# School Improvement Plan
## 2012-2015

<table>
<thead>
<tr>
<th><strong>School Name</strong></th>
<th>Lora L. Batchelor Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Address</strong></td>
<td>900 Gordon Pike, Bloomington, In. 47403</td>
</tr>
<tr>
<td><strong>School Telephone Number</strong></td>
<td>812-330-7763</td>
</tr>
<tr>
<td><strong>School Fax Number</strong></td>
<td>812-330-7766</td>
</tr>
<tr>
<td><strong>School Number</strong></td>
<td>6172</td>
</tr>
<tr>
<td><strong>School Corporation Number</strong></td>
<td>5740</td>
</tr>
</tbody>
</table>

**Eric Gilpin**
- Principal

**Dr. Judith DeMuth**
- Superintendent

**Kelley Smith**
- School Board President
School Improvement Plan Signature Sheet

Date: 4/23/15
School Name: Lora L. Batchelor Middle School

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Eric Gilpin</td>
<td></td>
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<tr>
<td>Maureen Davidoff</td>
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<tr>
<td>Greg Bodie</td>
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<tr>
<td>Amy Martin</td>
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<td>Steve Blee</td>
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<tr>
<td>Tracy Beane</td>
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<tr>
<td>Jeanna Kerr</td>
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<tr>
<td>Cody Messman</td>
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<tr>
<td>Joe Smith</td>
<td></td>
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<tr>
<td>Beth Hensley</td>
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</tbody>
</table>
School Improvement Plan

I. Introduction:

A. Narrative Description

MCCSC Profile -
The Monroe County Community School Corporation (MCCSC) is a dynamic community with broad diversity in cultures, religions, ethnic groups, and socioeconomic levels. This diversity and the school community’s commitment to quality education have made the MCCSC an educational leader in Indiana for the past forty years. The district encompasses 360 square miles and operates two comprehensive high schools, three middle schools, 14 elementary schools, one alternative high school, and New Tech High School. The MCCSC is the 20th largest school system in the state of Indiana and the current Broadview Learning Center, Hoosier Hills Career Center and MCCSC enrollment is 10,990. MCCSC employs 753 teachers, 56 certified administrators and a support staff of some 973 people to the MCCSC education process.

Community Profile -
Batchelor Middle School serves seventh and eighth graders in the Monroe County Community School Corporation (MCCSC). The MCCSC main offices are located in Bloomington, Indiana, the county seat of Monroe County. The town has a population of 69,000 permanent residents, plus over 37,000 students attending Indiana University. Overall, there are approximately 120,000 residents in Monroe County.

Bloomington industry draws from a seven-county work force. Employees work in areas ranging from custodial and maintenance jobs to professors and clerical positions. The unemployment rate has risen in the area in recent years.

The presence of Indiana University, one of the nation's largest campuses, makes Bloomington a prime center of cultural, academic, and entertainment interests. The university, in conjunction with the rest of the Bloomington community, sponsors educational opportunities for students including libraries, museums, concerts, and plays. The Bloomington and Monroe County Parks and Recreation Departments, the YMCA, the Boys and Girls Club, and Girls Inc.

Batchelor Profile -
Batchelor Middle School, located in the southwest quadrant of Monroe County, once served a diverse population with a socioeconomic level of middle to affluent. Batchelor has become a school with a current enrollment of 540, primarily representing suburban and rural blue-collar families. This year, over 40% of the students received textbook assistance and free/reduced lunches. As a result of this changing clientele, the staff is dedicated to finding new ways to serve the ever-increasing at-risk population.

In 1999-2000 school started at Batchelor after a major renovation. The fourth floor classrooms were redesigned to provide walls and doors to a formerly "open concept" classroom.
configuration. A new arrangement of the locker bays with new lockers and new carpet on most of the third floor entry area offered a like-new atmosphere in the school. In 2004 a second major renovation resulted in new physical education facilities, cafeteria, and music, science, and practical arts areas.

The Batchelor staff includes thirty-one full-time teachers, three part-time teachers, three administrators, two counselors, one media specialist, one health aide, one part-time social worker, six classroom aides, six custodians, and five cooks. Built in 1973 and situated on 46 acres, the school has four levels, housing 40 classrooms with computer access in every classroom, a library media center with 10,000 volumes, computer labs, twelve mobile carts containing thirty iPad, a gymnasium, and an auditorium. All computers are networked to a Local Area Network offering a wide variety of software, and computers are connected to the MCCSC Wide Area Network offering Internet connectivity. Wireless access is available anywhere within the building. Each teacher has email, voice mail in the classroom, iPad 2, and desktop computer in classroom. Every classroom is equipped with a SmartBoard or the equivalent.

Batchelor students receive recognition for outstanding effort in several areas. Batchelor students have won several writing contests, including Write Stuff short story, Good Citizen essay, and Mini-Playwriting Contest, sponsored by the Herald-Times newspaper. The Batchelor Academic Super Bowl teams finished in the top 15 teams in the state while several Batchelor students received honors in band and choir contests. Students from the video productions class captured first place in the state and national media fair competition, as well as garnering first place in the CSPAN StudentCam video documentary competition and special recognition from the United Nations for an anti-bullying video. Batchelor students are also recognized each grading period for academic achievement, attitude, behavior, and good attendance. Also, approximately thirty students at the end of each six weeks are given an opportunity to eat lunch with the principal. Teachers nominate students based on exemplary academic or social behavior during the past six weeks. Finally, at an end-of-the-year awards night, school personnel honor students who have demonstrated achievement, artistic aptitude, and those who have made special contributions to the school during the school year. These efforts and their subsequent recognition help to promote a positive school climate.

In addition to various extra-curricular activities such as National Junior Honor Society, Student Coalition, sports and drama club, Batchelor also offers opportunities for students to participate in youth outreach programs, many in partnership with local education and community service institutions. All are designed to offer extra support so that students can be successful and eventually earn a high school diploma. The Chamber of Commerce/Franklin Initiative, IU Center for Human Growth, Leadership Bloomington, Monroe County Juvenile Probation, Project Peace, Student Coalition, and Bloomington Hospital Teen Options are some of the agencies which participate in cooperation with the school.

B. Curriculum

The Batchelor Middle School curriculum is aligned with the standards adopted by the Indiana State Board of Education. Teachers at Batchelor, under the direction of the building principal, provide enrichment of the curriculum with the assistance of district wide personnel.
The academic programs at Batchelor Middle School offer a full course of study designed to meet the needs of all students. The curriculum provides hands-on experiences that enhance and extend students’ skills. It is designed to enable students to explore their interests and discover new areas of individual development. Programs are available for students with learning disabilities and for students who are mentally or emotionally challenged. An Accelerated Learning Program (ALPS) provides courses in humanities, algebra, geometry, English, science, and world language, in addition to enrichment in the arts and music. Course offerings for 7th and 8th graders in music, family and consumer science, physical education and health, writing skills, Project Lead the Way, and video production are available for all students, in addition to core curricula subjects. Also, Batchelor has provisions to offer courses that allow all students to become eligible to earn the academic honors diploma. Skill building classes offer language arts and math remediation for those students who score below the state standard on the ISTEP tests. Curriculum guides for all disciplines may be found in the principal’s office as well as the district wide network L: drive. No Indiana statutes or rules are presently waived, nor will a request be made to do so.

C. Assessment Instruments
Teacher-made assessments, End of course remediation assessments, department common assessments, and Acuity

II. MCCSC Mission, Vision, and Beliefs

Mission Statement:
Empowering students to maximize their educational success to become productive, responsible global citizens.

Vision Statement:
We envision a world-class learning community that educates tomorrow’s leaders.

Core Values:

Value 1: Engagement
All students can learn. We teach all students. No exceptions.
All students deserve rigorous, diverse curricular and extracurricular programs, integrated with technology. Such programs balance student’s needs and interests, resulting in high levels of student engagement, achievement and completion.

Value 2: Empowerment
All students are diverse and unique. When students are empowered, self-esteem grows.
All students’ experiences and perspectives are assets that reflect the strength of our schools and the values of our community. Such assets, when respected, nurtured and explored, promote their academic success and the success of their peers.
Value 3: Environment

All students thrive in a positive, creative and stimulating learning and working environment. All employees excel in a culture actively supported by professional development opportunities. Highly-trained, highly-valued teachers and staff are pivotal to the continuous improvement and success of our students. All students deserve, and we will provide, a healthy, safe and secure learning environment.

III. School Mission and Belief Statements

A. Mission Statement of Batchelor Middle School

We dedicate ourselves to enhancing the physical, intellectual, emotional, and social development of all students to produce active learners capable of meeting the future challenges.

B. Belief Statements of Batchelor Middle School

- Teachers and all school staff must make extraordinary efforts to accommodate the wide range of developmental differences and varying social backgrounds of all students.

- Young adolescents have a strong need for personal identity, deepened friendships, expanded social interactions, and excitement and adventure.

- To support student learning, teachers and all school staff must maintain a safe and caring learning environment while implementing effective organizational procedures, curricula, and instructional methods.

- A strong instructional program provides opportunities to strengthen academic skills, increase knowledge in all content areas, foster a sense of personal worth and social responsibility, and promote self discipline, self directed learning, critical thinking.

- Parental involvement and communication with teachers are the key components in student success.
IV. Current Education Programs

A. Curriculum Supports of the Indiana Academic Standards

1. Guaranteed and Viable Curriculum

Beginning with the question, “What do we want students to learn?” Each instructional department has worked vigorously to determine what each student should know when they leave 7th grade and 8th grade in regards to their academic department. The departments have studied the standards the state has identified as important. Once those standards have been identified they mapped out a plan for instruction of those standards throughout the year. Each department then asked, “How do we know the students have learned it?” Each department has created common assessments that will be delivered at approximately the same time to students in common subject areas. Once these assessments are analyzed, teachers in these subjects identify students who demonstrated proficiency on the assessment as well as those students who did not. Those students who have not demonstrated proficiency are given additional support including re-teaching and remediation. The students then are given another opportunity to demonstrate proficiency in that area. Those students who showed proficiency on the original assessment are given opportunities to do enrich their learning.

2. High School Core 40/Honors Diplomas

B. Instructional Strategies which support the Indiana Academic Standards

On Monday, Tuesday, Thursday, and Friday we have provided an additional thirty minutes for supporting struggling students and providing enriching learning activities. Teachers are able to work with students who may be struggling with content within their area. This time allows students to make up any missing work or test. Teachers can work with students who may need help with a homework assignment or project. Students are also able to work on their own using school resources to complete any upcoming assignments or study for tests. Enrichment is provided for students who have already mastered content/skills from their class as well as have all assignments completed. Students are able to learn new skills, concept, or behaviors. They may also simply deepen their skills or abilities within subject areas.

Students who are continually struggling in a content subject or have failed ISTEP are offered additional support built within their class schedule. During this time, students work with a certified teacher in English and/or math to help them in skills or knowledge that they may be deficient. The teachers give teacher generated pre-assessments as well as use Acuity and ISTEP data to identify needs. Once the data has been retrieved, the teachers will use this information to target individuals and groups of students to help improve the deficient skill or knowledge.

In addition, we have time after school on Friday where students can work with one or two certified teachers to complete missing assignments. Any student who has three or more missing assignments has to attend the time after school.
Finally, Monroe County Community School Corporation (MCCSC) has designed the school day on Wednesday to allow teachers within their department to work together to identify what students need to know, how students will demonstrate it, discuss strategies for students who do not show proficiency, and discuss strategies for students who do show proficiency. The school day starts approximately 45 minutes later on Wednesday compared to the other four days creating this time for professional collaboration.

C. Parental Participation

Batchelor Middle School welcomes parent involvement and participation. There are numerous ways we us to increase communication with parents. For example, frequent flyers and letters are sent; a web page with a calendar is maintained; the office staff maintains an activity hotline; daily announcements are sent via an email list serve to parents that have provided their address; periodic updates are sent from the principal to parents via email; parents can follow Batchelor on Twitter, Instagram, and Facebook for up-to-date information. To further enhance communication, an expanded email list was developed with the goal of having every household with email access on the list.

Batchelor started the Parent Involvement Team called the PIT Crew years ago. The PIT crew is called upon to help plan and/or organize various activities at Batchelor throughout the year. This year teachers have created a “needs list” to be sent to the PIT crew. This needs list is based on ways in which parents can physically help out the staff. Batchelor also has many parents involved with the school in a variety of other ways. Parents have served on textbook adoption committees, volunteered for teachers’ services, attended Batchelor family nights, worked the Book Fair, sold concessions, and supported athletics through volunteer work in the athletic department. We hope to have more family nights in the future. Parents have helped to provide the lunches associated with the Lunch with the Principal program as well as teacher lunch-ins.

D. Technology as a Learning Support

Students have many opportunities to use technology at Batchelor Middle School. There is one technology specialist in the building who is available to work with teachers as well as one district specialist. Several other teachers in the building have also been trained to offer technology support as resident experts. The school has five computer labs and at least one computer in every classroom. All computers are networked to a Local Area Network offering a wide variety of software, and computers are connected to the MCCSC Wide Area Network offering Internet connectivity. Students and teachers can access the corporation’s wireless network anywhere within the building. Each classroom has a television or projector and VCR. All classrooms are equipped with a Smartboard or the equivalent. Each teacher has been equipped with an iPad 2. In addition to this, our second period video production class is doing a Skype with a middle school in England and New Zealand. Currently, they are setting up another time with a school from Russia.
E. Recent Professional Development

Professional development is recognized as a crucial part of school improvement. As a result of that belief, all teachers at Batchelor have participated in a number of activities. Teacher attendance at conferences and workshops is encouraged. Teachers then conduct workshops with colleagues to share the latest research, strategies, and best practices. This often takes place during monthly faculty meetings, at which time is set aside for sessions on best practice and instruction. In addition to this, we were able to take the entire faculty to the National Middle School Association conference held in Indianapolis back in November 2009. The summer of 2010 we took five teachers to a conference on Professional Learning Communities (PLC). This summer we had five more teachers and two administrators attend a PLC conference. Over the course of the 2010-11 and 2011-12 school year, we had several teachers attend a PLC Coaching Academy.

Various other professional development activities are conducted during the school year in faculty meetings, staff development days, and after school meetings. The Climate Committee has also facilitated a number of activities during faculty meetings such as the Raising Responsibility, and the Human Understanding and Diversity committee has developed several anti-bullying programs in order provide insight into our ongoing focus on Positive Behavioral Supports. Another focus, data-driven decision-making through the use of Acuity is often highlighted throughout the year to help direct efforts in differentiated instruction. Other topics such as active learning, reading comprehension strategies, and rigor in the classroom, are discussed and demonstrated in both faculty meetings and in-service days.

Over the 2014-15 Batchelor teachers have been reading and receiving professional development from the Art and Science of Teaching by Robert Marzano. This is a research based book on best teaching practice. Teachers have explored and self-reflected on the various practices laid out in the book.

Batchelor is also a proponent of using professional learning communities in order to further the faculty’s professional development. We have dedicated forty-five minutes every Wednesday morning for department teams to collaborate. They will be focusing their attention on identifying power standards and developing common formative assessments.

F. Cultural Competency

At Batchelor Middle School, great care is taken to ensure that our teaching methods, activities and policies are culturally competent. In order to increase the educational opportunities for our various minority or exceptional groups of students, we have many things in place. We coordinate with the Black Cultural Center at Indiana University to send minority students to a leadership forum each fall. This year, over 20 students were able to attend and meet IU students who exposed them to the unlimited possibilities of higher education. To further enhance our school’s ability to meet the needs of African American students (which we know benefits all students, regardless of race) Social Studies teachers at Batchelor have developed lessons which avoid the common pitfall of tokenism and instead focus on taking multiple perspectives of historical and cultural events.
Exceptional learners, both gifted and talented and students with special needs, are well served at Batchelor. Special education teachers maintain a small caseload of under 20 students each. At Batchelor, our self-contained program is driven by the academic needs of students with the goal of having all students with special needs graduate with a high school diploma. Staff members are trained in Crisis Prevention and Intervention techniques yearly. Being able to implement those techniques helps keep students in classrooms. We work closely with the following mental health and family stability organizations and agencies: Centerstone, Milestones, Meadows Hospital, Ireland family Services, Wraparound and the Monroe County Juvenile Probation Department. Teachers of gifted and talented students attend yearly workshops to collaborate with other colleagues and have participated in events such as the National History Day and Constitution Day events. Students with high GPAs are able to join the National Junior Honor Society and serve their school and community through that as well.

Batchelor’s Human Understanding and Diversity Committee oversee whole-school programming to address issues of inclusion, bullying, relational aggression and disability awareness. Students at Batchelor are taught bullying prevention and intervention techniques through whole-school activities through the year. Teachers undergo professional development before each activity. We believe (and student and staff surveys show) that these activities have had a huge impact on the overall school climate in the past five years.
V. Summary of data, derived from an assessment of the current status of educational programming, including the following:

A. Data, including graphs, and data summary from the annual performance report as appropriate
   1. ISTEP+

### 7th Grade ISTEP

<table>
<thead>
<tr>
<th></th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th ELA</td>
<td>73%</td>
<td>68%</td>
<td>74%</td>
</tr>
<tr>
<td>7th Math</td>
<td>82%</td>
<td>82%</td>
<td>87%</td>
</tr>
</tbody>
</table>

The 7th grade class had 73% in 2012, 68% in 2013, and 74% in 2014 in the English/Language Arts section of ISTEP. The 7th grade class had 82% in 2012, 82% in 2013, and 87% in 2014 in the math section of ISTEP.

### 8th Grade ISTEP

<table>
<thead>
<tr>
<th></th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th ELA</td>
<td>75%</td>
<td>73%</td>
<td>72%</td>
</tr>
<tr>
<td>8th Math</td>
<td>89%</td>
<td>84%</td>
<td>92%</td>
</tr>
</tbody>
</table>

The 8th grade class had 75% of the students passing in 2012, 73% in 2013, and 72% in 2014 in the English/Language Arts section of ISTEP. The 8th grade class had a 89% students pass in 2012, 84% in 2013, and 92% in 2014 in the math section of ISTEP.
Language Conventions has consistently been the standard that we have had the fewest passing the last three years. Writing Process has been one of the standards with greatest percent of students passing the last three years.

Vocabulary has consistently been the standard that we have had the fewest passing the first two years. Writing Process has had one of the largest percent passing the last three years.
Writing Process had the smallest IPI difference in 2012. Writing Process had the greatest IPI difference in 2013 and 2014, and Writing Applications had the greatest in 2012.

Writing Applications had the smallest IPI difference in 2012, 2013, and 2014. Literary Text had the largest IPI difference in 2013. Writing Process had the largest IPI difference in 2012 and 2014.
Computations and Geometry had the fewest percent of students passing in 2012 and 2013 along with Data Analysis & Probability in 2013 and 2014. The standard with largest percent passing in 2012 and 2014 was Measurement.

Data Analysis & Probability had the fewest percent of students passing this section of ISTEP in 2012 and 2014. In 2013 Computation and Problem Solving had the fewest percent passing. Number Sense had the largest percent passing in 2012, and in 2013 and 2014 Algebra & Functions had the largest percent passing.
Data Analysis & Probability had the smallest IPI difference in 2013 and 2014. Problem Solving had the largest IPI difference in 2013 and 2014.

In 2012 Number Sense had the smallest IPI difference. In 2013 Computation had the smallest, and in 2014 Measurement had the smallest IPI difference. In 2012 Measurement had the largest IPI difference. In 2013 Problem Solving had the largest, and in 2014 Algebra had the largest IPI difference.

In 2012 Number Sense had the smallest IPI difference. In 2013 Computation had the smallest, and in 2014 Measurement had the smallest IPI difference. In 2012 Measurement had the largest IPI difference. In 2013 Problem Solving had the largest, and in 2014 Algebra had the largest IPI difference.
2. Growth data

Math had the greatest growth in 2014. English Language Arts had the greatest growth in 2012.

3. Attendance rate

The percent of students in attendance was 95.9% in 2012, 94.4% in 2013, and 95.2% in 2014.
B. Data and data summary related to performance indicators other than those included in the annual performance report

1. ACUITY

<table>
<thead>
<tr>
<th></th>
<th>Readiness A</th>
<th>Readiness B</th>
<th>Readiness C</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th</td>
<td>41%</td>
<td>41%</td>
<td>0%</td>
</tr>
<tr>
<td>8th</td>
<td>44%</td>
<td>46%</td>
<td>0%</td>
</tr>
</tbody>
</table>

#### Percent Obtained Acuity Readiness ELA

- **Readiness A**
  - 7th: 41%
  - 8th: 44%
- **Readiness B**
  - 7th: 41%
  - 8th: 46%
- **Readiness C**
  - 7th: 0%
  - 8th: 0%
C. Other information about educational programming and the learning environment including appropriate local assessments
VI. Conclusions and identified goals

The data indicates that we need to continue to focus on helping more of our students attain grade level standards based on ISTEP data. Specifically, the data demonstrates that male students and students in the Black/African American demographic have a higher percentage of students not meeting grade level standards based on ISTEP data. Batchelor will develop goals that will help us meet the academic needs of males and Black/African American students.
VII. Action Plan

Goal #1: By 2017-18 the number of students passing math section of ISTEP will increase by 6%.

Benchmark Goals:
- Goal for 2015-2016: the number of students passing math section of ISTEP will increase by 2%.
- Goal for 2016-2017: the number of students passing math section of ISTEP will increase by 2%.
- Goal for 2017-2018: the number of students passing math section of ISTEP will increase by 2%.

Support Data

<table>
<thead>
<tr>
<th>Standardized Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ISTEP+</td>
</tr>
<tr>
<td>1. Acuity</td>
</tr>
<tr>
<td>3. ECA</td>
</tr>
</tbody>
</table>

Local Assessments

| 1. Common Formative Assessments |
| 2. Classroom Assessments |

School-wide structures that support the attainment of the learning Goal #1:

<table>
<thead>
<tr>
<th>Strategies to meet Goal #1</th>
<th>Person(s) Accountable</th>
<th>Timeline-3 Year</th>
<th>Evidence of Attainment</th>
<th>Professional Development/Required Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will participate in an intensive “20 Days of Purpose” within math focusing on Data Analysis &amp; Probability, Number Sense, and Measurement</td>
<td>Math Department</td>
<td>Aug. 2015 - Mar. 2018</td>
<td>Completion of 20 Days of Purpose strategies by teachers</td>
<td>Faculty Meeting; state standards needed address; develop a document to share math standards with faculty identifying common language and application of state standards</td>
</tr>
<tr>
<td>Students will use the Four Step Problem Solving Method across the curriculum.</td>
<td>Math Department</td>
<td>Aug. 2015 - June 2018</td>
<td>Four Step Problem Solving Method created, shared with teachers, and used/posted in classroom.</td>
<td></td>
</tr>
<tr>
<td>Students will apply essential math concepts in all applicable curricular areas.</td>
<td>Math Department</td>
<td>Aug. 2015 - June 2018</td>
<td>Teachers use methods in classroom instruction</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier II</th>
<th>Person(s) Accountable</th>
<th>Timeline-3 Year</th>
<th>Evidence of Attainment</th>
<th>Professional Development/Required Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on CFA, students will receive additional time and support within the school day through Advisory.</td>
<td>Math Department</td>
<td>Aug. 2015 - June 2018</td>
<td>Assigned students based on CFA</td>
<td>Applicable professional development including but not limited to conferences, workshops, books, etc.</td>
</tr>
<tr>
<td>Data indicates male students and African American students perform lowest. These needs will be identified and addressed.</td>
<td>School Improvement Team</td>
<td>Aug. 2015 - June 2018</td>
<td></td>
<td>Professional Learning Communities and department meetings to plan and implement strategies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier III</th>
<th>Person(s) Accountable</th>
<th>Timeline-3 Year</th>
<th>Evidence of Attainment</th>
<th>Professional Development/Required Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will attend daily Academic Lab for targeted instruction Intervention.</td>
<td>Math; administrators</td>
<td>Aug. 2015 - June 2018</td>
<td>Students assigned to Academic Lab</td>
<td></td>
</tr>
</tbody>
</table>

Research/Best Practice for Intervention:
**Goal # 2:** By 2017-18 the number of students passing ELA section of ISTEP will increase by 6%.

**Benchmark Goals:**

- **Goal for 2015-2016:** the number of students passing ELA section of ISTEP will increase by 2%.
- **Goal for 2016-2017:** the number of students passing ELA section of ISTEP will increase by 2%.
- **Goal for 2017-2018:** the number of students passing ELA section of ISTEP will increase by 2%.

<table>
<thead>
<tr>
<th>Support Data</th>
<th>Standardized Assessments</th>
<th>Local Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ISTEP+</td>
<td>1. ISTEP+</td>
<td>1. Common Formative Assessments</td>
</tr>
<tr>
<td>3. Read 180</td>
<td>3. Read 180</td>
<td></td>
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</tbody>
</table>

**School-wide structures that support the attainment of the learning Goal # 2:**

<table>
<thead>
<tr>
<th>Strategies to meet Goal # 2</th>
<th>Person(s) Accountable</th>
<th>Timeline-3 Year</th>
<th>Evidence of Attainment</th>
<th>Professional Development/Required Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Begin</td>
<td>End</td>
<td></td>
</tr>
</tbody>
</table>

**Tier I**

- Students will focus on strategies for reading comprehension.
  - Person(s) Accountable: English Department
  - Timeline-3 Year: Aug. 2015 - June 2018
  - Professional Development/Required Resources: Instruction on strategies good readers use

- Students will apply academic vocabulary across the curriculum.
  - Person(s) Accountable: English Department
  - Timeline-3 Year: Aug. 2015 - June 2018
  - Professional Development/Required Resources: Academic Vocabulary shared with faculty. Student created vocab notebooks.

- Students will complete different types of writing across the curriculum.
  - Person(s) Accountable: English Department
  - Timeline-3 Year: Aug. 2015 - June 2018
  - Professional Development/Required Resources: Teachers use methods in classroom instruction

**Tier II**

- Based on CFA, students will receive additional time and support within the school day through Advisory.
  - Person(s) Accountable: English Department
  - Timeline-3 Year: Aug. 2015 - June 2018
  - Professional Development/Required Resources: Assigned students based on CFA

- Data indicates male students and African American students perform lowest. These needs will be identified and addressed.
  - Person(s) Accountable: School Improvement Team
  - Timeline-3 Year: Aug. 2015 - June 2018
  - Professional Development/Required Resources: Professional Learning Communities and department meetings to plan and implement strategies.

**Tier III**

- Students will attend daily Academic Lab for targeted instruction with Interventionist.
  - Person(s) Accountable: Math; Administrators
  - Timeline-3 Year: Aug. 2015 - June 2018
  - Professional Development/Required Resources: Students assigned to Academic Lab

**Research/Best Practice for Intervention:**

VIII. Other Information
   A. Statues and rules to be waived

None