



School Improvement Plan - 2016-2017

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Greendale Middle School

Lawrenceburg Com 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
- Focus

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
- Nick Meyers - Parent
- 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

- Brandon Abdon - Teacher, Parent
- Kendra Adamson - Teacher
- Ashley Anderson - Teacher
- Michelle Ballart - Teacher
- Bridget Bascom-Hinkle - Counselor, Parent, Agency representative
- Maureen Brayton - Parent
- Pam Bushman - Instructional School Support Staff Person
- Jennifer Cash - Other
- Jason Caudill - Teacher
- Kim Cherry - Instructional School Support Staff Person
- Jeana Cox - Teacher
- Leigh Ann Craig - Counselor, Parent
- Shannon Craig - Business representative

- Shannon Dedreu - Parent
- Jennifer Eliason - Parent
- Jeni Ent-Kisor - Instructional School Support Staff Person
- Angela Feller - Parent
- Judy Ferguson - Instructional School Support Staff Person
- Jennifer Fischer - Teacher
- Trista Fox - Non-Instructional School Support Staff Person
- Ania Gaines - Instructional School Support Staff Person
- Karl Galey - Administrator, Parent
- Pamela Gast - Teacher
- Tonya George - Parent
- Jed Hadley - Parent
- Stacy Halbig - Parent
- Laura Hartman - Teacher
- Tracy Harves - Parent
- Lorie Hayes - Teacher
- Jessica Heidorn - Parent
- Jayme Herbert - Administrator
- Jennifer Hildebrand - Parent
- Rebecca Hughes - Parent
- Alllison Johnson - Teacher, Parent
- kelly kaffenberger - Parent
- Lori Kaffenberger - Teacher
- Ryan Knigga - Teacher
- Melissa Knight - Parent
- Elizabeth Lawrence - Parent
- Evan Lawson - Teacher
- Evan Lawson - Teacher
- Stephanie Libbert - Parent
- Jamie Lorton - Teacher, Parent
- CARMEN LUSK - Parent, Youth service organization representative, Service club representative, Non-Instructional School Support Staff Person
- Mike Manford - Teacher
- Patrick McCool - Parent
- Kelli McFadden - Teacher
- Michelle McGaha - Teacher
- Randi McGraw - Teacher
- Cyndie McKee - Other
- Sarah McMullen -
- Erin Moorman - Parent
- Jason Morgan - Youth service organization representative
- Susan Morgan - Parent
- Nick Myers - Parent
- Arin Nanz - Teacher, Parent
- Raelene Niehoff - Teacher
- Raelene Niehoff - Teacher
- Steve Obertate - Administrator
- Kendra Oberting-Cendro - Parent
- Al Penny - Parent
- Mike Pratt - Teacher

- Jaclyn Reynolds - Teacher
- Pamela Rodiz - Parent
- Ann Roth - Parent, Other
- Destiny Rutzel - Administrator, Parent
- Heather Scribner - Teacher, Parent
- Whitney Settles - Parent
- Diana Sharpshair - Parent, Instructional School Support Staff Person
- Diana Slayback - Parent
- Gayle Stafford - Teacher
- Jennifer Stutts - Parent
- Diana Sunderman - Teacher
- Deborah Taggart - Teacher
- Kathy Thayer - Parent
- Nick Tremain - Teacher
- Angel Vinup - Parent
- Jennifer Walker - Teacher
- Darren Webb - Teacher
- Kelsey Wesley - Teacher, Youth service organization representative
- Mark Wessinger - Parent
- Angie White - Parent, Other
- Jeremy Wilson - Teacher
- Rachel York - Parent

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 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: 100%
- % of students who Receive Post-Secondary Education: 100%
- % of students who C Average or Better: 80%
- % of students who Homework Completion: 95%
- % of students who Exit GMS with 2+ High School Credits: 50%

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; 6, 7, 8; Bottom 25%)

PAI Focus:	Student Proficiency (Pass Rate)
Subject:	Math
Grade(s):	6, 7, 8
Subgroup or Improvement Focus:	Bottom 25%
Rationale:	Data shows that the overall math performance in grades 6-8 for 2014-2015 was 55.0%. 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 25% or 107 students show improvement in this category. We believe the root cause of PAI 1 is due to the absence of effective grade level review/instruction of academic standards in math for honors and special needs students. We also believe the drop for the 2014-2015 school year was the new academic standards and test. Greendale Middle School has increased the class offerings for honors students

in grades 6 – 8. Because of this, there have been academic standards that have been taught at lower grade levels (i.e. 8th grade standards are being taught at 7th grade). Because of this, students are tested on academic standards they were taught 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.

SMART GOALS:

By May 2017, Greendale Middle School will raise math ISTEP proficiency by 25% (55% proficiency advanced to 80% proficiency) or 107 students as measured by the ISTEP results. (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:	By May 2017, Greendale Middle School will raise math ISTEP proficiency by 25% (55% proficiency advanced to 80% proficiency) or 107 students as measured by the ISTEP results.
Completion date:	June 30, 2017

Data:		Actual	Actual	Actual	Actual	Target	Actual	Target	Vision
	Year:	2012	2013	2014	2015	2016	2016	2017	
	Month:	May							
	%:	81.80%	77.60%	84.20%	55.20%	80%	%	85%	95%

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

PAI Focus:	Student Proficiency (Pass Rate)
Subject:	English / Language Arts
Grade(s):	6, 7, 8
Subgroup or Improvement Focus:	Bottom 25%

Rationale: Data shows that the overall language arts performance in grades 6-8 for 2014-2015 was 62.2%. 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 17.5% or 74 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 honors and special needs students. We also believe the drop for the 2014-2015 school year was the new academic standards and test. Greendale Middle School has increased the class offerings for honors students in grades 6 – 8. Because of this, there have been academic standards that have been taught at lower grade levels (i.e. 8th grade standards are being taught at 7th grade). Because of this, students are tested on academic standards they were taught in previous years. 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.

SMART GOALS:

By May 2017, Greendale Middle School will raise language arts ISTEP proficiency by 17.8% (62.2% proficiency advanced to 80% proficiency) or 74 students as measured by the ISTEP results. (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)

Grades:	6, 7, 8
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Demographics: Free/Reduced, Special Ed - IEP, Grades: C & D
Benchmark: By May 2017, Greendale Middle School will raise language arts ISTEP proficiency by 17.8% (62.2% proficiency advanced to 80% proficiency) or 74 students as measured by the ISTEP results.

Completion date: June 30, 2017

Data:		Actual	Actual	Actual	Actual	Target	Actual	Target	Vision
	Year:	2012	2013	2014	2015	2016	2016	2017	
	Month:	May							
	%:	80.80%	72%	76.10%	62.20%	80%	%	85%	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: By May 2017, Greendale Middle School will raise math ISTEP proficiency by 25% (55% proficiency advanced to 80% proficiency) or 107 students as measured by the ISTEP results. (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)

Root Causes

Advanced students not receiving instruction on grade level standards

Special Education students not receiving instruction on grade level standards

Lack of data use and knowledge by all stakeholders

Student Overuse of Devices

Student behavior distractions in class

Lack of communication for linking standards, instruction, and assessments for all stakeholders

SMART Goal: By May 2017, Greendale Middle School will raise language arts ISTEP proficiency by 17.8% (62.2% proficiency advanced to 80% proficiency) or 74 students as measured by the ISTEP results. (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)

Root Causes

Advanced students not receiving instruction on grade level standards

Special Education students not receiving instruction on grade level standards

Lack of data use and knowledge by all stakeholders

Student Overuse of Devices

Student behavior distractions in class

Lack of communication for linking standards, instruction, and assessments for all stakeholders

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

Achievement Center

Students will be given individualized time during study skills achievement center to work on skills they struggle. Some days will be on their grade level standards other days will be on their skill level standards. In addition, they will be given instruction on keyboarding skills. We will also use this time to do as many guidance, assessment, and career activities as possible to avoid class time.

Attendance

Parents will be issued letters at 3, 5, 8 days. We will put students on attendance contracts developed at the district level for absences and tardies.

Bell Ringer Activities

Students will be given "warm-up" activities 3 days a week in their core classes. These activities will be based on grade level I-STEP questions. Questions may be developed by classroom teachers or given out of the "I-STEP Coach" workbook. Performance on these activities will be monitored by the same group of teachers and will help develop and guide the curriculum being taught in the classroom to help prepare students for I-STEP testing in the spring.

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.

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?

Curriculum Enrichment

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 some assignments on the grade level they will be testing in addition to the grade level they are completing courses. Special education students will complete assignments on their skill level progressive in nature to reach grade level in specific skill areas. We will use Achievement Center time to complete the activities.

Data Room

We have created a data room and are attempting to adjust the master schedule to give as many core subject areas the same prep periods to allow for data based decisions. We also plan on PD in the 2016-17 school year on the new testing. On the data charts we indicate any student whose attendance is an issue, we are using a combination of a data warehouse and excel to make the data wall more effective and timely, we indicate students by course levels taken to help LHS when it comes to scheduling and planning for 9th Grade course selection

Differentiated Instruction for Math

Teachers in math courses will develop projects that will incorporated new Indiana Academic Standards. Teachers will develop 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 attendance, grades, testing scores, and I-STEP scores from the previous year. Intervention times will take place during achievement center, math enrichment and reading classes

Differentiated Instructional for Language Arts

Teachers in language arts courses will develop projects that will incorporated new Indiana Academic Standards. Teachers will develop 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 attendance, grades, testing scores, and I-STEP scores from the previous year. Intervention times will take place during achievement center, math enrichment and reading classes

Graduation Plan and Career Day

Students in grade 6- 8 will create or update an Indiana Graduation Plan annually, the plan is part of the students 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 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. All staff had input but the core group was (Manford, Knigga, Walker, Cox, McFadden, Gast, Obertate, Herbert) We had input from parents via parent meetings and emails. Students were involved through student council and surveys. We will be implementing a more consistent discipline program in 2015-2016 based on all the changes we made. We also made major adjustments to the requirements for the attendance policies, homework policies, honors classes and remediation requirements. We did this to raise expectations for all students; but while we were creating the changes we focused on the students and goals from the focus school work we did in fall.

We are adjusting minor things and going to an online version for the 2016-2017 school year. Staff, parents, and students will be coached through the transition. It will allow parents to be more involved in the day to day activities in the classroom.

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

High Ability Parent Q & A Sessions

Parents of Honors Students were offered an opportunity to hear the expectations of the classes and to ask any questions. The counselor(s) will be available to answer any questions about diplomas and course work. The administration will be available to answer any questions about expectations and the policies and procedures. We met with LHS staff and GMS staff to help create specific requirements for entrance and maintenance of the honors courses. We discussed every class we offered and its purpose as well as any future classes we may offer and the implications. We will discuss the specific data and their child's placement. In 2015-2016, we will have Parent Q and A sessions throughout the year to discuss the positive areas and areas of improvement of the changes we have implemented. We will meet with parents of incoming 6th grade to explain the long term honors track and expectations. We will still offer the learning opportunities for parents. We will have nights for LHS to come and present information to 8th grade students and parents.

Homework Policy Change

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. In addition, more rigid consequences for repeated behavior was incorporated in the new handbook and will be initiated through the end of this school year. Our goal is to reduce the number of missing assignments turned in to each teacher and raise teacher expectations of students. We will monitor the changes during the 2015-16 year and see if adjustments need to be made for the 2016-17 year.

Although it was an improvement that was noticed we still need to tweak it. One consideration is an 80/20 split using homework as 20% of the grade and assessments and projects as 80%.

ISTEP Prep

Before the applied skills portion of ISTEP, we will divide students up once a week into their testing sites to practice real time testing setting situations. We will use DOE released or Coach Book 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.

LCSC Technology Plan (PD Included in PD Intervention)

Technology Professional Development (PD) will be a top priority for the success of both students and staff. PD will be integrated within all content areas and grade levels. With LCSC adopting Google Apps for Education (GAFE) less than a year ago a major focus has been the adoption and integration of GAFE.

Lawrenceburg Community School Corporation (LCSC) has always recognized the importance of technology and its benefits to student success. In recognizing the importance of technology and its benefits within the classroom, LCSC has invested in providing professional development for staff. The professional development is both planned as well as on demand, teaching best practices for technology within the classroom and developing students into successful digital citizens.

We are utilizing an online handbook and agenda program to help parents, students, and teachers communicate in a much more conducive way. Teachers are being trained on new technologies and are then integrating them in the classroom with the devices. Teachers will no longer be losing instruction time to formative state and district assessments as we will utilize out computer labs and devices with a new Achievement Center.

Master Schedule

We attempting to adjust the schedule for the 2015-2016 school year for core teachers to have a common prep for collaboration and PD. Teachers will use this time at least once per week to look at student data and make changes in the program and curriculum.

Math Enrichment

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

Professional Development (Includes PD from the Technology Plan)

We will be have 6 early release professional development days in the corporation in addition to any PD we offer during staff or department meetings. The corporation PD days will have a specific training topic. The School level PD will be specific to our student and staff needs at GMS. Administration will work with the new curriculum director to formulate the best training available. A few topics will be data in the classroom, technology (transition to GAFE school), classroom management, and student motivation.

Reading Enrichment

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

Staffing

Starting for the 2015-2016 school year, GMS will interview every teaching position in a panel process. The panel will consist of at least one teacher in the grade level, one in the subject

area, administrator, and counselor. Potential second round candidates will be asked to prepare a lesson to teach that involves technology. Students will be offered an opportunity to be in the lesson component of the process.

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: Curriculum Enrichment

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
NWEA	Auditory			✓	✓	✓	✓
NWEA Admin Training	Kinesthetic			✓	✓	✓	
Study Island Training	Kinesthetic			✓	✓	✓	✓

Intervention: Data Room

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	✓		✓	✓	✓	✓

Intervention: Differentiated Instructional for Language Arts

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Study Island Training	Kinesthetic			✓	✓	✓	✓
Curriculum Redesign	Visual	✓		✓	✓	✓	

Intervention: Math Enrichment

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Study Island and NWEA Training	Kinesthetic			↙	↙	↙	↙

Intervention: Professional Development (Includes PD from the Technology Plan)

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Early Release Professional Development	Auditory			↙	↙	↙	↙

Intervention: Achievement Center

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
NWEA Training	Kinesthetic			✓	✓	✓	✓
IXL Information	Visual	✓		✓			
IXL Detailed Training	Kinesthetic	✓			✓	✓	✓

Intervention: ISTEP Prep

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Test Prep 101	Kinesthetic	↙					↙

Intervention: Differentiated Instruction for Math

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Study Island Training	Kinesthetic			✓	✓	✓	✓
Curriculum Redesign	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
Tue, Jan 6, 2015	Achievement Center	Professional Development	IXL Information	Jayme Herbert
Mon, Jan 12, 2015	Achievement Center	Professional Development	IXL Detailed Training	Jared Leiker
Tue, Aug 4, 2015	Data Room	Professional Development	Monthly Grade Level and BiWeekly Content Team Meetings	Jayme Herbert
Wed, Aug 19, 2015	Professional Development (Includes PD from the Technology Plan)	Professional Development	Early Release Professional Development	LCSC Administration Team
Mon, Aug 24, 2015	Big Brother Big Sisters	Resources	Student Bigs	Shawn Lightner
Wed, Sep 16, 2015	Professional Development (Includes PD from the Technology Plan)	Professional Development	Early Release Professional Development	LCSC Administration Team
Fri, Oct 2, 2015	Differentiated Instructional for Language Arts	Professional Development	Curriculum Redesign	Andrea Spaeth
Wed, Nov 18, 2015	Professional Development (Includes PD from the Technology Plan)	Professional Development	Early Release Professional Development	LCSC Administration Team
Tue, Jan 12, 2016	ISTEP Prep	Professional Development	Test Prep 101	Leigh Ann Craig
Wed, Jan 20, 2016	Professional Development (Includes PD from the Technology Plan)	Professional Development	Early Release Professional Development	LCSC Administration Team
Wed, Feb 17, 2016	Professional Development (Includes PD from the Technology Plan)	Professional Development	Early Release Professional Development	LCSC Administration Team
Wed, May 18, 2016	Differentiated Instruction for Math	Professional Development	Curriculum Redesign	Andrea Spaeth
Tue,	Differentiated Instruction for			

May 31, 2016	Math	Resources	Post Position	Karl Galey
Mon, Jun 20, 2016	Curriculum Enrichment	Professional Development	NWEA Admin Training	NWEA
Tue, Jun 21, 2016	Curriculum Enrichment	Professional Development	NWEA Admin Training	NWEA
Wed, Jun 22, 2016	Curriculum Enrichment	Professional Development	NWEA Admin Training	NWEA
Thu, Jun 30, 2016	Reading Enrichment	Resources	PD Opportunity	Andrea Spaeth
Sun, Jul 31, 2016	Differentiated Instruction for Math	Funding	Purchase Order and Grant	Andrea Spaeth
Mon, Aug 1, 2016	Curriculum Enrichment	Funding	Write IDOE Grant	Andrea Spaeth
Wed, Aug 17, 2016	Professional Development (Includes PD from the Technology Plan)	Professional Development	Early Release Professional Development	LCSC Administration Team
Tue, Aug 30, 2016	Data Room	Professional Development	Monthly Grade Level and BiWeekly Content Team Meetings	Jayme Herbert
Thu, Sep 1, 2016	Graduation Plan and Career Day	Resources	Volunteer Roundup	Leigh Ann Craig
Fri, Sep 16, 2016	Graduation Plan and Career Day	Funding	Dance	Leigh Ann Craig
Wed, Sep 21, 2016	Professional Development (Includes PD from the Technology Plan)	Professional Development	Early Release Professional Development	LCSC Administration Team
Wed, Nov 16, 2016	Professional Development (Includes PD from the Technology Plan)	Professional Development	Early Release Professional Development	LCSC Administration Team
Wed, Jan 18, 2017	Professional Development (Includes PD from the Technology Plan)	Professional Development	Early Release Professional Development	LCSC Administration Team
Wed, Feb 1, 2017	Big Brother Big Sisters	Funding	Dance	Assistant Principal
Thu, Feb 2, 2017	ISTEP Prep	Professional Development	Test Prep 101	Leigh Ann Craig
Thu, Feb 9, 2017	ISTEP Prep	Professional Development	Test Prep 101	Leigh Ann Craig
Wed,	Professional Development	Professional	Early Release	LCSC Administration

Feb 15, 2017	(Includes PD from the Technology Plan)	Development	Professional Development	Team
Thu, Feb 16, 2017	ISTEP Prep	Professional Development	Test Prep 101	Leigh Ann Craig
Thu, Feb 23, 2017	ISTEP Prep	Professional Development	Test Prep 101	Leigh Ann Craig
Wed, Mar 1, 2017	Staffing	Evaluation	Collect Follow Up Data	Jayme Herbert
Wed, Apr 19, 2017	Professional Development (Includes PD from the Technology Plan)	Professional Development	Early Release Professional Development	LCSC Administration Team
Mon, May 1, 2017	Curriculum Enrichment	Evaluation	Collect Follow Up Data	Teachers of Enrichment and Remediation Courses
Wed, May 31, 2017	Handbook	Evaluation	Collect Follow Up Data	Jayme Herbert and Assistant Principal
Thu, Aug 3, 2017	Master Schedule	Evaluation	Collect Follow Up Data	Jayme Herbert
Wed, Nov 1, 2017	Graduation Plan and Career Day	Evaluation	Collect Follow Up Data	Leigh Ann Craig

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: Advanced students not receiving instruction on grade level standards

SMART Goals Influenced by this Root Cause

- By May 2017, Greendale Middle School will raise math ISTEP proficiency by 25% (55% proficiency advanced to 80% proficiency) or 107 students as measured by the ISTEP results. (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)
- By May 2017, Greendale Middle School will raise language arts ISTEP proficiency by 17.8% (62.2% proficiency advanced to 80% proficiency) or 74 students as measured by the ISTEP results. (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)

Interventions to Impact This Root Cause:

- Achievement Center
- Bell Ringer Activities
- Curriculum Enrichment
- Data Room
- Differentiated Instruction for Math
- Differentiated Instructional for Language Arts
- High Ability Parent Q & A Sessions
- ISTEP Prep

Root Cause: Special Education students not receiving instruction on grade level standards

SMART Goals Influenced by this Root Cause

- By May 2017, Greendale Middle School will raise math ISTEP proficiency by 25% (55% proficiency advanced to 80% proficiency) or 107 students as measured by the ISTEP results. (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)
- By May 2017, Greendale Middle School will raise language arts ISTEP proficiency by 17.8% (62.2% proficiency advanced to 80% proficiency) or 74 students as measured by the ISTEP results. (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)

Interventions to Impact This Root Cause:

- Achievement Center
- Bell Ringer Activities

- Curriculum Enrichment
- Data Room
- Differentiated Instruction for Math
- Differentiated Instructional for Language Arts
- Homework Policy Change
- ISTEP Prep
- Math Enrichment
- Reading Enrichment

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

SMART Goals Influenced by this Root Cause

- By May 2017, Greendale Middle School will raise math ISTEP proficiency by 25% (55% proficiency advanced to 80% proficiency) or 107 students as measured by the ISTEP results. (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)
- By May 2017, Greendale Middle School will raise language arts ISTEP proficiency by 17.8% (62.2% proficiency advanced to 80% proficiency) or 74 students as measured by the ISTEP results. (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)

Interventions to Impact This Root Cause:

- Achievement Center
- Bell Ringer Activities
- Big Brother Big Sisters
- Curriculum Enrichment
- Data Room
- Differentiated Instruction for Math
- Differentiated Instructional for Language Arts
- High Ability Parent Q & A Sessions
- Homework Policy Change
- ISTEP Prep
- LCSC Technology Plan (PD Included in PD Intervention)
- Master Schedule
- Math Enrichment
- Professional Development (Includes PD from the Technology Plan)
- Reading Enrichment

Root Cause: Student Overuse of Devices

SMART Goals Influenced by this Root Cause

- By May 2017, Greendale Middle School will raise math ISTEP proficiency by 25% (55% proficiency advanced to 80% proficiency) or 107 students as measured by the ISTEP results. (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)
- By May 2017, Greendale Middle School will raise language arts ISTEP proficiency by 17.8% (62.2% proficiency advanced to 80% proficiency) or 74 students as measured by the ISTEP

results. (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)

Interventions to Impact This Root Cause:

- Handbook

Root Cause: Student behavior distractions in class

SMART Goals Influenced by this Root Cause

- By May 2017, Greendale Middle School will raise math ISTEP proficiency by 25% (55% proficiency advanced to 80% proficiency) or 107 students as measured by the ISTEP results. (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)
- By May 2017, Greendale Middle School will raise language arts ISTEP proficiency by 17.8% (62.2% proficiency advanced to 80% proficiency) or 74 students as measured by the ISTEP results. (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)

Interventions to Impact This Root Cause:

- Handbook
- Homework Policy Change
- Staffing

Root Cause: Lack of communication for linking standards, instruction, and assessments for all stakeholders

SMART Goals Influenced by this Root Cause

- By May 2017, Greendale Middle School will raise math ISTEP proficiency by 25% (55% proficiency advanced to 80% proficiency) or 107 students as measured by the ISTEP results. (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)
- By May 2017, Greendale Middle School will raise language arts ISTEP proficiency by 17.8% (62.2% proficiency advanced to 80% proficiency) or 74 students as measured by the ISTEP results. (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)

Interventions to Impact This Root Cause:

- Curriculum Enrichment
- Data Room
- Differentiated Instruction for Math
- Differentiated Instructional for Language Arts
- Homework Policy Change
- LCSC Technology Plan (PD Included in PD Intervention)
- Math Enrichment
- Reading Enrichment
- Staffing

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

<p>A Where is the public copy of your school's curriculum located? (PL221) Please use data from 2015-2016</p>	<p>Website</p>
<p>B What rules or statutes would you like to waive in order to promote student learning? (PL221)</p> <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. <p>Please use data from 2015-2016</p>	<p>none</p>
<p>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</p>	<p>Attendance Contracts and a K-12 Attendance Policy</p>
<p>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</p>	<p>Accuaccess in reading Comprehension, Math, Language Arts Acuity in all subject areas</p>

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 Annual Update for the 2015-2016 school year.

MONTH	ORIGINAL PLAN Year 1 Schools	REVIEW & REVISE Annual Update 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