

LEO JR. / SR. HIGH SCHOOL

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Table of Contents

School and Community Description.....	3
Instructional Data.....	3
Blended Learning.....	4
Titles and Descriptions of Assessments.....	5
Mission and Belief Statements	5
Summary of Data.....	6
ISTEP+.....	7
Other Performance Data.....	9
NWEA.....	9
SAT/ACT.....	10
WalkThru PBIS.....	11
Support of Indiana Instructional Strategies.....	12
Parental Involvement.....	13
Technology.....	13
Safe and Disciplined Learning.....	14
Cultural Competency Component.....	14
Goals.....	15
Strategic Interventions and Results-Based Staff Development.....	16 - 24
Stakeholder Involvement.....	25
PL221Checklist.....	26-28

School and Community Description

Leo Jr./Sr. High School serves 1,423 students in grades 7 through 12 in Leo, Indiana. The Leo/Cedarville area is a suburban community located adjacent to Fort Wayne with a population of approximately 3700. The Leo/Cedarville area is a community with about ninety-five percent (95%) Caucasian and five percent (5%) minority populations. The local workforce is comprised of both skilled and unskilled labor. The median household income of approximately \$74,000 is considerably higher than the \$50,000 state average. Leo Jr./Sr. High School is one of five high schools, and one of thirteen total schools, in the East Allen County School Corporation. Approximately eighty-four percent (83.7%) of students graduate with a Core 40 or Academic Honors diploma and over eighty percent of the school's graduates attend college or post-secondary training. Leo graduates have a three-year average score of 1080 on the SAT exam. Leo Jr./Sr. High School's Free/Reduced population has slowly risen to 16.5% in 2018. East Allen County Schools, along with Leo Junior Senior High School, has also noted increasing transient student populations.

Instructional Data

Leo Jr./Sr. High School offers a traditional curriculum while including a *Career Majors Academy* structured internship program. This career-oriented internship experience brings relevance to the classroom through real-world experiences and application of daily lessons within and outside of the classroom. There are four academic/career academies at Leo Jr./Sr. High School: Engineering and Technology, Education, Social Services, and Fine Arts, Health and Related Sciences, and Business and Technology. Leo Jr./Sr. High School also offers several Advanced Placement courses: Project Lead the Way pre-engineering and biomedical science curriculums, and dual credit opportunities with local area universities and multiple career-related internship experiences. After school tutoring is available to both junior high and high school students, with ECA remediation and Algebra enrichment courses available to high school students. SAT preparation courses

and AP practice exams are offered to students throughout the year. Special Education students benefit from team-taught courses as well as individual peer and adult help during the day. A description of the core curriculum for grades K-12 language arts and K-12 math is located in the school's administrative offices via the Canvas app and district shared drive. The school's curriculum supports the teaching of the new World-class Instructional Design and Assessment (WIDA) Standards Framework and the College and Career Ready Indiana Academic Standards (CCRIAS) across the curriculum through the delivery of rigorous lessons designed to provide relevance to students. The rigor of daily lessons is enhanced through the use of district implemented reading comprehension strategies (Daniels and Steineke) and Webb's Depth of Knowledge practices. Teachers are given professional development in increasing DOK levels 3 & 4 (*Strategic Reasoning, Extended Reasoning*) in classroom activities and instruction. Additionally, teachers develop short-term data driven class goals to monitor student achievement as well as long-range Student Learning Objectives. SLO's are a part of East Allen County's district teacher evaluation model based on the RISE teacher evaluation system. Teacher SLO's are specific data goals that measure student growth and achievement outcomes.

Blended Learning

The 2018-19 school year will mark the seventh year of 1:1 computing in East Allen County Schools. All students at Leo JSHS receive a take-home iPad. iPad's have been integrated into all curricular areas of the school and are used to facilitate blended learning classrooms. Students have blended learning opportunities through access to online curricular content, e-texts in all core and most extra-curricular subject areas, supplemental textbook materials, collaborative classrooms and integrated technology use.

Titles and Descriptions of Assessments

Accelerated Reader: Promotes individual student reading in grades 7 and 8. Exposes students to different genres of literature and enables teachers to track reading level growth of students.

NWEA: Provides research-based assessment data and evidence-based professional development opportunities to help educators accelerate student academic growth and achievement. Provides differentiated learning opportunities for students. Measures Lexile reading levels to help educators differentiate instruction, make meaningful interventions, forecast growth toward grade-level state tests, and demonstrate accountability.

Edgenuity: Delivers standards-aligned PreK-12 curricula that provide interactive, self-paced, challenging, engaging activities. Prescriptive activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. Standards-driven assessment with data management to facilitate continuous academic improvement for K–adult learners.

DMR/DLR (Daily Math/Language Review): is a differentiated check for understanding for teachers to assess student mastery of prior material before proceeding through curriculum. Mastery must occur at 80%.

District Writing Prompts: Assesses student writing levels provides teachers with feedback for improving writing growth.

Scantron Bundles Tests: District Bundle assessments (Scantron) are aligned with the State Academic Standards and the school’s Instructional Calendar. The formative assessments are designed to reflect the format and rigor of the state’s ISTEP+ and ECA tests. These short, frequent assessments allow teachers to: check for understanding, tell which students are learning and which need more help, chart student progress, adjust teaching methods to achieve better results, modify the Instructional Calendar as needed for re-teaching or acceleration.

ISTEP+: Statewide Summative Assessment

iLearn: Statewide Summative Assessment

School Mission

“Leo JSHS...where high academic standards and nurturing relationships lead all students to educational and career success.”

Belief Statement

It is the belief of the faculty and administration of Leo Jr./Sr. High School that all students learn by infusing real-world, experiential activities with a rigorous and relevant curriculum utilizing technology as a learning tool.

Summary of Data

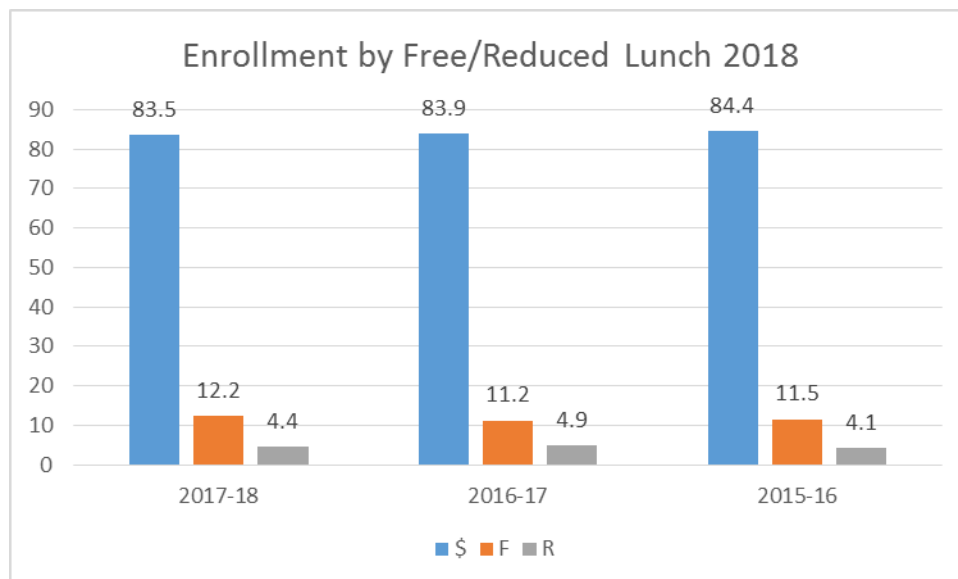
Leo Jr./Sr. High School has enjoyed much success with regard to standardized testing, graduation (92.7%) and attendance rates (95.8%), college preparedness and post-secondary acceptance, and non-traditional curricular opportunities. In an effort to hone the efficiency of the secondary school experience, data was collected and analyzed regarding the unique practices at Leo Jr./Sr. High School. Findings from this data support the following action area.

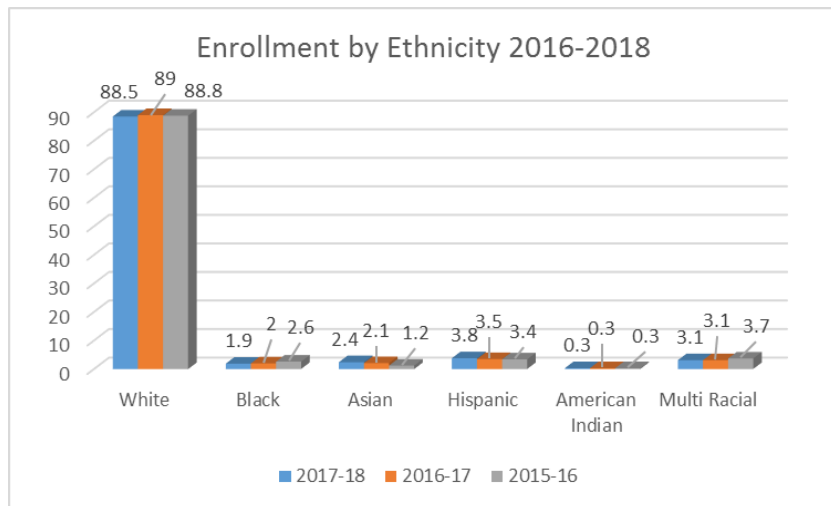
Student performance in language and mathematics literacy can be improved to meet the educational needs of all Leo Jr./Sr. High School students.

Attendance Rates

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 7	96.5	97.8	96.7	97	96.9	96.6
Grade 8	96.8	96.7	96.9	96.7	96.9	96.6
Grade 9	96.7	96.6	96.2	96.5	96.6	96.1
Grade 10	95.9	96.9	95.5	95.7	96	96.1
Grade 11	95.4	95.9	95.8	95.5	95.4	94.6
Grade 12	95	93.7	92.4	94.5	94.6	93.2
All Grades	96	95.8	95.6	95.9	96.1	95.5

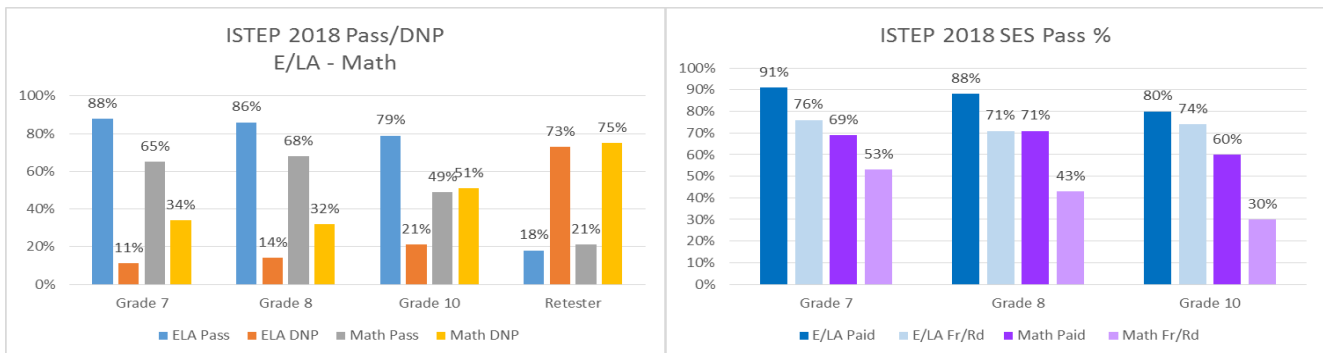
Student Demographic Data



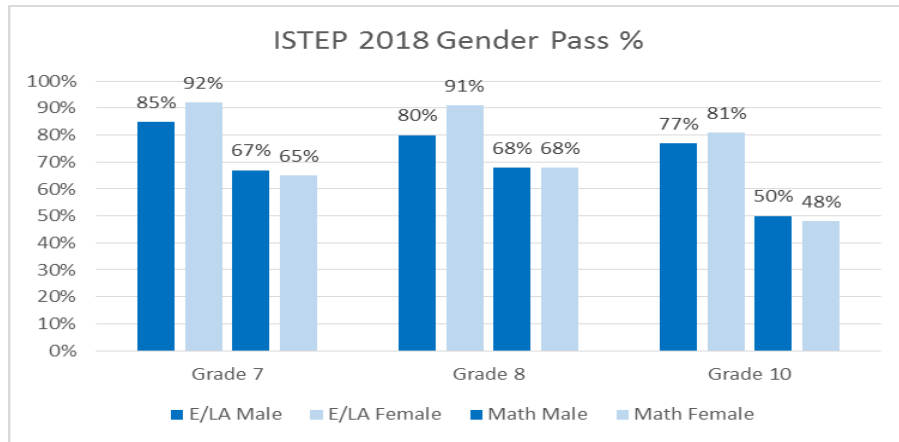


ISTEP+

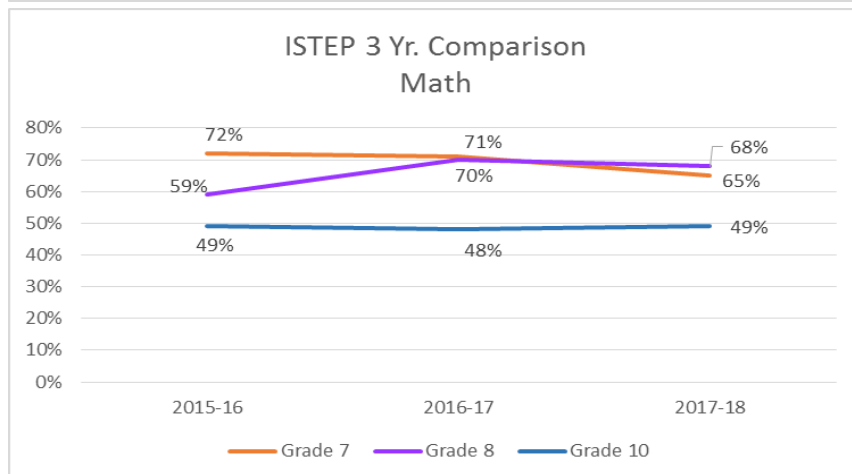
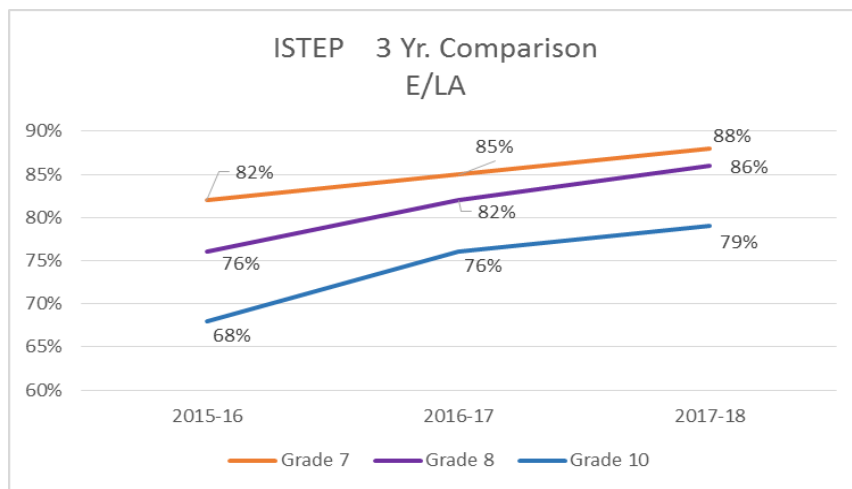
Analysis of initial ISTEP+ data supports the need for continued literacy and math goals, with special emphasis in math. Initial scores show an average pass rate in grades 7 and 8 English/Language Arts of 87.8% and a mathematics score of 67.7%. Grade 10 scores show a 79% pass rate in English/Language Arts and 48.5% in mathematics. Initial examination of data reveals students of lower SES still underperform when compared to their full-pay peers in both English/Language Arts and Mathematics ($\mu > 19\%$). Significant achievement gaps among Free/Reduced students increase with age as measured on ISTEP+ performance in both Language Arts and Mathematics ($\mu 20.8\%$).



Analysis of skill strand subsets were not available at the time of writing but overall performance on mathematics examinations was significantly weaker than English performance. Slight gender discrepancies exist among English/Language Arts scores with females outperforming males (7.3%). Math scores are consistent between genders (2%). It should be noted that significant gender discrepancies exist from other testing platforms but are not supported by ISTEP data.



Analysis of skill strand subsets were not available at the time of writing but overall performance on mathematics examinations was significantly weaker than English performance. Three year comparison reveals a steady increase in E/LA trends ($m=9\%$). Math trends average a three-year growth of 2% in grade 8 while grade 7 scores falter (-4%) and grade 10 scores remained constant.



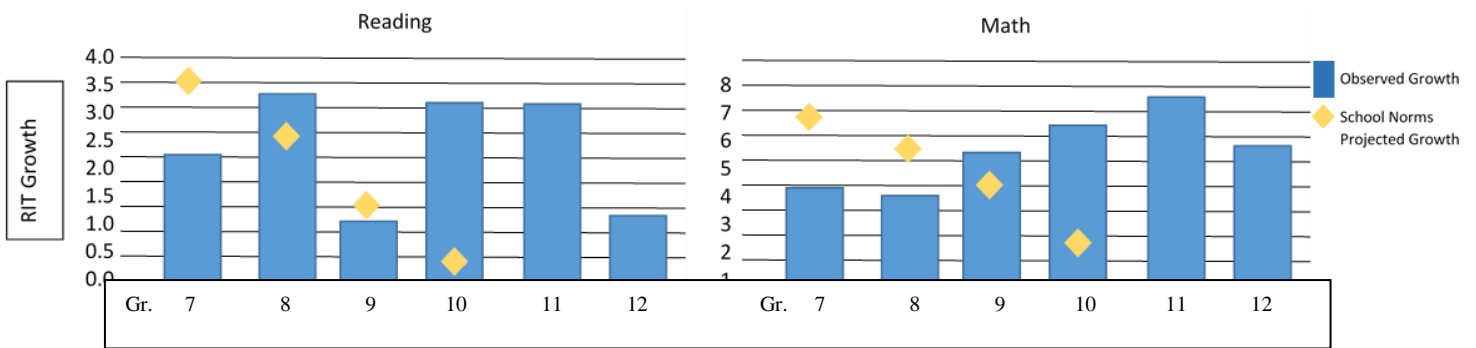
New Growth Model data was not yet available from the state at the time of this writing. While Leo JSHS students have made improvements on the Indiana Growth Model Report over the past two years, areas of weakness are still evident as students still demonstrate high achievement and low to moderate growth. NWEA data supports these findings as well with low to negative growth as measured on Conditional Growth Indexes of students meeting projected growth targets. The school received a grade of “A” from the Indiana Department of Education. Both junior and senior high students scored higher than state averages in both math and English/Language Arts on state testing. Leo Junior Senior High School ranks above state average in graduation rate.

NWEA

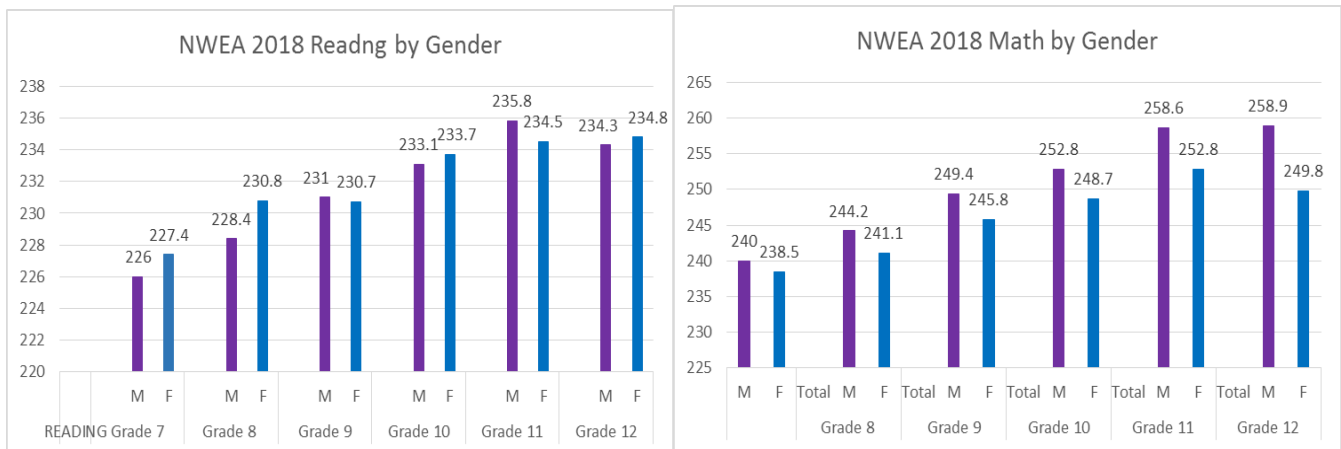
East Allen County Schools began using the NWEA testing services in 2015. Individual student growth targets (*RIT scores*) are used by teachers to help students meet yearly academic performance goals. Student needs are then reinforced through individualized online academic resources in *Puffin*. Initial NWEA data supports that Language Usage scores are slightly lower than Reading and Mathematics scores. In general, students outperform state and national group norms and improvements were made in student growth on projected growth indexes and national growth norms from previous years (*School Conditional Growth Index*).

NWEA 2017 - 18					
READING	Fall	Spring	Observed Growth	Projected Growth	School Conditional Growth Index
Grade 7	225.4	227.3	2	3.5	-0.87
Grade 8	226.4	229.7	3.3	2.4	0.39
Grade 9	229.8	230.9	1.1	1.5	-0.19
Grade 10	230.7	233.8	3.1	0.4	0.98
Grade 11	232	235.1	3.1	**	**
Grade 12	233.6	235.1	1.4	**	**
MATH	Fall	Spring	Observed Growth	Projected Growth	School Conditional Growth Index
Grade 7	235.7	239.6	3.9	6.7	-1.35
Grade 8	239.2	242.8	3.6	5.5	-0.89
Grade 9	242.5	247.8	5.3	4	0.57
Grade 10	244.5	251.1	6.5	2.8	1.44
Grade 11	248.7	256.2	7.5	N/A	N/A
Grade 12	249.7	255.4	5.6	N/A	N/A

NWEA 2018 Growth



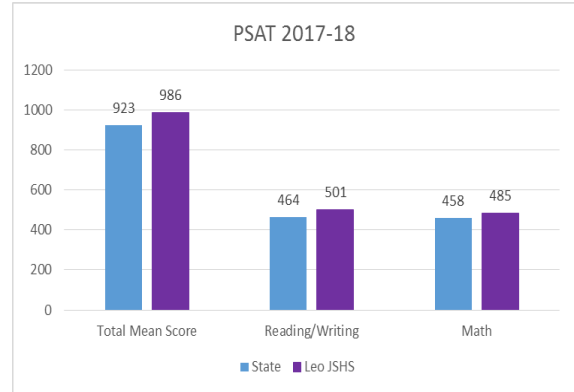
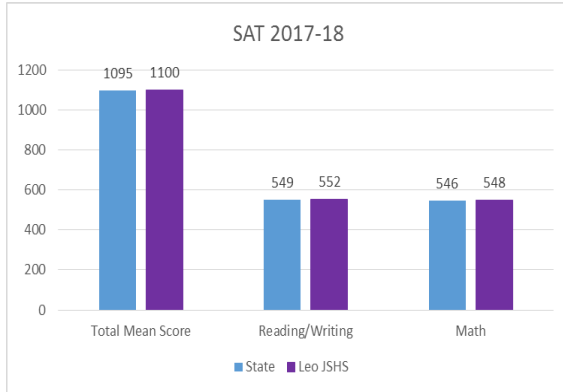
An examination of performance based on gender reveals mild discrepancies between males and females in Reading and significant performance discrepancies in Math. Female students out-performed male counterparts in reading all grades except grade 9 and 11, by as much as 2.4 points. Males out-perform females in mathematics in all grades, with the performance gap widening each successive year from a 1.5 point discrepancy among 7th graders to a 9.1 point discrepancy among seniors.



SAT/ACT

All students at Leo Jr./Sr. High School take the PSAT exam during their sophomore year and junior years, with approximately 85% of graduates taking the SAT exams prior to graduation. Results from PSAT and SAT tests were collected and analyzed with regard to overall trend and disaggregated by gender and SES. Analysis of the Mathematics and Reading/Writing exams revealed comparable performance to state averages but

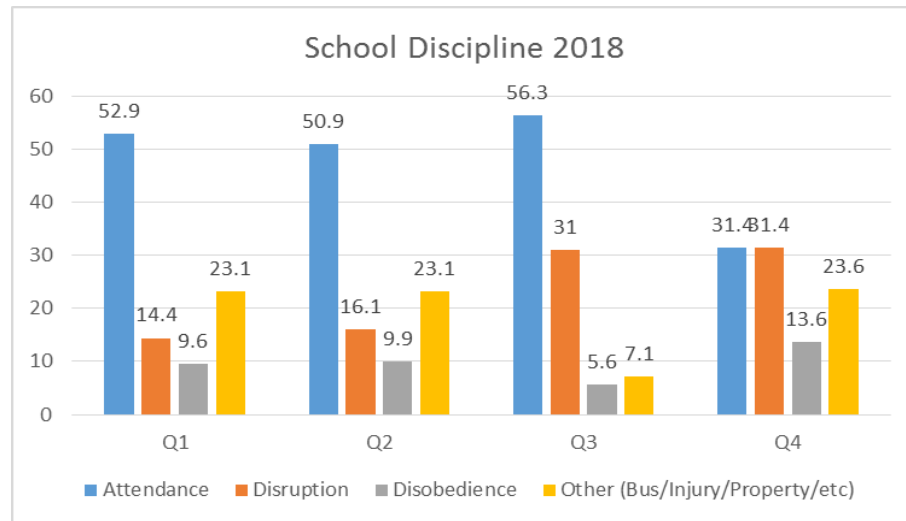
significant performance discrepancies between genders. Males out performed females with regard to writing (+22), mathematics (+53) and overall scores (+76).



WALK THRU/PBIS

Collection of instructional data from classroom walk-thru corroborates a strong correlation between direct student involvement and effective classroom management and learning. Data collected from classroom observations revealed strong growth in *Objective-Driven Lesson Plans*, and *Developing Student Understanding of Objectives*. Weakness in creating *Utilizing Assessment Data to Plan* and *Classroom Culture and Respect* have been identified for the 2018-19 school year. School administrators have begun working with teachers to focus on these areas of the Teacher Evaluation Rubric as they correlate to student performance in classrooms. When coupled with research from the Positive Behavior Intervention Strategies (PBIS) initiative, we believe that when students are engaged at a meaningful level in the classroom, they are less likely to cause disruptions that impede their own or others achievement. With this in mind, efforts were concentrated to encourage and provide teachers meaningful ways to incorporate non-lecture instructional methods into the classroom. Levels of student engagement have increased through collaboration, student-led instruction, use of Smart Boards and iPads, and professional development in student engagement techniques.

Approximately 50% of all discipline referrals are attendance related. *Insubordination* (the majority of these referrals include *Failure to Serve Consequences*), *Disrespect*, *Inappropriate Language*, and *Misconduct* were the next highest incidents accounting for slightly over 30% of all referrals. Students must be taught positive behavior strategies to ensure success in school and social environments.



Support of Indiana Instructional Strategies

Leo Jr./Sr. High School offers a diverse curriculum to meet the needs of all students. Leo Jr./Sr. High School encourages all students to minimally earn a Core 40 diploma and provides all students the opportunity to attain an Academic Honors Diploma. Educational programs consist of standard academic core courses, Honors English in grades 9 and 10, Advanced Placement courses in English Language (12), Calculus, US History, US Government. Leo Jr./Sr. High School offers Project Lead the Way Engineering and Biomedical programs, dual-credit courses with area post-secondary institutions. English/ Language Arts and Mathematics curriculums bundle CCRIAS together to provide seamless curriculum for all students including interventions and extensions. At-risk students have access to peer-remediation/tutoring opportunities, in-class tutoring, Edgenuity courses, and high-stakes test remediation. Special Education students have access to Read 180 curriculum to improve reading proficiency. The instructional practices that are implemented with the core curriculum are research-based

and support the achievement of CCRIAS. Teachers focus on increasing classroom rigor reading through the use of Webb's upper level Depth of Knowledge. Reading and writing strategies equip teachers to focus comprehension and three types of writing; narrative, expository, and argumentative. English learners receive standards-based instruction aligned with current Indiana standards so that they may attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging Indiana academic content and student achievement standards as all other children. At Leo Junior-Senior High School all teachers are considered English language teachers and are responsible for utilizing the World Class Design and Assessment (WIDA) standards. These standards include the following: Social and Instructional language, language of Language Arts, language of Mathematics, language of Science, and language of Social Studies. Leo Jr./Sr. High School utilizes a "War Room" data center for building-level student performance data. All faculty members utilize this information in an effort to fulfill the school's mission of building nurturing relationships with students to increase student performance.

Parental Involvement

Leo Jr./Sr. High School enjoys an active parental base that offers much support and involvement in the educational process. Parents are involved in the school improvement process, Career Majors Advisory Boards, Athletics and Fine Arts booster organizations and textbook adoption committees. Parents are directly involved in their student's educational process through Back to School night activities, Parent Teacher Conferences, weekly electronic progress reports and a Parent Advisory Committee. Parent communications include *Positive Parent Contact* from teachers, school newsletters, school website, *School Messenger* phone communications, and email database of school and guidance information and daily announcements.

Technology

Leo Jr./Sr. High School strives to keep current in educating students in a technologically advancing world. Students have access to technology such as; e-texts in

English/Language Arts, mathematics and social studies, Smartboards, iPads, Edgenuity, Learn 360, NWEA, Project Lead the Way, Distance Learning opportunities, virtual lab experiences and the *Canvas* learning management system.

Safe and Disciplined Learning Environment:

Leo Jr./Sr. High School continues to offer a safe and disciplined learning environment through the implementation of such strategies and initiatives as Positive Behavior Intervention Strategies, bullying alternatives, Thinking Errors, PRIDE initiative, and student counseling. Leo students and staff will continue ALICE (*Alert, Lockdown, Inform, Counter, and Evacuate*) crisis prevention protocol during the 2018-2019 school year. The ALICE protocol empowers students, staff, visitors, and administrators to make decisions that will allow them to survive in the event a violent intruder or other crisis threatens to cause harm.

Cultural Competency Component:

AYP Plan for Special Education, Financial Assistance

Analysis of Leo JSHS data reveals two cultural subgroups needing attention; Special Education students and those students receiving free or reduced assistance. An increasing transient student population means care must be taken to honor the cultural needs of students as they assimilate into the Leo Junior Senior High School community. Restorative practices will be used to meet the needs of students in both minority subgroups and majority populations. The faculty will also utilize culturally responsive practices to enhance the educational opportunities for all students.

Special Education students will be assisted through reading recovery interventions, inclusion in general education classes team-taught by a general education and special education teacher as afforded, peer tutoring opportunities, special education resource room help, and high-stakes testing remediation opportunities.

Needs of students receiving financial assistance are targeted through the development and the use of Career Majors interventions to apply real-world application to curricular content in the classroom.

Goals:

After collection, analysis, and discussion of the preceding data, the Leo Jr./Sr. High School faculty came to consensus on the adoption of three goals directed at improving student achievement throughout the next year.

Leo Jr./Sr. High School has adopted three goals for the 2018-2019 school year.

“All students will improve their overall reading comprehension and writing application scores across the curriculum as measured by NWEA, Edgenuity, District Writing Prompts, ISTEP+ and iLearn.”

“All students will use reading comprehension and writing applications to improve their understanding of math concepts as measured by NWEA, ISTEP+ and iLearn.”

“All students will learn student leadership, intrinsic motivation, and workplace behavior through Career Major and Positive Behavior Intervention Strategies”

SIP Goal: All students will improve their overall reading comprehension and writing application scores across the curriculum as measured by NWEA, ISTEP+, data, iLearn, and WIDA access data for EL students. Targets: 4.06% and 7% annual increase in students passing LA ISTEP+, 4.2% annual decrease in the achievement gap between Free/Reduced Lunch and Paid students on LA ISTEP+.

Spring 2018 ISTEP+ Data Grades 7-8, 10	Percent	Change	Spring 2019 - 2021 Targets		
2018 LA ISTEP+ (7&8)	87.8%	4.06%	91.86%	95.92%	100%
2018 LA ISTEP+ Achievement Gap	Paid 86.3% vs F/R 73.6%= 12.7%	4.2%	4.2%	4.2%	4.2%
2018 LA ISTEP+ (10)	79%	7%	86%	93%	100%

Support Data: Classroom goals, SLOs	Standardized Assessments:	Local Assessments:
Teacher Anecdotal Data Student Feedback Weekly Collaboration Data Daily Language Review	NWEA (10.4 & 10.5) ISTEP+ (10.4 & 10.5)	Response to Literature Author's Notebook 4 week assessment District writing Prompts

Intervention #1: Following explicit instruction and modeling, all students will practice different types of writing and reading comprehension strategies across the curriculum.

#	Activity	Person Accountable	Timeline	Resources	Monitoring Activities
1	Explanation of the purpose, process, and expectation for the use of 6+1 Writing Traits and extended response/writing assessments	Classroom Teachers Instructional Coach	September – May 2018 – 2021	Core Curriculum, <u>Guided Readers & Writers</u> by Fountas & Pennell, <u>6+1 Traits of Writing</u> by Ruth Culham	Peer/IC observations, Walk-Throughs, Audits, Administrative Observations, Student Work, Lesson Plans
2	Explanation of the purpose, process, and expectation for the use of persuasive, narrative, argumentative compositions, and expository compositions.	Classroom Teachers Instructional Coach	September – May 2018 – 2021	IDOE Language Standards	Peer/IC observations, Walk-Throughs, Audits, Administrative Observations, Student Work, Lesson Plans
3	Students will be given the opportunity to use Newsela and Tween Tribune in reading comprehension and writing applications.	Classroom Teachers Instructional Coach EL Coach	September – May 2018 – 2021	R.A.F.T. Newsela Tween Tribune	Student Data Observations Walk-Throughs, Lesson Plans
4	Students will be given the opportunity to use essential questions and level 3 and 4 DOK (Depth of Knowledge) activities to improve reading comprehension and writing.	Classroom Teachers Instructional Coach EL Coach	September – May 2018 – 2021	EACS Language Arts Curriculum	Portfolios Walk-Throughs Observations Lesson Plans Classroom Audits
5	Students will use Thinking Maps and graphic organizer activities to support the reading and writing processes.	Classroom Teachers Instructional Coach EL Coach	September – May 2018 – 2021	<u>Student Successes with Thinking Maps</u> by Hyerle, <u>Thinking Strategies</u> by Neesel	Portfolios Walk-Throughs Observations, Lesson Plans
6	Students will be given the opportunity to use a variety of content area comprehension strategies to improve reading and writing.	Classroom Teachers Instructional Coach EL Coach	September – May 2018 – 2021	<u>Texts and Lessons for Content Area Reading</u> by Daniels and Steineke Steineke	Portfolios Walk-Throughs Observations, Lesson Plans

Cont.

SIP Goal: All students will improve their overall reading comprehension and writing application scores across the curriculum as measured by NWEA and ISTEP+ data.
 Targets: 5% annual increase in students passing LA ISTEP+, 5% annual decrease in the achievement gap between Free/Reduced Lunch and Paid students on LA ISTEP+, 5% increase annually in students passing LA ECA.

7	Modeling of Gradual release of responsibility model to increase student engagement.	Classroom Teachers Instructional coach	September – May 2018 - 2021	Gradual Release of Responsibility Model by Fisher & Frey	Portfolios Walk-Throughs Observations, Lesson Plans
8	The use of "Best Practices" in reading and writing in the classrooms.	Classroom Teachers Instructional coach	September – May 2018 - 2021	<u>Best Practice</u> , Fourth Edition by Zemeleman, Daniels, and Hyde	Portfolios Walk-Throughs Observations, Lesson Plans
9	Students will be given the opportunity to use Canvas and technology applications to improve their reading and writing	Classroom Teachers Instructional coach Technology coach	September – May 2018 - 2021	Canvas, Moby Max, Testnav, Tween Tribune, Showbie, Newsela,	Portfolios Walk-Throughs Observations, Lesson Plans
10	Students will be given the opportunity to use Accelerated Reader to improve reading comprehension and lexile scores	Classroom Teachers Instructional coach	September – May 2018 - 2021	Renaissance Learning, Inc.	Portfolios Walk-Throughs Observations, Lesson Plans

Results-Based Staff Development Plan

Leo JSHS

Intervention: Following explicit instruction and modeling, all students will practice different types of writing and reading comprehension strategies across the curriculum.

Staff Development Outcome	Measure of Effectiveness	Student Outcome
Teachers will implement different types of writing and their characteristics across the curriculum with fidelity to teach and model effectively.	Professional feedback after each professional learning activity to determine effectiveness. Professional feedback will be solicited following classroom implementation. Review growth as measured through NWEA data.	All students will improve their overall writing application and reading comprehension skills as measured by NWEA (10.5), ISTEP+ (10.5 – Writing Applications)

Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	Teachers, IC, and Administrators will define professional learning, collaboration, coaching, and analysis of data to be applied to all professional development. Teachers, IC, and principal will define response to literature and will review IDOE standards for writing applications and vocabulary.	Teachers, Technology and Instructional Coaches (TC and IC), Administrators	Collaboration reports, PD reports	Collaboration time, TC & IC support, IDOE standards, PD books *	September 2018- June 2021
Model/ Demonstration	Teacher, principal, instructional and technology coaches will model mini-lessons in professional development workshops, collaborations, and classrooms.	IC, TC & Teachers	PD Reports Observation Reports Teacher Evaluations PGP Goal Setting conference	Core Curriculum, Guided Reader & Writer, IDOE Standards (10.1, 10.4)	September 2018- June 2021
Low-Risk Practice	All teachers will have an opportunity to practice and observe colleagues in faculty meetings and mini-workshops.	IC, TC & Teachers	Faulty Meeting Agenda. PGP	Core Curriculum, Protocol for Examining Student Work, , Collaboration Time, TC & IC support	September 2018- June 2021
On the Job Practice	Teachers will develop weekly lesson plans during prep periods and collaboration. Teachers will participate in pre and post observation conferences.	IC & Teachers	Collaboration and conference reports, Lesson Plan Audit	IDOE standards, collaboration, prep time, IC support	September 2018- June 2021
Follow Up	Teachers will participate in peer observations as colleagues teach and model different writing types and comprehension strategies.	IC & Teachers	Observation Reports, Teacher Evaluations, Feedback – Faculty Meetings	Prep Time for Peer Observations	September 2018- June 2021
Long Term Maintenance	Continued support from the instructional coach, colleagues, and administration to ensure different types of writing and comprehension strategies are implemented effectively.	Teachers, IC, Administrators	Collaboration reports, conference reports, Walk-through data	Core Curriculum collaboration, prep time, IC and Admin. Support	September 2018- June 2021

SIP Goal: All students will improve their overall reading comprehension and writing application scores across the curriculum as measured by NWEA, ISTEP+ data, and WIDA access data for EL students. Targets: 4.06% and 7% annual increase in students passing LA ISTEP+, 4.2% annual decrease in the achievement gap between Free/Reduced Lunch and Paid students on LA ISTEP+.

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2018 LA ISTEP+ (10)	79%	7%	86%	93%	100%

Support Data: Teacher Anecdotal Data Classroom goals Weekly Collaboration Data SLOs Student Feedback Daily Language Review	Standardized Assessments: NWEA (10.1) ISTEP+ (10.1)	Local Assessments: Respond to Literature Performance Task Author's Notebook 4 week assessment District writing Prompts Post Vocabulary Words
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Intervention #2: Students will receive instruction and opportunities to practice how to use vocabulary to improve writing application and reading comprehension across the curriculum.

#	Activity	Person Accountable	Timeline	Resources	Monitoring Activities
1	Explicit instruction on the use and identification of core vocabulary in each subject area.	Classroom Teachers Instructional Coach	September – May 2018 – 2021	<u>Identify Core Vocabulary</u> , Smekens Educator Solutions, inc., Core Curriculum, <u>Guided Readers & Writers</u> by Fountas & Pennell	Observations, Walk-Throughs Student Work, SRI Scores, Classroom Audits, Lesson Plans
2	Explicit instruction of the purpose, process, and expectation for Thinking Maps and Graphic Organizer activities.	Classroom Teachers Instructional Coach	September – May 2018 – 2021	<u>Student Successes with Thinking Maps</u> by Hyerle, <u>Thinking Strategies</u> by Neesel & Graham	Observations, Walk-Throughs Student Work, SRI Scores, Classroom Audits, Lesson Plans
3	Students will be given the opportunity to use Moby Max and Tween Tribune as an electronic tutorial in the area of vocabulary.	Classroom Teachers Instructional Coach EL Coach	September – May 2018 – 2021	R.A.F.T. Newsela Moby Max, Tween Tribune	Observations, Walk-Throughs Student Work, SRI Scores, Classroom Audits, Lesson Plans
4	Modeling of Gradual Release of Responsibility model to increase student engagement.	Classroom Teachers Instructional coach	September – May 2018 – 2021	Gradual Release of Responsibility Model by Fisher & Frey	Portfolios Walk-Throughs Observations, Lesson Plans
5	Explicit vocabulary instruction on the use and identification of the Frayer's Model for teaching vocabulary.	Classroom Teachers Instructional coach EL Coach	September – May 2018 – 2021	Frayer's Model Planning Template	Portfolios Walk-Throughs Observations, Lesson Plans
6	Explicit instruction on the use and identification of Marzano's Six Step Process Teaching Academic Vocabulary.	Classroom Teachers Instructional coach EL Coach	September – May 2018 – 2021	Marzano's Six Step Process For Building Academic Vocabulary	Portfolios Walk-Throughs Observations, Lesson Plans

Results-Based Staff Development Plan

Leo JSHS

Intervention: Students will receive instruction and opportunities to practice how to use vocabulary to improve writing application across the curriculum.

Staff Development Outcome	Measure of Effectiveness	Student Outcome
Teacher will implement and make effective use of core and technical vocabulary in each subject area to increase vocabulary development to improve writing application.	Professional evaluation tool will be compiled after each professional learning activity to determine effectiveness. Professional feedback will be solicited following classroom implementation. Review growth as measured through NWEA data.	All students will improve their overall vocabulary skills as measured by NWEA (10.1) ISTEP+ (10.1)

Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	Teacher, IC and Administrators will review the expectations for implementing core and technical vocabulary effectively across the curriculum in each subject area.	Teachers, IC, Administrators	Collaboration reports, PD Report Teacher Evaluations	Daily Vocabulary Words, Core Vocabulary, Vocabulary Notebook, PD books *	September – May 2018 – 2021
Model/ Demonstration	Teachers and Instructional coach will model mini-lessons in professional development workshops	IC & Teachers	PD Report Observation Reports PGP Reports	Core Curriculum, Guided Reader & Writer, IDOE Standards (10.1, 10.4)	September – May 2018 – 2021
Low-Risk Practice	All teachers will have an opportunity to practice and observe colleagues in faculty meetings and mini-workshops	IC & Teachers	PD Reports Goal Setting Report and Conference Teacher Evaluations	Core Curriculum, Protocol for Examining Student Work, , Collaboration Time, IC support	September – May 2018 – 2021
On the Job Practice	Teachers will develop weekly lesson plans during prep periods and collaboration	IC & Teachers	Collaboration reports, Lesson Plan Audit	IDOE standards, collaboration, prep time, IC support	September – May 2018 – 2020
Follow Up	Teachers can participate in peer observations as colleagues teach and model implementation of core and technical vocabulary.	IC & Teachers	Observation Reports, PD Report, Feedback Faculty Meetings Teacher Evaluations	Prep Time for Peer Observations	September – May 2018 – 2021
Long Term Maintenance	Continued support from the instructional coach, teachers, and administration to ensure that vocabulary development is being implemented effectively through the use of core and technical vocabulary.	Teachers, IC, Administrators	Collaboration reports, conference reports, Walk-through data	Core Curriculum collaboration, prep time, IC and Admin. Support	September – May 2018 – 2021
* <u>Guided Reader & Writer</u> , <u>Strategies that Work</u> , <u>Best Practices</u> , <u>Classroom Instruction that Works</u> , <u>Thinking Strategies</u> , <u>Students Successes with Thinking Maps</u>					

SIP Goal: All students will use writing applications and reading comprehension skills to improve their understanding of math concepts as measured by NWEA, ISTEP+, and WIDA access data for EL students. **Targets:** 11.2% annual increase in students passing Mathematics ISTEP+ Grades 7 and 8, 2% annual decrease in the achievement gap between Free/Reduced Lunch and Paid students on Mathematics ISTEP+, 17% increase annually in students passing Mathematics ISTEP+ Grade 10.

Spring 2018 ISTEP+ Data Grades 7-8, ECA 9 & 10		Percent	Increase	Spring 2019-2021 Targets		
2018 Math ISTEP+ (7&8)	66.5%		11.2%	77.2%	88.90%	100%
2018 Math ISTEP+ Achievement Gap	Paid 66.6% vs F/R 42%=24.6		8.2%	8.2%	8.2%	8.2%
2018 Math ISTEP+ (10)	49%		17 %	65.3%	82.6%	100%
Support Data: Teacher Anecdotal Data Daily Math Review Weekly Collaboration Classroom Goals Student Feedback SI.Os		Standardized Assessments: NWEA (A1.1) ISTEP+ (A1.1), – (Quadratic Equation)		Local Assessments: Math Journals Performance Task Portfolios District 4 week assessment		
Intervention #1: Students will receive instructional opportunities to practice expository writing and comprehension strategies to heighten their understanding of various math concepts.						
#	Activity	Person Accountable	Timeline	Resources	Monitoring Activities	
1	Modeling of Thinking Maps and graphing organizer activities to support the writing process.	Math Teachers Instructional Coach EL Coach	Sept 2018 – May 2021	<u>Student Successes with Thinking Maps</u> by Hyerle, <u>Thinking Strategies</u> by Neesel & Graham	Observations, Walk-Throughs, Audits, Data Review, Lesson Plans	
2	Explanation of the purpose, process, and expectation for the use of expository compositions and extended response/writing	Math Teachers Instructional Coach	Sept 2018 – May 2021	IDOE Language Standard Balance Math For Secondary by Christinson	Observations, Walk-Throughs, Audits, Data Review, Lesson Plans	
3	Students will be given the opportunity to use Edgenuity, Moby Max, and Edulastic as an electronic tutorial in Math applications.	Math Teachers Instructional Coach EL Coach	Sept 2018 – May 2021	Edgenuity Edulastic Moby Max	Observations, Walk-Throughs, Audits, Data Review, Lesson Plans	
4	Students will be given the opportunity to use NWEA as an electronic tutorial in Math applications.	Math Teachers Instructional Coach EL Coach	Sept 2018 – May 2021	IDOE NWEA	Observations, Walk-Throughs, Audits, Data Review, Lesson Plans	
5	Modeling of Gradual Release of Responsibility model to increase engagement	Classroom Teachers Instructional coach	Sept 2018 – May 2021	Gradual Release of Responsibility Model by Fisher & Frey	Observations, Walk-Throughs, Audits, Data Review, Lesson Plans	
6	Explicit instruction on the use of “Best Practices” in the area of math.	Classroom Teachers Instructional coach	Sept 2018– May 2021	<u>Best Practice</u> , Fourth Edition by Zemeleman, Daniels, and Hyde	Observations, Walk-Throughs, Audits, Data Review, Lesson Plans	
7	Task write up will be used to support the reading and writing processes.	Classroom Teachers Instructional coach	Sept 2018– May 2021	Balance Math Programs For Secondary Grades by Ainsworth &	Observations, Walk-Throughs, Audits, Data Review, Lesson Plans	
8	Students will be given the opportunity to use retesting or reassessing to improve their math skills.	Classroom Teachers Instructional coach	Sept 2018 – May 2021	Balance Math Programs For Secondary Grades by Ainsworth & Christinson	Observations, Walk-Throughs, Audits, Data Review, Lesson Plans	

Staff Development Outcome		Measure of Effectiveness		Student Outcome	
Teachers will implement and make effective use of writing application to improve their understanding of math concepts		Professional evaluation tool will be compiled after each professional learning activity to determine effectiveness. Professional feedback will be solicited following classroom implementation. Review growth as measured through NWEA data.		All students will improve their operations with real numbers skills as measured by ISTEP+ (A1.1) and NWEA.	
Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	Teacher, IC and Administrators will review the expectations for implementing writing application effectively.	Teachers, IC, Administrators	Collaboration reports, PD Report, Teacher Evaluations	Collaboration time, IC support, IDOE standards, PD books *	September 2018- May 2021
Model/ Demonstration	Teachers, Instructional coach, and principal will model mini-lessons in professional development workshops.	IC & Teachers Administrators	PD Report Observation Reports Teacher Evaluations PGP	Core Curriculum, Guided Reader & Writer, IDOE Standards (10.1, 10.4)	September 2018 - May 2021
Low-Risk Practice	All teachers will have an opportunity to practice and observe colleagues in faculty meetings and mini-workshop, collaborations, and classrooms.	IC & Teachers	PD Reports Teacher Evaluations PGP	Core Curriculum, Protocol for Examining Student Work, , Collaboration Time, IC support	September 2018 - May 2021
On the Job Practice	Teachers will develop weekly lesson plans during prep periods and collaboration.	IC & Teachers	Collaboration reports, Lesson Plans, Audit	IDOE standards, collaboration, prep time, IC support	September 2018 - May 2021
Follow Up	Teachers will participate in peer observations as colleagues teach and model implementation of writing application.	IC & Teachers	Observation Reports, PD Evaluation, Feedback – Faculty Meetings	Prep Time for Peer Observations	September 2018 - May 2021
Long Term Maintenance	Continued support from the instructional coach, teachers, and administration to ensure that writing application is being implemented effectively.	Teachers, IC, Administrators	Collaboration reports, conference reports, Walk-through data	Core Curriculum collaboration, prep time, IC and Admin. Support	September 2018 - May 2021
*Guided Reader & Writer, Strategies that Work, Best Practices, Classroom Instruction that Works, Thinking Strategies, Students Successes with Thinking Maps					

SIP Goal: All students will learn student leadership skills, intrinsic motivation, and workplace behavior through Career Major and Positive Behavior Intervention Strategies
 Targets: 2% annual decrease in office discipline referrals in grades 9-12 and a 5% annual decrease in grades 7-8.

Spring 2018 Referral Data Grades 7-8, Grades 9-12	Referrals	Decrease	Spring 2019-2021 Targets		
2018 Discipline referrals Grades 7-8	185	5%	175.7	166.5	157.2
2018 Discipline referrals Grades 9-12	525	2%	514.5	504	493.5
Support Data: Student Survey Discipline Data	Standardized Assessments: ISTEP iLearn		Local Assessments: SRI NWEA Scantron test		

Intervention #1: Students will learn and promote communication, motivation, leadership and team building skills.

#	Activity	Person Accountable	Timeline	Resources	Monitoring Activities
1	Students will participate in community service.	Team and Club sponsor Meadows	Sept 2018– May 2021	Transportation	Reports Clubs Athletics
2	Students will participate in team building activities. E.g. Kindness Challenge, Leadership Workshop	Teacher Meadows Brown	Sept 2018– May 2021	Presenters	Field Trips, Lesson Plans Clubs
3	Students will participate in anti-bullying activities.	Faculty Human Resources Administration	Sept 2018 – May 2021	Speaker Poster Digital Literacy Videos	Field Trips, Lesson Plans Assembly
4	Students will participate in a meaningful internship.	Guidance CDC Teachers	Sept 2018 – May 2021	CDC	Internship Reports, Field Trips
5	Students will receive recognition.	Teachers	Sept 2018– May 2021	Student of the Month Posters/materials AS400 Leo PRIDE	Student of Month Submissions School Board
6	Students will learn Positive Behavior Intervention Strategies.	Staff Administration	Sept 2018– May 2021	Act of Kindness Leo PRIDE Digital Literacy	Discipline Reports

Results-Based Staff Development Plan

Leo JSHS

Intervention: All students will learn and promote communication, motivation, leadership and team building skills.

Staff Development Outcome		Measure of Effectiveness		Student Outcome	
Teachers trained to teach students communication, leadership, and team building skills		Observations Walk-Through Collaboration Surveys		Increase student adherence to school and internship rules Decrease classroom disruption	
Knowledge	Teacher, instructional and administrators will review the expectations for implementing writing application effectively.	Teachers, IC, Administrators	Collaboration reports, PD Report, Teacher Evaluations	Collaboration time, IC support, IDOE standards, PD books *	September 2018 May 2021
Model/ Demonstration	Teachers, instructional coach, and administrators will model mini-lessons in professional development workshops.	IC & Teachers Administrators	PD Report Observation Reports Teacher Evaluations PGP	Core Curriculum, Guided Reader & Writer, IDOE Standards (10.1, 10.4)	September 2018 May 2021
Low-Risk Practice	All teachers will have an opportunity to practice and observe colleagues in faculty meetings and mini-workshop, collaborations, and classrooms.	IC & Teachers	PD Reports Teacher Evaluations PGP	Core Curriculum, Protocol for Examining Student Work, , Collaboration Time, IC support	September 2018 May 2021
On the Job Practice	Teachers will develop weekly lesson plans during prep periods and collaboration.	IC & Teachers	Collaboration reports, Lesson Plans, Audit	IDOE standards, collaboration, prep time, IC support	September 2018 May 2021
Follow Up	Teachers will participate in peer observations as colleagues teach and model implementation of writing application.	IC & Teachers	Observation Reports, PD Evaluation, Feedback – Faculty Meetings	Prep Time for Peer Observations	September 2018 May 2021
Long Term Maintenance	Continued support from the instructional coach, teachers, and administration to ensure that writing application is being implemented effectively.	Teachers, IC, Administrators	Collaboration reports, conference reports, Walk- through data	Core Curriculum collaboration, prep time, IC and Admin. Support	September 2018 May 2021

Stakeholder Involvement in SIP Process

List of names of all faculty members and indicate their involvement in the creating your school improvement plan. This form should be submitted with your school improvement plan when it is ready for review.

NAME	INVOLVEMENT
Dr. Neal Brown _____	Facilitate and Organized Report, Strategic Interventions
Jody Smith _____	Data Analysis, Profile Author, Strategic Interventions
Ben Shappell _____	SIP Committee Member, Input, Strategic Interventions
Angela Bell _____	SIP Committee Member, Input, Strategic Interventions
Greg Bierbaum _____	SIP Committee Member, Input
Molly Baumert _____	SIP Committee Member, Input
Aaron Volkert _____	SIP Committee Member
Jessica Hancock _____	SIP Committee Member
Michael Lance _____	Input, Strategic Interventions
Kelly Mahoney _____	SIP Committee Member
Mary Hoff _____	SIP Committee Member
Melissa Fiedler _____	SIP Committee Member
Vicki Kern _____	SIP Committee Member
Patricia Meadows _____	SIP Committee Member
Nicole LeRose _____	SIP Committee Member
Meagan Hartleroad _____	SIP Committee Member
Parent Community Advisory	Reviewed 2017-2018 documents and gave input for 2018-2019 Report
Faculty	Reviewed 2017-2018 documents and gave input for 2018-2019 Report

PL 221 Checklist

Use the following list to identify the location of the required, implied, and suggested items within your school improvement plan. This checklist should be submitted with your final plan for review by the superintendent and school board.

Present	Item	Page Number
✓	Narrative description of the school, the community, and the educational programs	3-4
✓	Description and location of curriculum	3-4
✓	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	5
✓	Statement of mission, vision, or beliefs	5
✓	Summary of data derived from an assessment of the current status of educational programming, including the following: <ul style="list-style-type: none"> • Data, including graphs, from the annual performance report • Data related to performance indicators other than those included in the annual performance report • Other information about educational programming and the learning environment 	6-11
✓	Information about how the school's curriculum supports the achievement of Indiana Academic Standards	4, 12
✓	Information about how the school's instructional strategies support the achievement of Indiana Academic Standards	4, 12-14
✓	Conclusions about student achievement, based on information from ISTEP+ and other assessment strategies	6-11
✓	Parental participation in the school (planning, reviewing the SIP)	13, 25
✓	Technology as a learning tool	13-14
✓	Safe and disciplined learning environment	14
✓	Professional development	16-24
✓	Student achievement objectives/goals, derived from an assessment of the current status of educational programming on Attendance rate	6, 15
✓	Student achievement objectives/goals, derived from an assessment of the current status of educational programming on Percentage of students meeting academic standards under the ISTEP+ program	16-24

✓	Student achievement objectives/goals, derived from an assessment of the current status of educational programming on Graduation rate (for secondary schools)	6
✓	Specific areas where improvement is needed immediately	15-24
✓	Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the educational system	16-24
✓	Academic Honors Diploma and Core 40, including the following: <ul style="list-style-type: none"> • Provisions to offer courses that allow all students to become eligible to earn the Academic Honors Diploma • Provisions to encourage all students to earn an Academic Honors Diploma or to complete the Core 40 curriculum 	3, 12-13
✓	Proposed interventions (strategies) based on student achievement objectives/goals	16-24
✓	Professional development that: <ul style="list-style-type: none"> • emphasizes improvement of student learning and performance. • supports research-based, sustainable school improvement efforts. • aligns with the core principles of professional development • includes methods to improve the cultural competency of teachers, administrators, staff, parents, and students. 	16-24
	Statutes and rules to be waived	
✓	Three (3) year time line for implementation, review, and revision	16-24
✓	Cultural Competency <ol style="list-style-type: none"> (1) identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population (2) incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan; and (3) recommend areas in which additional professional development is necessary to increase cultural competency in the school's educational environment. 	14-15

Additional Items for Title 1 Plans

Present	Item	Page Number
N/A	Methods/strategies that strengthen core academic programs	
N/A	Methods/strategies that increase the amount of learning time	
N/A	Strategies for serving underserved populations	
N/A	Strategies for meeting the needs of low achieving students	
N/A	Strategies for meeting the needs of those students at risk in meeting state standards	
N/A	Ensuring highly qualified teachers	
N/A	Strategies to attract high quality, highly qualified teachers	
N/A	Strategies to increase parent involvement	
N/A	Plan for providing assessment results to parents	
N/A	Plans for assisting pre-school children with transitioning	
N/A	Assistance plan for parents – to help students having difficulty mastering proficient or advanced level academic achievement	
N/A	Coordination of funding and resources	