
Month:			May	May	May	May	May	
%:	%	%	91%	95%	96%	90%	92%	100%

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

Students and teachers are concerned about academic performance, test scores, behavior, and attendance.

Teachers need to check for student understanding before moving on

Teachers need to provide extra help when students need it.

SMART Goal: All 7th grade pass ISTEP Math (Grade 7; All Students)

Root Causes

7th grade teachers need to explain student mistakes on assignments

SMART Goal: Students earning college credit (Grade 12; All Students)

Root Causes

The adults in the school need to set an expectation for all students to earn the Core 40 diploma

The adults in the school need to set an expectation for all students to take college credit courses in high school

The adults in the school need to get information to students and parents about ways to make college or training after high school more affordable.

SMART Goal: Pass English ECA (Grade 10; All Students)

Root Causes

Teachers need to use methods to match all learning styles

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

College and Career

The guidance department meets with students individually each year for Core 40 diploma requirement checks, career pathway guidance, and to review and update individual Indiana Graduation Plan. In those meetings dual credit and upper level courses offered in accordance to our high ability plan are discussed making students aware of choices for college credit or training during high school. The guidance department, teachers, and students participate in College Go! Week. The following is a list of college/career activities for each grade level.

7

- Tour of Jr Hi/High School
- Scheduling, rules, etc. presentation by administration/guidance Classroom visit/discussion
- mini-research on a college/university, write a blog post on Kidblog, and then share with their classmates for discussion on the blog.
- Guest speakers from the community share with the Career class
- Research and present Google Presentation on the 16 Career Clusters
- Science Fair 8
- 8th grade parent night: teachers, students, parents, and counselor work together to plan each student's Core 40 diploma track and Indiana Graduation Plan.
- 8th grade students take a career class as a foundation for future career choices.
- mini-research on a college/university, write a blog post on Kidblog, and then share with their classmates for discussion on the blog.
- Guest speakers from the community share with Guidance class
- Science Fair 9
- Career report and presentation in English
- Learning styles assessment in digital communications
- Guest Speakers for careers in DCT/PREP CC Classes

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- Field trip to Vocational career center
- ASVAB
- PSAT
- Students in anatomy and physiology discuss practical methods (checking blood pressure/ECG reading) used by a nurse/doctor during an examination of a patient. 11
- Junior class parents/students get information regarding dual credit courses for the senior year emphasizing the lower per credit cost, making college more affordable
- Juniors are also given information about possible internship programs/cadet teaching programs in their career field for their senior year.
- Scholarship/Awards program
- Career report and presentation in English

- Juniors attend college and career fair
- Students in anatomy and physiology discuss practical methods (checking blood pressure/ECG reading) used by a nurse/doctor during an examination of a patient. 12
- Orange County Community Foundation scholarship program presentation
- Financial aid night
- Scholarship/Awards program
- Seniors and parents receive emails beginning second semester regarding scholarship opportunities
- Seniors attend college and career fair
- Students in anatomy and physiology discuss practical methods (checking blood pressure/ECG reading) used by a nurse/doctor during an examination of a patient. All grades
- College Go! Week
- Indiana Graduation Plan
- Pep Band invitational college speakers
- Solo and Ensemble, choir, band, guard events
- Academic teams
- Robotics team Guidance will meet with staff throughout the year to update on current diploma types and requirements as well as courses offered at OHS for dual credit.

Homeroom Time

A 20 minute homeroom time will be offered in the afternoons to provide students with a chance to get extra help from classroom teachers, receive one on one explanation on assignment mistakes, extra time to complete homework, or check current grades online. Our focus in this homeroom time is to improve understanding by giving 7th grade students extra time. We have opened this to the entire student population.

Incentive Program

Students in grades 7-12 will receive rewards each grading period for improvement or continued success in attendance, academic performance, standardized test scores, and behavior. The types of rewards and reward levels will be determined by the incentive program advisory committee, made up of two teachers, who will also be in charge of acquiring the awards. The school provides the cash amount for awards. Additionally teachers will nominate students for the annual VIP breakfast to be held during the 3rd 9 weeks in recognition of achievement in the areas listed above along with inviting parents to attend. This program will be introduced at the beginning of the school year so that all students are aware of the incentives.

School Safety

Orleans Jr. Sr. High School Safety Specialist will attend monthly meetings as an active member of the Orange County School Safety Commission. The OCSSC is an organization represented by: County Emergency Management leaders; State, county and local law enforcement; and school administrators. In addition the school safety specialist will attend bi-weekly meetings of the school response/intervention team to share information and concerns between school administrators, school counselors, school nurse, Pact/Youth services bureau personnel and local police. After these members have attended monthly meetings, all pertinent information from these meetings will be shared with staff.

Student Engagement

Teachers use multiple ways to meet student needs in the classroom such as using technology via our Indiana School Tech Plan to relate to student interest and preferred learning styles to keep student attention and check for understanding. All teachers will be utilizing technology via Chromebooks, and all students will be involved on a daily basis because we are now 1:1.

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: Student Engagement

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Technology Training workshop	Visual	✓				✓	
e-learning one-to-one coaching	Visual	✓				✓	
Learning Styles Presentation	Auditory	✓	Aug 3, 2015				✓

Intervention: Homeroom Time

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Transition Learning Communities	Auditory	✓		✓			
Poverty Presentation	Auditory	✓		✓			
SIEC workshops	Auditory	✓		✓			

Intervention: College and Career

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Guidance presentation	Auditory	✓					✓
Planning College Go! Week Activities	Kinesthetic	✓					✓
High ability/dual credit workshops	Visual	✓		✓			

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
Mon, Aug 3, 2015	Student Engagement	Professional Development	Learning Styles Presentation	Roy Kline
Fri, May 20, 2016	Student Engagement	Professional Development	Technology Training workshop	Chris Stevens
Tue, Aug 2, 2016	Student Engagement	Professional Development	e-learning one-to-one coaching	Jeremy Reynolds
Wed, Aug 31, 2016	Homeroom Time	Professional Development	Poverty Presentation	Chris Stevens
Sun, Sep 4, 2016	Incentive Program	Resources	secure prizes	Julie Ralston and Belinda Bradley
Fri, Sep 30, 2016	College and Career	Professional Development	Planning College Go! Week Activities	Kristin Bye
Fri, Dec 16, 2016	College and Career	Professional Development	High ability/dual credit workshops	Kris Hole
Tue, Dec 20, 2016	Incentive Program	Funding	Incentive Awards	Belinda Bradley and Julie Ralston
Fri, Mar 17, 2017	Incentive Program	Funding	VIP Breakfast	Julie Isom
Wed, May 3, 2017	Homeroom Time	Professional Development	SIEC workshops	Chris Stevens

APPENDICES

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: Students and teachers are concerned about academic performance, test scores, behavior, and attendance.

SMART Goals Influenced by this Root Cause

- GENERAL Root Cause that affects all SMART Goals

Interventions to Impact This Root Cause:

- Incentive Program

Root Cause: Teachers need to check for student understanding before moving on

SMART Goals Influenced by this Root Cause

- GENERAL Root Cause that affects all SMART Goals

Interventions to Impact This Root Cause:

- Student Engagement

Root Cause: Teachers need to provide extra help when students need it.

SMART Goals Influenced by this Root Cause

- GENERAL Root Cause that affects all SMART Goals

Interventions to Impact This Root Cause:

- Homeroom Time

Root Cause: 7th grade teachers need to explain student mistakes on assignments

SMART Goals Influenced by this Root Cause

- All 7th grade pass ISTEP Math (Grade 7; All Students)

Interventions to Impact This Root Cause:

- Homeroom Time

Root Cause: The adults in the school need to set an expectation for all students to earn the Core 40 diploma

SMART Goals Influenced by this Root Cause

- Students earning college credit (Grade 12; All Students)

Interventions to Impact This Root Cause:

- College and Career

Root Cause: The adults in the school need to set an expectation for all students to take college credit courses in high school

SMART Goals Influenced by this Root Cause

- Students earning college credit (Grade 12; All Students)

Interventions to Impact This Root Cause:

- College and Career

Root Cause: The adults in the school need to get information to students and parents about ways to make college or training after high school more affordable.

SMART Goals Influenced by this Root Cause

- Students earning college credit (Grade 12; All Students)

Interventions to Impact This Root Cause:

- College and Career

Root Cause: Teachers need to use methods to match all learning styles

SMART Goals Influenced by this Root Cause

- Pass English ECA (Grade 10; All Students)

Interventions to Impact This Root Cause:

- Student Engagement

Appendix B: Root Cause Self Study Excerpt

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

Short Answer Questions 2015-2016

Indiana Rules and Regulations

A	Where is the public copy of your school's curriculum located? (PL221) Please use data from 2015-2016	HS office and school 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 2015-2016	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 2015-2016	Yes
D	List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each. (PL221) Please use data from 2015-2016	Test Prep USA, Acuity, Teacher made End of Course Assessments, ASVAB, PSAT, SAT

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 Cycle 2 for the 2015-2016 school year.

MONTH	ORIGINAL PLAN Cycle 1 Schools	REVIEW & REVISE Cycle 2 & 3 Schools
August	Steering Team	Organizational Structure Update
September	School Improvement Council	Intervention Kick Off
October	Data Collection <ul style="list-style-type: none"> • Achievement • Root cause • Data Collection 	Achievement
November	Prep: Discussion 1 Intro	Intervention Progress
December	Prep: Discussion 2 Vision	Intervention Progress
January	Prep: Discussion 3 Goals	Prep: Discussion 1 Goals Update
February	Prep: Discussion 4 Root Causes	Prep: Discussion 2 Root Causes Update
March	Prep: Discussion 5 Intervention Selection	Prep: Discussion 3 Intervention Update
April	Intervention Preparation	Intervention Preparation