

School Improvement Plan
East Tipp Middle School
Tippecanoe School Corporation
Fall 2016

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Introduction

Description of the Community

The Tippecanoe School Corporation (TSC) is a comprehensive K-12 public school corporation located in North Central Indiana, about one hour north of Indianapolis. Established in 1962, the TSC encompasses 437 square miles in Tippecanoe County. Portions of Lafayette, West Lafayette, and the main campus of Purdue University are within the district boundaries. The TSC operates two high schools, six middle schools, and eleven elementary schools, serving approximately 13,000 students. The district draws students from suburban areas of Greater Lafayette, as well as outlying rural areas. To address continued growth, the TSC has created a long-range building program, which will add additional schools and classrooms in the future.

Description of East Tipp Middle School

East Tipp Middle School is located in the northeast corner of Tippecanoe County. East Tipp Middle School serves approximately 485 students in grades six through eight in this predominately suburban community. Twenty-two percent of the students qualify for free or reduced lunch, and ten percent of the students receive special education services. Twenty-five percent of the students participate in the gifted and talented program. The professional staff consists of twenty-four part- and full-time teachers, one counselor, one administrator, and three paraprofessionals.

Description of the Educational Program

Tippecanoe School Corporation offers many programs necessary for meeting the educational needs of the students. Tippecanoe School Corporation belongs to Greater Lafayette Area Special Services (GLASS) cooperative, through which it receives a variety of services for students with special needs.

A gifted/talented program spans K-12 and offers challenging and enriching opportunities for identified students. These programs include pullout enrichment, elementary self-contained, middle school enrichment, and middle and high school advanced placement and honors courses.

Alternative academies exist for middle and high school students requiring an educational environment different from the traditional school environment. Tippecanoe School Corporation also collaborates with the county judicial system with the staffing and operation of an alternative education setting for court-ordered students.

The ELL population has been steadily growing in the last few years in the Tippecanoe School Corporation. ELL students at East Tipp Middle School are scheduled in small groups, with a strong focus on classroom support such as assisting with tests, classroom assignments, clarifying instructions, and editing written work. Rosetta Stone software is generally used to supplement instruction in oral basic English skills and acquisition of vocabulary.

East Tipp Middle School operates on a seven-period schedule. All students are part of an academic team with a core group of four teachers, including instructors of math, English, social studies, and science. All students explore music, art, family and consumer sciences, wellness (integrated physical education and health), and industrial technology over the course of their middle school careers. Students have the opportunity for a full year of elective band or choir.

Description and Location of the Curriculum

A comprehensive and complete set of curricula is available at both the central office and the school media center. In addition, each teacher has a complete set of grade level or departmental curricula. Each set of curricula contains a detailed account of student outcomes related to units of study and state standards. These materials are reviewed and rewritten one year prior to book adoption. Each teacher also has a complete set of the Indiana Academic Standards for the previous and subsequent grade.

Description of Assessments

Students in grades three through ten in the Tippecanoe School Corporation participate in the Indiana Statewide Testing for Educational Progress (ISTEP+) in March and April.

English Language Learners are assessed through Language Assessment Scales (LAS). This assessment is given to students for whom English is not the primary language spoken in the home. This is to assess reading, writing, and oral language proficiency.

TSC middle school students participate in NWEA Testing in mathematics and language arts at all three grade levels in September, January, and May. All district middle school courses administer a shared assessment at the end of each quarter.

Mission Statements

The Tippecanoe School Corporation will strive to educate our students to reach their academic potential in an environment that encourages confidence, competence, and a desire for learning.

Tippecanoe School Corporation

We, the staff and parents of East Tipp Middle School, accept as our mission the commitment to assist our students in their development toward becoming responsible citizens by providing an environment that fosters academic, social, emotional, and physical growth.

East Tipp Middle School

Summary of Data

Percent Passing ISTEP+

The following data indicates the percent of East Tipp Middle School students passing both the English/Language Arts and Math sections of the ISTEP each year since 2008. The changing demographics of the population, as indicated by the percent of students receiving free and reduced lunch, are also indicated.

Year	% Passing E/LA & Ma	Percent Reduced Lunch	Percent Free Lunch	Combined Percent
'07 – '08	72.1	2.6	9.0	11.5
'08 – '09	68.7	4.9	10.4	15.3
'09 – '10	72.2	4.0	16.4	20.3
'10 – '11	81.5	4.2	14.4	18.6
'11 – '12	82.7	4.2	18.2	22.4
'12 – '13	81.5	3.5	17.9	21.4
'13 – '14	86.0	3.6	17.7	21.3
'14 – '15	66.0	4.5	16.3	20.8
'15 – '16	58.8	5.9	16.4	22.3

Standards Breakdown: Three-year Summary

The following data indicates the percent of students at mastery for each language arts and mathematics standard for the three most recent eighth-grade classes.

Standard	Class of 2014	Class of 2015	Class of 2016
Vocabulary	83.6		
Nonfiction / Info Text	85.9	82.6	80.0
Literary Text	86.4	80.0	80.0
Writing Process	87.0		
Writing Applications	86.4	81.9	80.1
Lang. Conventions	87.6	78.7	82.1
Composite English / LA	87	83.9	79.9
Number Sense	93.8		
Computation	92.7	67.7	71.0
Algebra & Functions	93.8	69.0	69.7
Geometry	94.4	72.3	72.4
Measurement	92.1		
Data Analysis & Probability	92.7	71.0	73.8
Problem Solving	93.8		
Composite Mathematics	94	70.3	71.5

NOTE: academic standards categories were condensed in 2015.

Long-Term Performance by Standard for the Class of 2015

The following data indicates the gains in percent mastery by standard for the same class of students from sixth to eighth grade in comparison to state averages over the same period. Ideally, data from the Class of 2016 would be analyzed, but the State has not published that data as of November 2016.

Standard	ETMS 6 (Spr 2013)	Indiana 6 (Spr 2013)	Difference	ETMS 8 (Spr 2015)	Indiana 8 (Spr 2015)	Difference	Gain / Loss
Vocabulary	83.0	77.0	6.0				
Nonfiction / Info Text	81.6	75.0	6.6	82.6	63.0	19.6	+ 13.0
Literary Text	78.9	73.3	6.6	80.0	61.7	18.3	+ 11.7
Writing Process	84.4	78.7	5.7	81.9	62.1	19.8	+ 14.1
Writing Applications	86.4	80.8	5.6				+ 14.2
Lang. Conventions	84.4	78.9	5.5	78.7	62.1	16.6	+ 11.1
Composite English / LA	83	77	6	84	63	21	+ 15
Number Sense	89.9	83.5	6.4				+ 7.8
Computation	89.9	83.7	6.2	67.7	53.5	14.2	+ 8.0
Algebra & Functions	91.9	82.9	9.0	69.0	52.7	16.3	+ 7.3
Geometry	90.5	82.9	7.6				+ 11.2
Measurement	92.6	83.4	9.2	72.3	53.5	18.8	+ 9.6
Data Analysis & Probability	89.9	83.1	6.8	71.0	54.0	17.0	+ 10.2
Problem Solving	90.5	83.5	7.0				
Composite Mathematics	92	84	8	70	53	17	+ 9

Disaggregated Data for the Class of 2016

The following data indicates mastery levels on the ISTEP+ by disaggregated groups.

Student Group	N	Passing English		Passing Mathematics	
		n	%	n	%
Female	77	65	84	54	70
Male	68	50	74	49	72
Special Ed	18	4	22	4	22
General Ed	127	111	87	99	78
Free / Reduced Lunch	31	20	65	15	48
Paid	114	95	83	88	77
Substantial Attendance Problem	9	7	78	6	67
Complement	136	108	79	97	71
Substantial Homework Problem	9	5	56	4	44
Complement	136	110	81	99	73
Substantial Discipline History	1	1	100	1	100
Complement	144	114	79	102	71

Special Education Data for the Class of 2016, 2017, and 2018

The following data indicates mastery levels on the ISTEP+ by special education students at East Tipp Middle School and in the middle grades of the Tippecanoe School Corporation.

Student Group	Passing English		Passing Mathematics	
	n	%	n	%
Special Ed Students at ETMS	17 / 50	34	15 / 49	31
Special Ed Students in TSC	78 / 390	20	69 / 396	17
TSC data without ETMS Population	61 / 340	18	54 / 347	16
General Ed Students at ETMS	329 / 422	78	298 / 425	70
General Ed Students in TSC	1819 / 2412	75	1601 / 2385	67
TSC data without ETMS Population	1480 / 1990	74	1303 / 1960	66

Assessment of Teachers using Technology as a Learning Tool

The teaching staff of East Tipp Middle School was informally surveyed in 2015 in order to discover perceived strengths and weaknesses in the technology sector of student learning and teacher presentation and management. The top reported strengths from the

survey were the convenience of student tablet computers, the presence of Eno Boards, and the great many software programs available to students and teachers on the school network. Collaboration among staff in learning and troubleshooting new software was also frequently reported as a strength on the survey.

The top area for development is the school's use of student Chromebooks with Canvas as a learning management system, begun in August 2015. While this pairing presents a wealth of opportunity for new classroom experiences and organization, there is a great deal of work to be done by staff and students to fully take advantage of the opportunity.

Attendance Rate

The following data indicates the attendance rate by year as reported to the Department of Education.

2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
95.9%	96.5%	96.7%	96.8%	97.0%	97.5%	97.1%	97.1%

Assessment of School Safety

The teaching staff of East Tipp Middle School has been surveyed informally throughout the past three school years in order to identify potential weaknesses in the area of school safety. In terms of the physical plant, the top reported weaknesses have been in the areas of subpar classroom door locks and emergency planning for crises during non-routine events like sporting events and concerts. Recent significant upgrades have included the initiation of a standard response protocol for lockdown and lockout corporation-wide.

The student body was last surveyed on the topic of school safety in 2014. While a relatively low percentage of students reported threats or existence of physical altercations with other students, nearly three times as many reported at least one negative experience with rumors or verbal bullying.

When asked to rate using a scale of one (very comfortable) to five (not at all comfortable) on how comfortable students would be in reporting a school safety issue to an adult family member, the average response among all students was 2.03. When the same question was asked of students about reporting instead to a school employee, the average response was a comparable 2.32. In the eighth grade population, where students have a longer history with school personnel, the averages were 1.90 and 2.14, respectively.

Predictably, the areas identified by students as those where they feel the least safe are those with the lowest degree of teacher supervision: school hallways, restrooms, and school buses.

Student Discipline

The following data indicates student discipline as measured by the total number of suspensions and expulsions by school year.

Action	'10-'11	'11-'12	'12-'13	'13-'14	'14-'15	'15-'16
Total Suspensions	49	23	60	47	30	43
Out of School	15	8	9	13	7	14
Due to Drugs, Weapons, or Alcohol	1	2	1	1	0	1
Total Expulsions	0	0	0	0	0	1

Parent Participation in the School

East Tipp Middle School provides parent-teacher conference days during each semester. Parent conferences are also conducted as needed during grade-level team meetings; these conferences may be initiated by teachers or parents. Individual teachers and teacher teams also make regular contact to parents if needs arise regarding academic or discipline issues. Parents are informed of school activities through the school newsletter and the school web page.

The Tippecanoe School Corporation continues the use of PowerSchool, our grade-reporting program. The site allows parents to log in to the system for updates on their children's grades as well as other information like attendance, discipline notices, and so on.

The district has also continues a partnership with PinWheel, an online service for parents, students, and teachers to be notified about scheduled or emergency school events by email or text message.

The Parent-Teacher Organization and Booster Club support school academic and athletic programs in many ways. Parents are also welcomed to the school as volunteer clerical aides, field trip and school dance chaperones, speech meet judges, athletic event workers, participants in math contests, and concert facilitators. Parents and other members of the community are involved in the school as Career Day, Junior Achievement, and general classroom speakers.

Finally, the school counselor shares via monthly school newsletters various techniques that parents can use to effectively participate in their child's education while at home.

Conclusions about Current Educational Programming

Alignment of Curriculum and Instruction with Indiana Academic Standards 2014

In August 2012, the Tippecanoe School Corporation began teaching the Common Core Standards in conjunction with Indiana Academic Standards 2009. Individual teachers and teams of teachers continue to conduct this review, blending, and planning process at the school and district level to reconcile local lesson plans with the adoption of Indiana Academic Standards 2014 (IAS 2014).

In 2014-2015, individual academic departments in all six TSC middle schools met to construct local standards that divide the IAS 2014, along with a few supplementary topics, into common smaller units of study. These units have been collected into semester maps that are followed at each middle school. The 2016-2017 school year will bring an opportunity for academic departments to administer common assessments for students regarding these shared maps that will bring additional student data forward.

Aside from this independent departmental work, a main focus for the transition will continue to be the study of language arts and mathematics standards that have an impact on every discipline in the school. All teachers will need guidance in order to assimilate these standards and practices accordingly; this work will need to be done through structured professional development as well as team meeting time.

Analysis of Student Achievement on the ISTEP+

The percentage of students passing both the English/Language Arts and Math sections of the ISTEP+ at East Tipp declined dramatically in 2015, due to substantial inconsistencies in State-level testing and reporting, especially mathematics testing. To determine the possible areas for continued improvement, ISTEP+ data relating to individual language arts and mathematics standards, tracked long-term performance by a recent eighth grade population, and disaggregated groups of students were evaluated. Other non-standardized test indicators of school performance such as attendance rate, student discipline, and parental involvement were also examined.

Because of the aforementioned inconsistencies, analysis of the three-year summary of standards breakdown does not reveal much in the area of useful results. Specific areas of strength and weakness remain consistent with past results.

Studying the long-term performance by standard of the class of 2015 yields a more legitimate set of data. In order to avoid comparing results on a sixth-grade test to an eighth grade test, a comparison was made between this particular student population's standing in reference to the State in Spring 2013 with that same relative standing in Spring 2015.

In both areas of testing, a significant increase in standing is evident in each of the measured standards. In terms of content, the area of greatest concern in language arts is in the language conventions standard. In mathematics, several standards showed comparable scores; as a result, the school will choose to focus on computation, as an increase this area should provide gains in other areas as well.

Disaggregated student data was analyzed to determine areas of the school population that may need special attention. As could be predicted, students who have substantial deficiencies in completing homework (defined as failing to maintain a 65% grade in language arts or mathematics classroom homework assignments) perform far below school levels on both sections of ISTEP+ testing. The disaggregation of data in this report will allow for more specific school-wide strategies to differentiate instruction and target weaknesses in these struggling populations.

Using the same definitions as in previous school improvement documents, only one student in the class of 2016 qualifies for the disaggregated group of students with substantial discipline problems. A low population in this eighth-grade category is certainly good news, but the overall increase in school suspensions indicates that students in the lower grades have issues that will need attention. Staff members will need to be vigilant in order to maintain progress in minimizing individual and class disruptions due to student discipline issues.

A final disaggregated population of interest is the special education group. It is expected that this population would score below the school's general education level; therefore, a comparison was made to the special education population of the entire school corporation. As can be seen, East Tipp has exceeded the special education performance levels of the rest of the corporation. New programs put in place last year will continue to be used and refined to push performance levels even higher.

In summary, analysis of data for each standard over a three-year period, comparison of gains in performance by standard from sixth to eighth grade, and disaggregated student data support a need for continued integration of standards across disciplines, continual monitoring of progress toward mastery of standards, and a focus on differentiating instruction to meet the needs of diverse learners. Continued effort is needed in reaching the population of students that does not complete homework, in achieving higher performance levels in computation, and in cultivating strong skills in language conventions across the curriculum. As outlined later in this document, attention will also be given to the climate in which students learn each day.

Technology as a Learning Tool

Corporation Philosophy of Technology Use

Instructional technology in the Tippecanoe School Corporation will provide and encourage an atmosphere for life-long learning. Technology strives to meet the educational goals of the corporation, supports the curriculum, and provides avenues for assessment of student progress. Technology should facilitate creativity and productivity as well as expand communication. Learning opportunities involving technology are provided for staff and students on a regular and ongoing basis. TSC maintains a standard of equal access to the legal use of all forms of media. (Adopted by the TSC Technology Council, April 1993, revised February 1998, September 2000)

The above philosophy guides the use of technology in the Tippecanoe School Corporation. The corporation provides technology access for all staff and students to make use of hardware, software, and the Internet.

As years have passed since the time when all East Tipp students took a dedicated computer course, teachers have worked to assimilate technology into all disciplines. Through the use of Chromebooks and Canvas as a learning management system, these experiences continue to become more effective and authentic for students throughout the building.

Safe and Disciplined Learning Environment

The Tippecanoe School Corporation strives to provide a safe and disciplined learning environment in each school in the district. Several initiatives have been implemented over the past few years and remain active initiatives. Among these are

- the use of an updated emergency planning guide for police and fire departments and safety flip charts for staff and administrators,
- the creation of a corporation safety committee,
- the distribution of emergency to-go kits for each classroom teacher,
- the use of WeTip School Safety Hotline to provide an anonymous way for students and/or parents to report potential school safety problems,
- the use of sheriff's deputies as school resource officers at each high school and at feeder schools as needed,
- the use of sheriff's canine drug units at each high school and at feeder schools as needed,
- the use of video technology to enable each school to operate on a limited-accessibility basis,
- the use of the "Do the Right Thing" curriculum resource guide established for character education,
- the collection of school safety resource materials to the corporation office,
- the installation of electronic building access systems to allow for a more secure key system and the ability to monitor access on a building and/or district level,
- the distribution of a brochure on gangs to all custodial staff,
- the development of PinWheel as a resource to communicate emergency information to parents, and
- the provision of professional development presentations on safety topics.

At East Tipp Middle School, the number of students being suspended for minor infractions continued at a low level from 2012-2013, but a disaggregation indicates that many of the students recorded in this measure come from populations that are returning in 2016-2017. Therefore, maintaining a safe and disciplined learning environment is always a concern. Historical disaggregation of student data supports the idea that students with a significant discipline history are less likely to succeed on the ISTEP+ exam. Moreover, reducing or eliminating time spent on discipline issues produces a more comfortable and effective learning environment for all students in which to become successful. Recent security updates will only help cultivate that environment.

In 2011-2012, redistricting resulted in a 20% growth in enrollment at East Tipp. That growth led to larger class sizes, an additional lunch period, and crowded classrooms and hallways. The school population is now large enough that a building project is underway. In light of the associated safety concerns, school staff will need to be especially intentional to maintain positive climate in sometimes less than ideal surroundings.

Obviously, students and staff function best when they feel comfortable in the school. Information gathered from surveys and discipline records will continue to be an important component of formulating a school-wide plan to improve school climate, maximize character education, and maintain a safe environment.

Parental Participation in the School

Parents are active partners in the educational program at East Tipp Middle School. Parent input is sought for curricular and program decisions via surveys and committees. Parents may take active roles as members of the PTO, East Tipp Boosters, or as parent volunteers. The PTO meets once a month, supporting educational programs and providing a forum for the discussion of school-wide issues involving parents and staff. The East Tipp Boosters provide support for the extracurricular and co-curricular programs at East Tipp by volunteering services and providing financial support for both athletic and non-athletic activities.

Communication from the school is a crucial part of ensuring that parents are included in school activities. Although a great many parents participate in the school, a recent survey of parents found that others are unaware of existing opportunities. Currently, parents are notified of school activities through the monthly newsletter, the school website, and PinWheel. As stated earlier, the school's partnership with PowerSchool greatly increases all parents' abilities to stay connected with their children and informed of their progress. While the school has done a good job of providing these resources, work must be done to make certain that parents are aware of them.

Professional Development

During the 2009-2010 school year, the Tippecanoe School Corporation scheduled teachers for a thirty-minute Instructional Improvement Block (IIB) to begin each elementary and middle school day. As directed by the latest version of the school's improvement plan, this principal-led time featured topics such as technology, special education, school safety and climate, and student discipline.

In 2016-2017, a great deal of IIB time will continue to be dedicated to the effective use of Chromebooks and Canvas for the teaching staff as a learning management system. Although managing these resources is not a job that will ever be finished, the staff is still in the opening stages of the project when developmental time is critical. The enormity of this project will constrict the school's customary development schedule and necessitate planning and focus for the times when traditional school-improvement topics are scheduled.

As evidenced above, school-wide professional development in maintaining recent gains in effectively reaching special education students is critical. Attention must also be paid to improving classroom instruction through data that result from the use of common assessments in the corporation's academic departments.

Student Achievement Objectives

Attendance Rate

East Tipp Middle School will increase the current rate of attendance.

Percentage of Students Meeting Academic Standards on the ISTEP+

East Tipp Middle School will increase the percentage of students meeting or exceeding mastery level on the language arts portion of the ISTEP+ exam.

East Tipp Middle School will increase the percentage of students meeting or exceeding mastery level on the mathematics portion of the ISTEP+ exam.

Specific Areas where Improvement is Needed Immediately

- Mastery in Language Conventions
- Mastery in Computation

Benchmarks for Progress

East Tipp Middle School will increase the percentage of students meeting or exceeding mastery level on the language arts and mathematics portions of the ISTEP+ by 3% from sixth grade to eighth grade testing. Interim progress toward mastery will be determined through the results from seventh-grade ISTEP+ testing as well as formal and informal Acuity testing at various points of each year. Classroom assessments will also provide interim evaluative data.

East Tipp Middle School will increase the school attendance rate by a combined 1% over the next three years. Interim progress toward this goal will be determined through in-house measures.

Proposed Interventions

- 1) Continue to align and integrate curriculum as directed by Indiana Academic Standards 2014 and facilitated by school- and district-wide construction of curriculum maps.
- 2) Use collaborative teams to integrate language arts and mathematics standards across the curriculum.
- 3) Use data from NWEA, seventh grade ISTEP+ testing, and end-of-course assessments in language arts and mathematics to better determine areas of focus in the grade-level curriculum.
- 4) Differentiate instruction to meet the needs of students in all classes.
- 5) Stress language conventions as an important component of every course.
- 6) Stress computation as an important component of every course.
- 7) Continue to stress the homeroom period as a valuable time for all students to complete daily homework and/or receive additional help from teachers.
- 8) Review the intervention system for students who are underperforming on homework assignments.
- 9) Review identification procedures and educational placement policies for special education students.
- 10) Review and make necessary revisions to the language lab program and the mathematics remediation program.
- 11) Equip teachers with the necessary technology and training for teaching and learning in a digital classroom.
- 12) Train teaching staff on the operation of Canvas as a learning management system.
- 13) Devise a school-wide training system for students on the use and care of Chromebooks.
- 14) Assess existing and available software to augment learning experiences in all disciplines.
- 15) Continue the standing study group to examine and make recommendations on school safety.
- 16) Develop and enhance extra-curricular opportunities for students to connect with the school.
- 17) Create a standing study group to examine and make recommendations on school climate as it applies to teachers, students, and parents.
- 18) Continue to seek out and publicize opportunities for parents to remain informed about and become involved in the school.

- 19) Plan for ongoing professional development opportunities dealing with academic instruction, teaching special populations, school climate, and technology.
- 20) Investigate adding a purpose statement and/or vision statement to the school's mission statement.

Professional Development

Professional development activities have been selected to support student achievement objectives. Although supplementary topics will be covered in daily IIB time as well, the professional staff will undergo focused development in each of the following four main areas: academic instruction, teaching special populations, school climate, and technology.

2016-2017

- computational skills across all disciplines
- managing a remediation program
- maintaining a safe and disciplined school environment
- teaching and learning with Chromebooks and Canvas

2017-2018

- language conventions across all disciplines
- differentiated instruction
- cultivating a cohesive student body
- the virtual classroom

2018-2019

- results and implications from recent standardized testing
- response to intervention
- parent involvement
- instruction and management with Microsoft Excel

Timeline

East Tipp Middle School's school improvement plan will be reviewed and revised over the next three years. The need for revision will be determined by the extent to which the student achievement objectives have been met.

This timeline outlines the plan for immediate and continual revision of instructional practices. The following timeline represents a three-year agenda for implementation of interventions and professional development. Items have been categorized as annual items to be continued for each year of the plan and items specific to a particular school year.

Interventions to Occur Annually

- Provide periodic departmental time and technical support to construct and review curriculum maps.
- Provide time for collaborative teams to integrate language arts and mathematics standards across the curriculum.
- Analyze and distribute to the teaching staff results from interim diagnostic assessments.
- Utilize corporation-wide instructional coaches to analyze and improve current instructional practices.
- Dedicate a consistent portion of IIB time to tutoring and extra-curricular club opportunities.
- Evaluate and revise school-wide homeroom procedures to ensure maximum benefit to students.
- Evaluate and make necessary revisions to policies for the intervention plan for students who underperform on homework assignments.
- Evaluate and make necessary revisions to policies for identification of and placements for special education students.
- Optimize schedules of teacher aides and paraprofessionals in terms of contact time with students.
- Evaluate and make necessary revisions to the language lab and mathematics remediation programs.
- Analyze the extent of the technology experience afforded to students at each grade level.
- Survey teachers on technology use and further needs.

- Evaluate and implement recommendations from the school safety committee.
- Evaluate and implement recommendations from the school climate committee.
- Communicate opportunities for student engagement to all students and parents.
- Ensure that each teacher at the school has a current and useful Internet presence.
- Involve the Parent-Teacher Organization and/or Booster Club in an audit of the school's communication practices and involvement opportunities.

Interventions to Occur in 2016-2017

- Provide staff development activities regarding computation skills across all disciplines, managing a remediation program, maintaining a safe and disciplined school environment, and teaching and learning with Chromebooks and Canvas.
- Provide all teachers training over the Standards for Mathematical Practice.
- Utilize mathematics teachers in large- and small-group settings as a resource for integration of computation skills in all classes.
- Develop and implement end-of-course assessments for language arts and mathematics classes at each grade level.
- Develop and implement a school-wide training system for students regarding the effective use of Chromebooks.
- Increase building security by routing all visitors through the school office.
- Survey all students on the topic of school safety.
- Investigate adding a purpose statement and/or vision statement to the school's mission statement.

Interventions to Occur in 2017-2018

- Provide staff development activities regarding improving language convention skills across all disciplines, differentiated instruction, cultivating a cohesive student body, and the virtual classroom.
- Utilize language arts teachers in large- and small-group settings as a resource for integrating language convention skills in all classes.

Interventions to Occur in 2018-2019

- Provide staff development activities regarding results and implications from recent standardized testing, response to intervention, parent involvement, and instruction and management with Microsoft Excel.
- Utilize language arts and/or math teachers in large- and small-group settings as a resource for integration of areas of emphasis identified from results of recent testing.