



School Improvement Plan - 2017-2018

Generated on Apr 27, 2017 at 08:03 AM (review complete)

Columbia Middle School

Logansport Community Sch Corp
Logansport, IN

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

The plan was developed with assistance from the:



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OVERVIEW

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

- Indiana Rules and Regulations

Organizational Structure

Many individuals were involved in the creation of this school improvement plan.

Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the School Improvement Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

Steering Team

- Edward Gibson - Teacher
- Greg Grostefon - Principal
- Robert Iles - Teacher (Math)
- Jim Parsons - Economic Development
- Rebekka Smith - Teacher
- Laura Vietti - Parent
- Stephanie Voorhees - School Counselor

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

- Jason Baer - Teacher
- Elisa Banuelos - Non-Instructional School Support Staff Person
- Joanie Beck - Teacher
- Kevin Bostic - Administrator, Service club representative
- Ned Boyd - Teacher
- Tim Cahalan - Teacher
- Morgan Clinton - Teacher
- Dawn Conner-Kraud - Teacher
- Bill Cuppy - Business representative
- Ann Easter - Teacher
- Danny Farris - Other
- Venetia Faulkenberg - Administrator
- Greg Grostefon - Administrator

- Michelle Harmon - Teacher
- Heather Harrison - Parent
- Faith Jones - Teacher
- Jennifer Jones - Teacher
- Andrea Kepner - Teacher
- Carollee Koekenberg - Teacher
- Scott Kraud - Parent, Business representative, Service club representative, Local government representative
- Charles LaDow - Teacher, Counselor, Administrator, Feeder school representative, Parent, Media representative, Local government representative
- Andrea Laymon - Parent
- Dawn Long - Counselor
- Dave McClure - Business representative, Other
- Mike McCord - Business representative
- Amy Parraga - Agency representative
- Jim Parsons - Business representative
- Heather Pearson - Teacher, Parent
- Mary Pomasl - Teacher
- Stacey Raisor - Agency representative
- Kevin Reed - Teacher
- Stephanie Reef - Teacher
- Deborah Senesac - Teacher, Parent, Service club representative
- Krishanna Shilling - Teacher
- Jeff Smith - Teacher
- Kelly Smith - Teacher
- Rebekka Smith - Teacher
- Michele Starkey - Administrator
- Daniel Teegarden - Teacher
- Adam Thompson - Teacher
- Tami Veach - Teacher
- Stephanie Voorhees - Counselor

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 2017-2018 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:

In our vision, all Columbia Middle School students deserve dedicated, caring, professional teachers and staff members who enjoy coming to school each day. Students feel respected, valued and challenged to achieve their personal best. The faculty, the family and the community continue to grow as a collaborative team to help students discover new and relevant ideas while celebrating their individuality. The facility radiates pride; it is safe, orderly, attractive, comfortable and equipped to prepare children to use technology and information responsibly in productive lives.

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

In our vision, the faculty members at Columbia Middle School are positive role models who create stimulating, open environments, verbalize high expectations, teach challenging curriculum, use creative methods of instruction, provide extra help and extra time, and ensure that all students can be heard.

The students, staff, parents and community of Columbia Middle School work together to ensure that all children use their minds and develop their talents in a safe, caring environment. Decisions are made collaboratively, are based on what is in the best interest of the students, and reflect the school vision and mission.

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

Our vision is rooted in the deeply-held belief that middle school children can master essential academic skills, meet personal goals, exceed expectations, interact appropriately with adult role models, lead healthy lifestyles, practice teamwork and group dynamics, participate in meaningful, hands-on activities, enhance their learning through competent use of technology, become creative thinkers and problem solvers, appreciate the diversity of our multi-cultural society, learn leadership skills, develop a positive self-image, practice a high quality work ethic, become successful citizens and live productive lives.

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

- % of students who read at grade level: 100%
- % of students who earn a 3.0 ave. or above in content area courses: 100%
- % of students who take and pass Alg. 1: 100%
- % of students who master Ind. Acad. Standards at grade level: 100%

- % of students who achieve a passing score on their 6th, 7th and 8th gr. ISTEP tests: 100%

PART 2: Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana College and Career Readiness Standard, and report card grades. A full list of academic assessments is found in the Root Cause Self Study Excerpts section of this plan. Note: Other types of data are discussed in the Comprehensive Needs Assessment / Root Causes section of this plan.

The School Improvement Council (including teachers, parents, and community members) and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the School Improvement Council (including parents) first identified a small number of **Priority Areas for Improvement** (PAI). These are broad academic areas on which the school and community agreed to focus their energy in the coming year.

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

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

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

IMPORTANT: Each Priority Area for Improvement (PAI) is followed by its SMART Goal(s). The title for the PAI indicates the PAI focus, subject and student grades. The numbers in the tables reflect baseline data for past years and the target data for future years. The "vision data" represents our ideal data. It is the mission of our school to work toward this ideal.

OUR GOALS

PAI 1: Student Growth (Math; 6; Bottom 25%)

PAI Focus:	Student Growth
Subject:	Math
Grade(s):	6
Subgroup or Improvement Focus:	✓ Bottom 25% Top 75% None of these
Rationale:	Since our school is re-configuring from a traditional 6-8 middle school to a 6th grade only building for 2017-2018, thereby starting from scratch data-wise, we will utilize NWEA data as a predictor of student growth on the ISTEP test. Using 2016-2017 (5th grade Fall) NWEA mathematics data as a baseline predictor, we project a 50% pass rate on ISTEP, effectively raising our school grade from a C to a B.

SMART GOALS:

We would like to increase the number of students in the bottom 25% who show growth in mathematics.

(Grade 6; All Students)

Grade:	6								
Demographics:	All Students								
Benchmark:	We would like to increase the number of students in the bottom 25% who show growth in mathematics.								
Completion date:	June 30, 2018								
Data:		Actual	Actual	Actual	Actual	Actual	Target	Target	Vision
	Year:	2012	2013	2014	2015	2016	2017	2018	
	Month:	May							
	%:	34.70%	34.30%	48%	35.20%	45.10%	50%	52%	100%

PAI 2: Student Growth (English / Language Arts; 6; Bottom 25%)

PAI Focus:	Student Growth								
Subject:	English / Language Arts								
Grade(s):	6								
Subgroup or Improvement Focus:	<input checked="" type="checkbox"/> Bottom 25% <input type="checkbox"/> Top 75% <input type="checkbox"/> None of these								
Rationale:	Since our school is re-configuring from a traditional 6-8 middle school to a 6th grade only building for 2017-2018, thereby starting from scratch data-wise, we will utilize NWEA data as a predictor of student growth on the ISTEP test. Using 2016-2017 (5th grade Fall) NWEA reading data as a baseline predictor, we project a 60% pass rate on ISTEP, effectively raising our school grade from a C to a B.								

SMART GOALS:

We would like to increase the number of students in the bottom 25% who show growth in ELA. (Grade 6; All Students)

Grade:	6								
Demographics:	All Students								
Benchmark:	We would like to increase the number of students in the bottom 25% who show growth in ELA.								
Completion date:	June 30, 2018								
Data:		Actual	Actual	Actual	Actual	Actual	Target	Target	Vision
	Year:	2012	2013	2014	2015	2016	2017	2018	
	Month:	May							
	%:	28.40%	32.80%	42.10%	36.70%	52.60%	60%	62%	100%

% passing ISTEP ELA (Grade 6; Free/Reduced)

Grade:	6					
Demographics:	Free/Reduced					
Benchmark:	% passing ISTEP ELA					
Completion date:	June 30, 2018					
Data:		Actual	Actual	Actual	Target	Vision
	Year:	2014	2015	2016	2017	

Month:	May	May	May	May	
%:	70%	51%	40%	50%	100%

PART 3: Root Causes (comprehensive needs assessment)

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

The root-cause data included:

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

Discussion:

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

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

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

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

OUR ROOT CAUSES

GENERAL Root Causes that affect all SMART Goals

Root Causes

Teachers need to do more to relate what they teach to students' interests which could be reflected in students' lack of motivation, spotty attendance and short attention span.

SMART Goal: We would like to increase the number of students in the bottom 25% who show growth in mathematics. (Grade 6; All Students)

Root Causes

Teachers relate curriculum to student interests

Parents talk to students daily about school.

Teachers need to provide weekly feedback to students which could be reflected in students' lack of motivation and accountability

SMART Goal: We would like to increase the number of students in the bottom 25% who show growth in ELA. (Grade 6; All Students)

Root Causes

Teachers relate curriculum to student interests

Teachers use methodology that inspires critical thinking.

Teachers and parents consistently hold students responsible for their choices

SMART Goal: % passing ISTEP ELA (Grade 6; Free/Reduced)

Root Causes

Teachers relate curriculum to student interests

Teachers use methodology that inspires critical thinking.

PART 4: Interventions

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

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

OUR INTERVENTIONS

Attendance

Student attendance is monitored daily, with attendance taken every period by staff. Parents are expected to call and report student absences, if not the school places a call to check on the student. Attendance letters are sent out after 3 and 7 days of absence. A child exceeding 10 days of unexcused absences can be referred to Cass County Juvenile Probation located at our Family Opportunity Center. Tardies are also monitored and consequences are established for 3, 5, 7, 9, 11 and over 13. Phone calls, after school detention and ISS (In-School Suspension) are used for consequences in our tardy policy. A copy of the policy is provided in the student handbook and on the school/corporation website.

Disciplinary Literacy

ELA teachers will:

- Take responsibility for general literacy and language skills.
- Continue to use the Journeys scope and sequence of skills to drive the teaching of fundamental vocabulary, reading comprehension, grammar, spelling and mechanics as well as reading text sets to deepen comprehension.
- Introduce the Seven (7) Transactional Strategies within the first 21 days of school and refer to them for the rest of the year – One unit per nine-week period.
- Use various activities for Do It Now (DIN) bell ringers.
- Use RAPS (Read, Analyze, Paraphrase, Summarize) to answer reading comprehension questions.
- Use the WriteSmart computer-based program to input their quarterly benchmark writings.
- Use data from NWEA's Measures of Academic Progress (MAP) assessment, benchmarks, and unit tests.
- Use Achieve, Accelerated Reader, IXL, and Corporation-wide writing prompts.

All teachers will:

- Use pre-and post-test assessments to inform instruction.
- Continue to meet with Ms. V. to review data and to ensure the best instructional strategies, such as etymology, study skills, are being developed and used.
- Take responsibility for teaching their subject standards while applying disciplinary literacy standards.
- Give themselves permission to use discussion as a viable and valuable means of assessment. Consistent review of results by teachers and administrators will be used to determine students who need extra help. These students, along with those who do not pass or are very close to not passing the ISTEP test or who are not progressing satisfactorily on the NWEA will be candidates for remediation. The data will be used by all teachers to drive literacy instruction in the classroom.

Establishing a Culture of Learning Through RtI

C6GA will develop a learning culture, a collection of values, beliefs, conventions, processes, and practices that encourage individuals - and the organization as a whole – to increase knowledge, competence, and performance, thereby leading us to sustained critical learning and professional behavior. To accomplish this, the school community will engage in the development of the Response to Instruction/Intervention (RtI2) infrastructure. Using Advisory time (Focus), What I Need (WIN Time) and Brain Breaks, we will implement the following components of RtI, all of which will support engagement, motivation, cultural responsiveness and ultimately, academic achievement:

- Remediation/Enrichment – ALEKS, Achieve 3000, student specific instruction (WIN)
- Clubs and Activities (WIN)
- Developing Leadership Characteristics in Students and Staff –

Covey's "The Leader in Me" (WIN) • PBIS – Using Positive Behavior Intervention to create responsible, self-regulated learners (Focus) • Bullying Instruction – (Focus) • Sources of Strength (WIN) • Student Academic Mentors (WIN) • Etymology, Study Skills, Academic Text Prep, Reading with Text Sets (WIN) • Minds in Motion (Brain Break)

Graduation Plan

A graduation plan helps students to connect what they are currently doing in school to what they want to do in the future. The current state law mandates that all students starting in 6th grade develop an initial graduation plan in consultation with school and the child's parents. In Grade 6, the students and parents will develop an initial plan containing the following: a statement of intent to graduate from high school, and an acknowledgement of the importance of good citizenship, school attendance and good study habits. Once the initial plan is completed, it will become a part of the student's permanent school record and be updated each year of school until graduation.

Mathematical Mindsets

Math teachers will:

- Teach mathematics as an open mindset subject
- Encourage students to think like mathematicians
- Teach mathematics as a subject of patterns and connections
- Teach creative and visual mathematics
- Encourage intuition and freedom of thought
- Value depth over coverage
- Utilize technology and manipulatives
- Continue to use periodic, scheduled benchmarks.
- Utilize the online resources of the Pearson math program.
- Utilize the ALEKS program to remediate and enrich.
- Use data from their math series, NWEA's Measures of Academic Progress (MAP) assessment, benchmarks and unit tests .
- Use pre-and post-test assessments to inform instruction.
- Meet with Ms. V and each other to ensure accountability and best practice. Consistent review of results by teachers and administrators will be used to determine students who need extra help. These students, along with those who do not pass or are very close to not passing the ISTEP test or who are not progressing satisfactorily on the NWEA will be candidates for remediation. The data will be used by all teachers to drive literacy instruction in the classroom.

Rigorous Curriculum for All

Columbia Sixth Grade Academy has developed a rigorous curriculum based upon the College and Career Ready standards. All exceptional students, including high ability, special needs, and EL are served in an inclusive environment delivered through a two house, four team structure including one ELA, one math, and one SS/Sci teacher. High ability classes are offered in the core subjects of math, language arts, social studies, reading, and science. In addition, English Language Development teachers (all subject-area teachers) utilize the WIDA standards via Ellevation for students in Levels 1-5. Special needs students are served in an inclusive environment supported by two resource teachers. Pull-out is used as needed to reinforce concepts.

Using PLC's to Facilitate Professional Development

In addition to providing 40 minutes of individual preparation time, the schedule has been designed to provide the practitioner with a daily 30-minute block of time to be used to collaborate with teammates on instructional methodology, collect, analyze and discuss student data, meet with parents, design integrated units and receive pertinent professional development relative to our strategies. A sample schedule might be: Monday: RtI student day, 80/80 (80% of students/80% Mastery) Tuesday: Content Area Strategy Day (what do we do for students identified on Monday) Wednesday – Thursday: Team Planning Days Friday – "Leader in Me" Planning Day

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: Rigorous Curriculum for All

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Peer Sharing	Auditory	▼					▼

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, Aug 22, 2017	Rigorous Curriculum for All	Professional Development	Peer Sharing	Teachers/Greg Grostefon
Tue, Jan 23, 2018	Rigorous Curriculum for All	Professional Development	Peer Sharing	Teachers/Greg Grostefon

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: Teachers relate curriculum to student interests

SMART Goals Influenced by this Root Cause

- We would like to increase the number of students in the bottom 25% who show growth in mathematics. (Grade 6; All Students)
- We would like to increase the number of students in the bottom 25% who show growth in ELA. (Grade 6; All Students)
- % passing ISTEP ELA (Grade 6; Free/Reduced)

Interventions to Impact This Root Cause:

- Disciplinary Literacy
- Establishing a Culture of Learning Through RtI
- Mathematical Mindsets
- Rigorous Curriculum for All

Root Cause: Teachers use methodology that inspires critical thinking.

SMART Goals Influenced by this Root Cause

- We would like to increase the number of students in the bottom 25% who show growth in ELA. (Grade 6; All Students)
- % passing ISTEP ELA (Grade 6; Free/Reduced)

Interventions to Impact This Root Cause:

- Disciplinary Literacy
- Establishing a Culture of Learning Through RtI
- Mathematical Mindsets
- Rigorous Curriculum for All
- Using PLC's to Facilitate Professional Development

Root Cause: Parents talk to students daily about school.

SMART Goals Influenced by this Root Cause

- We would like to increase the number of students in the bottom 25% who show growth in mathematics. (Grade 6; All Students)

Interventions to Impact This Root Cause:

- Attendance

Root Cause: Teachers need to provide weekly feedback to students which could be reflected in students' lack of motivation and accountability

SMART Goals Influenced by this Root Cause

- We would like to increase the number of students in the bottom 25% who show growth in mathematics. (Grade 6; All Students)

Interventions to Impact This Root Cause:

- Disciplinary Literacy
- Mathematical Mindsets

Root Cause: Teachers and parents consistently hold students responsible for their choices

SMART Goals Influenced by this Root Cause

- We would like to increase the number of students in the bottom 25% who show growth in ELA. (Grade 6; All Students)

Interventions to Impact This Root Cause:

- Attendance
- Graduation Plan

Root Cause: Teachers need to do more to relate what they teach to students' interests which could be reflected in students' lack of motivation, spotty attendance and short attention span.

SMART Goals Influenced by this Root Cause

- GENERAL Root Cause that affects all SMART Goals

Interventions to Impact This Root Cause:

- Disciplinary Literacy
- Establishing a Culture of Learning Through RtI
- Mathematical Mindsets
- Rigorous Curriculum for All

Appendix B: Root Cause Self Study Excerpt

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

Short Answer Questions 2016-2017

Appendix C: Continuous Improvement Timeline

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

Our school was in Update 2 for the 2016-2017 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