

School Improvement Plan - PL221 Version - 2009-2012

May 22, 2009 12:57:17

Muncie Central High School (1421)

Muncie Community Schools

Muncie, 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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School Improvement Plan Introduction

Muncie Central High School

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

- Indiana Student Achievement Institute
- PL221
- NCA

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
 - Academic expectations
 - Curriculum content
 - Instructional practices
 - Classroom assessment
 - Extra help
 - Student guidance
 - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

Using Data for Decision-Marking

The Vision-to-Action 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. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

Questions about the School Improvement Plan should be directed to the building principal.

Reviewer Guide

Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at www.asainstitute.org/publicsip. During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

PL221 REQUIREMENT		Required	Location in this Plan
1	Description and location of curriculum	✓	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
	Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
	Conclusion – Professional development	✓	Professional Development
5	Goal – Attendance rate	✓	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✓	Academic Goals
	Goals - % graduating (high schools only)	✓	Academic Goals
6	Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✓	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11	Statutes and rules to be waived	✓	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

* The full Force Field Report may be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip

** In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learners as both "gifted" and "special education" students.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

Steering Team

- Gena Coers - Parent/Guardian
- Debbie Feick - Teacher
- Joshua Hittle - Teacher
- Jackie Samuels - Administrator
- Corey Sharp - Community
- Karyn Shipley - School Counselor
- Christopher Smith - Administrator

Strategy Chairs

- Rebecca Bly
- Sandy Cowgill
- Heather Dearing
- Mike Hritz
- Mike Jones
- Amanda Keegan
- Stephen Merkle
- Jane Miller
- Michelle Sebastian
- Christopher Smith

Community Council

- Monique Armstrong - Executive Director
- Jeff Bird, M. D. - Physican
- Roy Budd - Executive Director of Energize ECI
- Jean Ann Clevenger - Principal
- Seth Davidson - Admission Advisor
- Peter Drumm - Attorney
- Jackie Fisher - Dir./Social Worker
- Sharon McShurley - Mayor
- H. Royce Mitchell - M.A.P.A. Inc. Pastor
- Terry Murphy - Vice President
- Qiana O'Neal - Marketing-Black Achievers Dir.
- Keith O'Neil - Pastor
- Robert Rhoades - Retired-First Merchants Bank
- Myrna Robertson - Court Sec. Circuit Court #4
- Corey Sharp - Director of Enrollment Mgt.
- Kirsten Smith - Tech. Mgr. & Labs Mgr.
- John Wright - Retired-Ball State University

Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. 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. The third part of the vision statement describes the 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.

We believe all students deserve:

We believe that all students deserve to be surrounded by adults who believe that all students can learn and are capable of high levels of achievement. We believe that every child deserves to be respected and offered varied educational opportunities supported by a safe, consistent, and orderly environment. We believe that every child deserves quality instruction that promotes valid, real world connections for the student learner. We believe that students deserve a rigorous curriculum, supported by state-of-the-art technology and equipment, individualized instruction, and meaningful assessment. We believe that students deserve to be able to realize their potential and talents through an environment that promotes individual growth and development for all learners.

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

All adults in our community embrace these core convictions and live by them daily. As a result, adults demonstrate the following attitudes and actions: Each teacher, counselor, administrator, parent and community member has set high standards for themselves and the students that they serve. All adults work together to help all students reach those expectations. The student centered curriculum is integrated between disciplines which reflect collaborative planning by teachers. The curriculum requires students to research and apply learned knowledge and skills to solve real-world, authentic problems. School and community members are not satisfied when most or many students reach high expectations. Instead they are committed to helping all students achieve lofty goals. Instruction is provided by positive, enthusiastic and prepared teachers who exercise patience while providing consistent individual attention to all students. The learning environment is not contained within the four walls of Muncie Central High School. All students participate in mentorship and internship experiences working collaboratively with members of the community. Community members actively participate in team-teaching experiences with the instructional personnel of our building. They are active members of each department. Members of the business community assist teachers with the writing of curriculum that reflects real-world applications and scenarios in which students can apply their academic learning. Parents are active participants in their child's learning at Muncie Central. Parents embrace and support the expectation for high performance from their children. They send their children to school daily ready and eager to learn. Parents participate as volunteers throughout every aspect of the school community serving in academic settings, athletic settings and cultural activities. In short, parents are engaged partners with Muncie Central High School. Parents are supportive of all teachers and administrators. They provide support for future planning and the course selection process in rigorous and challenging curricula. Parents have daily discussions with their children regarding their performance in school and their specific learning needs. Parents assist students with long-term goal setting and planning.

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

In this setting where all adults live by their core convictions, all students have high expectations of themselves and are actively involved with their learning. Students accept ownership and responsibility for their education. They are compliant not resistive to challenges and educational risk-taking. Each student eagerly pursues academic and career education seeking solutions to challenging real-world problems. All students are involved and committed to community based learning experiences where they apply academic knowledge and skills. Students are excited, eager and motivated to learn with strong self-esteem and respect for others. Students approach their learning experiences with a clear sense of purpose. Students possess strong personal management and citizenship skills. All students are caring and responsible. They demonstrate great pride in Muncie Central and are attached to all activities and opportunities for learning. Each student demonstrates educational and career awareness necessary to make sound decisions regarding future planning and corresponding course work selections.

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

- % of students who pass Algebra 1 ECA: 100%
- % of students who pass English 10 ECA 100%: 100%
- % of students who pass core 40 exams 100%: 100%
- % of students who take a world language: 100%
- % of students who graduate: 100%
- % of students who go on to postsecondary education: 100%

Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

All students - Graduate

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	73.7		81.3	83%		85%		87%		89%		100%

Free/Reduced Lunch Students - Graduate

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	67%		72%	75%		78%		82%		85%		100%

Students enrolled in AP courses - Who score 3 or higher on AP exams

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			21%			25%		30%		35%		100%

Students that have completed two years of High School - Master the literary analysis standard on the English 10 ECA

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					57%	64%		67%		70%		100%

Students that have completed two years of High School - Pass the Algebra I ECA

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			14%			20%		30%		40%		100%

Students that have completed two years of High School - Pass the English 10 ECA (previous years actual scores reflect ISTEP+ results)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	55%		58%		58%	64%		70%		75%		100%

Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

Local Areas of Concern

Concern: Student discipline issues in class interfering with achievement

68% of all students, 84% of the faculty, and 85% of the community feel that the behavior of other students interferes with their learning.

Concern: Outside personal issues affecting classroom success

93% of the faculty and 84% of the community feel that our students have personal problems that interfere with their learning.

Concern: Students want increased expectations from parents and teachers

Core 40 Expectation: Students 91% - Parents 97% - Faculty 64% Post HS Expectation: Students 92% - Parents 97% - Faculty 56% ISTEP+ Expectation: Students 92% - Parents 97% - Faculty 78%

Concern: Students want more encouragement from home and school

Student break out sessions indicated that students wanted more encouragement.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

Local Strategies

Building Unification —

All Muncie Central High School personnel will follow all school and corporation guidelines and enforce student handbook rules.

Cultural Competency —

Teachers will participate in professional development provided by the district throughout the school year to learn how to integrate cultural competency concepts into classroom activities and practices throughout the school year. As a result of this training, teachers will incorporate cultural competency concepts into their instructional practices.

Duty Period Restructuring —

All teachers will have duty period time available to update information on STI.

Meaningful In-school Suspension - MISS —

The in-school suspension program will provide character education, remediation, and service to the school. This program will be run by duty period teachers and instructional assistants to ensure a meaningful learning experience for those assigned.

Security posts —

The security guards will be scheduled throughout the day in various positions throughout the building. Faculty members will have the security schedule to know where the officers are throughout the day.

Required Strategies

F. Encourage Rigorous Curriculum: Curriculum Mapping--English —

Secondary English teachers will participate in professional development activities provided by the district throughout the school year to learn how to create and use English Diary Maps. As a result of this training, English teachers will update and use English Diary Maps to guide instruction.

I. Focused Academic Area: Advanced Learning Lab —

Tutoring and enrichment will be provided by honors and/or advanced placement teachers on a voluntary basis once a week after school on a rotating schedule. Progress will be monitored by the number of students remaining on the academic honors track and scoring 3 or better on the AP exams.

I. Focused Academic Area: Algebra Support Labs —

Algebra I labs will be offered in a split class setting with two teachers. One teacher will teach Algebra standards and concepts. The other teacher will teach remediation of those concepts.

I. Focused Academic Area: Response to Intervention —

Teachers will assist the district office as requested with the identification of a universal screening tool and the design (and awareness) of the Tier I, II, and III interventions.

I. Focused Academic Area: Underclassmen Reading Strategies - URS —

URS will be instituted to address literary analysis. World history and geography teachers will be using three reading strategies weekly in their classrooms. These strategies will be the same three that focus on analyzing non-fiction literature. Jackie Samuels will train the teachers on using three strategies once a week. Increase reading ability and literary analysis will be charted through social studies unit assessments and reading assessments in English 9 and English 10 classes.

U. Focused Student Group: STaR - Students at Risk —

Weekly mentoring and monitoring will be provided by ten duty period teachers on a voluntary basis to roughly 50 students identified as needing guidance based on attendance, discipline referrals, and grades.

Professional Development

Alignment with the School Improvement Plan: The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator's knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

Effective Learning Process: The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies 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. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

Building Unification

Professional Development Activity	Funding	Activity Purpose
<i>Small group professional development sessions</i>	Source: Amount: \$	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
How to deescalate a situation. Establish a relationship with student. Fred Jones classroom strategies.	Teachers Counselors Administrators	Talk to Presentation/Workshop Peer Coaching

Duty Period Restructuring

Professional Development Activity	Funding	Activity Purpose
<i>Full Faculty Meeting</i>	Source: Amount: \$	Information
Brief Description	Intended Participants	Activity Format
Teachers will be given duty period time to update STI Gradebook and STI Homework.	Teachers Counselors Administrators	Talk to Presentation/Workshop Peer Coaching

Meaningful In-school Suspension - MISS

Professional Development Activity	Funding	Activity Purpose
<i>Full faculty professional development</i>	Source: TDB Amount: \$	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will be given a complete plan for the MISS program. How the program works and the policies in place will be given	Teachers Counselors Administrators	Talk to

F. Encourage Rigorous Curriculum: Curriculum Mapping--English

No professional development activities have been entered on [this strategy's plan](#).

If none is needed, please indicate so by checking the box on the [Professional Development Summary Entry](#).

I. Focused Academic Area: Advanced Learning Lab

No professional development is needed for this strategy.

I. Focused Academic Area: Algebra Support Labs

Professional Development Activity	Funding	Activity Purpose
<i>Lab teacher training</i>	Source: TBD Amount: \$	Skill Building
Brief Description	Intended Participants	Activity Format
Heather Hart will train Algebra teachers for the new lab setting.	Teachers	Talk to Presentation/Workshop Study Group Peer Coaching Collaborative Problem Solving

I. Focused Academic Area: Response to Intervention

No professional development activities have been entered on [this strategy's plan](#).

If none is needed, please indicate so by checking the box on the [Professional Development Summary Entry](#).

I. Focused Academic Area: Underclassmen Reading Strategies - URS

Professional Development Activity	Funding	Activity Purpose
<i>Reading strategy Training</i>	Source: TBD Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will be trained by Jackie Samuels on effective reading strategies for the social studies teachers.	Teachers	Talk to Presentation/Workshop Peer Coaching

U. Focused Student Group: STaR - Students at Risk

Professional Development Activity	Funding	Activity Purpose
<i>At risk student training</i>	Source: TBD Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
Fred Jones classroom management training. Training on sensitivity to at risk kids.	Teachers Counselors Administrators	Talk to Presentation/Workshop Peer Coaching Professional Reading

Relationship Report -- Areas of Concern / Strategies / Data Targets

Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

Local Areas of Concern

Concern: Student discipline issues in class interfering with achievement

Data Targets Influenced by This Concern:

- All students -- Graduate
- Free/Reduced Lunch Students -- Graduate
- Students enrolled in AP courses -- Who score 3 or higher on AP exams
- Students that have completed two years of High School -- Master the literary analysis standard on the English 10 ECA
- Students that have completed two years of High School -- Pass the Algebra I ECA
- Students that have completed two years of High School -- Pass the English 10 ECA (previous years actual scores reflect ISTEP+ results)

Strategies to Impact This Concern:

- Meaningful In-school Suspension - MISS
- Security posts
- U. Focused Student Group: STaR - Students at Risk

Concern: Outside personal issues affecting classroom success

Data Targets Influenced by This Concern:

- All students -- Graduate
- Free/Reduced Lunch Students -- Graduate
- Students enrolled in AP courses -- Who score 3 or higher on AP exams
- Students that have completed two years of High School -- Master the literary analysis standard on the English 10 ECA
- Students that have completed two years of High School -- Pass the Algebra I ECA
- Students that have completed two years of High School -- Pass the English 10 ECA (previous years actual scores reflect ISTEP+ results)

Strategies to Impact This Concern:

- Meaningful In-school Suspension - MISS
- U. Focused Student Group: STaR - Students at Risk

Concern: Students want increased expectations from parents and teachers

Data Targets Influenced by This Concern:

- All students -- Graduate
- Free/Reduced Lunch Students -- Graduate
- Students that have completed two years of High School -- Master the literary analysis standard on the English 10 ECA
- Students that have completed two years of High School -- Pass the Algebra I ECA
- Students that have completed two years of High School -- Pass the English 10 ECA (previous years actual scores reflect ISTEP+ results)

Strategies to Impact This Concern:

- Building Unification
- Duty Period Restructuring
- Meaningful In-school Suspension - MISS
- I. Focused Academic Area: Advanced Learning Lab
- U. Focused Student Group: STaR - Students at Risk

Concern: Students want more encouragement from home and school

Data Targets Influenced by This Concern:

- All students -- Graduate
- Free/Reduced Lunch Students -- Graduate
- Students enrolled in AP courses -- Who score 3 or higher on AP exams
- Students that have completed two years of High School -- Master the literary analysis standard on the English 10 ECA
- Students that have completed two years of High School -- Pass the Algebra I ECA
- Students that have completed two years of High School -- Pass the English 10 ECA (previous years actual scores reflect ISTEP+ results)

Strategies to Impact This Concern:

- Duty Period Restructuring
- Meaningful In-school Suspension - MISS
- I. Focused Academic Area: Advanced Learning Lab
- I. Focused Academic Area: Algebra Support Labs
- U. Focused Student Group: STaR - Students at Risk

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All students -- Graduate

Strategies to Impact This Concern:

- Duty Period Restructuring
- F. Encourage Rigorous Curriculum: Curriculum Mapping--English

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- Students enrolled in AP courses -- Who score 3 or higher on AP exams

Strategies to Impact This Concern:

- Duty Period Restructuring
- I. Focused Academic Area: Response to Intervention
- I. Focused Academic Area: Underclassmen Reading Strategies - URS
- I. Focused Academic Area: Algebra Support Labs
- I. Focused Academic Area: Advanced Learning Lab

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- Free/Reduced Lunch Students -- Graduate
- Students that have completed two years of High School -- Master the literary analysis standard on the English 10 ECA
- Students that have completed two years of High School -- Pass the Algebra I ECA
- Students that have completed two years of High School -- Pass the English 10 ECA (previous years actual scores reflect ISTEP+ results)

Strategies to Impact This Concern:

- Cultural Competency
- Duty Period Restructuring
- Meaningful In-school Suspension - MISS
- Security posts
- U. Focused Student Group: STaR - Students at Risk

Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	Main Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	STI Assessments=Form active assessments based on curriculum calendars & Indiana Standards Scholastic Reading Inventory Local Math Assessment	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	<p>Per school board policy, students are removed from a class for the rest of the semester after nine tardies to that class. Students are missing the opportunity for instruction. They would be able to complete coursework. Student achievement would increase due to more classroom instruction along with more credits earned. Track the number of credits earned with and without the rule.</p>	Force Field Report G: Environment Additional Data #2

To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

Report by strategy. Showing completed and yet-to-be-completed action steps.

Building Unification

Jul 21, 2009: Distribute discipline charts to all staff stakeholders

Person: Mike Jones

Activity: Building Unification

Jul 21, 2009: Establish a uniform way to display school expectations in classrooms/hallway

Person: Julie Bailey

Activity: Building Unification

Jul 22, 2009: Investigate process and interest in purchasing staff shirt

Person: Joyce Terrell

Activity: Building Unification

Jul 30, 2009: Create communication chain from administration to staff on security information

Person: Alan Jones

Activity: Building Unification

Jul 30, 2009: Create plan to ensure accountability for policy enforcement

Person: Amanda Keegan

Activity: Building Unification

Aug 4, 2009: Distribute discipline charts to parents and students at registration

Person: Suzanne Crump

Activity: Building Unification

Aug 10, 2009: Create common expectation signs

Person: Anny Delk

Activity: Building Unification

Aug 10, 2009: Determine activities that will increase parent involvement

Person: Debbie Feick

Activity: Building Unification

Aug 10, 2009: Create simple rules for all to follow

Person: Mike Jones

Activity: Small group professional development

Aug 10, 2009: Discuss support for enforcement of policy

Person: Chris Smith

Activity: Small group professional development

Aug 10, 2009: Distribute data on increase of achievement with set expectations

Person: Karyn Shipley

Activity: Small group professional development

Aug 11, 2009: Establish a support group for professional development on dealing with students effectively

Person: Andy Roesch

Activity: Building Unification

Aug 11, 2009: Establish a relationship with students

Person: Mike Jones

Activity: Small group professional development sessions

Aug 11, 2009: Fred Jones classroom strategies
Person: Jackie Samuels
Activity: Small group professional development sessions

Aug 11, 2009: How to deescalate a situation
Person: Suzanne Crump
Activity: Small group professional development sessions

Oct 10, 2009: Compile referral data for student handbook violations
Person: Cheryl Hirst
Activity: Collect baseline data

Oct 10, 2009: Compile suspension report
Person: Cheryl Hirst
Activity: Collect baseline data

Oct 10, 2009: Monitor changes in hallway behavior
Person: Alan Jones
Activity: Collect baseline data

Dec 19, 2009: Compile referral data
Person: Cheryl Hirst
Activity: Collect first semester/trimester follow up data

Dec 19, 2009: Establish trends in the data from first semester
Person: Alan Jones, Suzanne Crump
Activity: Collect first semester/trimester follow up data

Dec 19, 2009: Monitor changes in hallway behavior
Person: Alan Jones
Activity: Collect first semester/trimester follow up data

Dec 19, 2009: Suspension report for offenders of student handbook violations
Person: Cheryl Hirst
Activity: Collect first semester/trimester follow up data

Dec 19, 2009: Teacher discussion of classroom/hallway behavior
Person: Chris Smith
Activity: Collect first semester/trimester follow up data

May 20, 2010: Compile referral data
Person: Cheryl Hirst
Activity: Collect final semester/trimester follow up data

May 20, 2010: Monitor changes in hallway behavior
Person: Alan Jones
Activity: Collect final semester/trimester follow up data

May 20, 2010: Suspension report for offenders of student handbook violations
Person: Cheryl Hirst
Activity: Collect final semester/trimester follow up data

May 20, 2010: Teacher discussion of classroom/hallway behavior
Person: Chris Smith
Activity: Collect final semester/trimester follow up data

May 26, 2010: Merge data from each semester
Person: Jackie Samuels
Activity: Collect final semester/trimester follow up data

May 29, 2010: Establish trends in the data from each semester
Person: Alan Jones, Suzanne Crump
Activity: Collect final semester/trimester follow up data

Duty Period Restructuring

Jul 28, 2009: Set duty period responsibilities
Person: Suzanne Crump
Activity: Duty periods

Aug 1, 2009: Create the "situation room" for teacher to use during duty periods
Person: Jackie Samuels
Activity: Duty periods

Aug 5, 2009: Set time schedule for duty periods
Person: Suzanne Crump, Jackie Samuels
Activity: Duty periods

Aug 11, 2009: Introduce schedule and situation room
Person: Jackie Samuels, Suzanne Crump
Activity: Full Faculty Meeting

Oct 13, 2009: Record usage of STI gradebook updates
Person: Jackie Samuels & Chris Smith
Activity: Collect baseline data

Oct 13, 2009: Record usage of STI homework post
Person: Jackie Samuels & Chris Smith
Activity: Collect baseline data

Oct 13, 2009: Record usage of STI Testscope
Person: Jackie Samuels and Chris Smith
Activity: Collect baseline data

Oct 30, 2009: Monitor changes in planning as reflected in use of STI Testscope
Person:
Activity: Collect baseline data

Dec 1, 2009: Record usage of STI gradebook updates
Person: Jackie Samuels & Christopher Smith
Activity: Collect first semester/trimester follow up data

Dec 1, 2009: Record usage of STI homework post
Person: Jackie Samuels & Christopher Smith
Activity: Collect first semester/trimester follow up data

Dec 1, 2009: Record usage of STI Testscope
Person: Jackie Samuels & Chris Smith
Activity: Collect first semester/trimester follow up data

May 1, 2010: Collect final data on STI gradebook updates
Person: Jackie Samuels & Christopher Smith
Activity: Collect final semester/trimester follow up data

May 1, 2010: Collect final data on teacher usage on STI Testscope
Person: Jackie Samuels and Chris Smith
Activity: Collect final semester/trimester follow up data

May 1, 2010: Collect final usage data on STI homework use
Person: Jackie Samuels & Christopher Smith
Activity: Collect final semester/trimester follow up data

Focused Academic Area

May 13, 2009: Common planning times for teachers

Person: Jackie Samuels

Activity: Algebra labs

May 13, 2009: Pair teachers to concept/lab

Person: Jackie Samuels, Snady Cowgill

Activity: Algebra labs

May 13, 2009: collect strategy data

Person: Jane Miller

Activity: Collect baseline data

May 13, 2009: Numbers of teachers currently offering support for honors/AP students after school

Person: Amanda Keegan

Activity: Collect baseline data

Jun 9, 2009: Heather Hart math training

Person: Jo Ann McCowan

Activity: Lab teacher training

Jun 30, 2009: Schedule common students into labs and class periods

Person: Angie Staggs

Activity: Algebra labs

Aug 1, 2009: Set a schedule for honors support

Person: Amanda Keegan

Activity: Schedule for support

Sep 10, 2009: Train teachers on reading strategies

Person: Jackie Samuels

Activity: Reading strategy Training

Dec , 2009: Math training follow up

Person: Jo Ann McCowan

Activity: Lab teacher training

Dec 1, 2009: collect strategy data

Person: Jane Miller

Activity: Collect first semester/trimester follow up data

Dec 1, 2009: Number of honors/AP teachers offering after school support according to the scheduled times

Person: Amanda Keegan

Activity: Collect first semester/trimester follow up data

Mar , 2010: Math training enrichment

Person: Jo Ann McCowan

Activity: Lab teacher training

May 1, 2010: collect strategy data

Person: Jane Miller

Activity: Collect final semester/trimester follow up data

May 1, 2010: Number of honors/AP teachers offering after school support according to the scheduled times

Person: Amanda Keegan

Activity: Collect final semester/trimester follow up data

Focused Student Group

- Dec 18, 2006:** Compile referral data
Person: Cheryl Hirst
Activity: Collect first semester/trimester follow up data
- Jun 26, 2009:** Identify top at risk students
Person: Jackie Samuels
Activity: Selection of students
- Jun 26, 2009:** Look at At Risk roster from state
Person: Jackie Samuels
Activity: Selection of students
- Jun 26, 2009:** Meet with strategy chair
Person: Jackie Samuels
Activity: Selection of students
- Jun 30, 2009:** Meet with strategy chair to call teachers to volunteer
Person: Heather Dearing
Activity: Selection of duty teachers
- Jun 30, 2009:** Set up duty schedule on master schedule
Person: Jackie Samuels
Activity: Selection of duty teachers
- Jul 22, 2009:** Notify teachers
Person: Heather Dearing
Activity: Selection of duty teachers
- Aug 11, 2009:** Fred Jones classroom management training
Person: Suzanne Crump
Activity: At risk student training
- Aug 11, 2009:** Training on sensitivity to at risk kids
Person: Strategy team/Heather Dearing
Activity: At risk student training
- Aug 12, 2009:** Communicate plan to all staff
Person: Jackie Samuels
Activity: Communicate plan
- Oct 13, 2009:** Compile referral data
Person: Cheryl Hirst
Activity: Collect baseline data
- Oct 20, 2009:** Compile suspension report
Person: Cheryl Hirst
Activity: Collect baseline data
- Oct 25, 2009:** Compile Attendance Report
Person: Teresa Shreves
Activity: Collect baseline data
- Oct 25, 2009:** Compile first grading period grades
Person: Angie Staggs
Activity: Collect baseline data
- Dec 19, 2009:** Compile Attendance Report
Person: Teresa Shreves
Activity: Collect first semester/trimester follow up data

Dec 19, 2009: Compile first semester grade report
Person: Angie Staggs
Activity: Collect first semester/trimester follow up data

Dec 19, 2009: Compile suspension report
Person: Cheryl Hirst
Activity: Collect first semester/trimester follow up data

May 29, 2010: Compile Attendance Report
Person: Teresa Shreves
Activity: Collect final semester/trimester follow up data

May 29, 2010: Compile final grade report
Person: Angie Staggs
Activity: Collect final semester/trimester follow up data

May 29, 2010: Compile referral data
Person: Cheryl Hirst
Activity: Collect final semester/trimester follow up data

May 29, 2010: Compile suspension report
Person: Cheryl Hirst
Activity: Collect final semester/trimester follow up data

Meaningful In-school Suspension - MISS

Jun 3, 2009: Define rules for in-school suspension placements
Person: Alan Jones/Suzanne Crump
Activity: Create a meaningful in-school suspension plan

Jun 3, 2009: Establish a research plan to contact other schools with in-school suspension programs
Person: Suzanne Crump
Activity: Create a meaningful in-school suspension plan

Jun 26, 2009: Determine who will run the program
Person: Chris Smith
Activity: Create a meaningful in-school suspension plan

Jun 30, 2009: Construct manual labor plan within the confines of school expectations/policies
Person: Alan Jones
Activity: Create a meaningful in-school suspension plan

Jul 21, 2009: Develop a structured activity schedule for in-school suspension
Person: Steve Merkle
Activity: Create a meaningful in-school suspension plan

Jul 21, 2009: Establish lunch options with cafeteria
Person: Steve Merkle
Activity: Create a meaningful in-school suspension plan

Jul 21, 2009: Research character education for in-school suspension students
Person: Karyn Shipley
Activity: Create a meaningful in-school suspension plan

Jul 21, 2009: Research remediation activities for in-school suspension students
Person: Amy Ryder
Activity: Create a meaningful in-school suspension plan

Aug 12, 2009: Present current placement policies
Person: Suzanne Crump
Activity: Full faculty professional development

Aug 12, 2009: Present new policies and program for MISS

Person: Steve Merkle

Activity: Full faculty professional development

Aug 12, 2009: Lay out details of plan to show thoroughness and commitment to change current ISS

Person: Steve Merkle

Activity: Small group professional development

Oct 10, 2009: Compile referral data

Person: Cheryl Hirst

Activity: Collect baseline data

Oct 10, 2009: Compile suspension report

Person: Cheryl Hirst

Activity: Collect baseline data

Dec 10, 2009: Compile referral data

Person: Cheryl Hirst

Activity: Collect first semester/trimester follow up data

Dec 18, 2009: Compile end of semester suspension report

Person: Cheryl Hirst

Activity: Collect first semester/trimester follow up data

Dec 19, 2009: Prepare ISS report for first semester

Person: Cheryl Hirst

Activity: Collect first semester/trimester follow up data

May 20, 2010: Compile referral data

Person: Cheryl Hirst

Activity: Collect final semester/trimester follow up data

May 20, 2010: Prepare ISS report for second semester

Person: Cheryl Hirst

Activity: Collect final semester/trimester follow up data

May 29, 2010: Compile end of year suspension report

Person: Cheryl Hirst

Activity: Collect final semester/trimester follow up data

May 29, 2010: Establish trends in the data from each semester

Person: Suzanne Crump, Alan Jones

Activity: Collect final semester/trimester follow up data

May 29, 2010: Merge data from each semester

Person: Jackie Samuels

Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

	First Year Schools	Second Year Schools	Third Year and Beyond Schools
Oct	<p>Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i></p>	<p>New Steering Team Member (optional) Session 1: <u>Improvement Plan Implementation</u></p>	<p>New Steering Team Member (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u></p>
Nov	<p><u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i></p>
Dec	<p>Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i></p>		<p>Session 2: <u>SIP Evaluation & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>
Jan	<p>Session 4: <u>Areas of Concern & Research Assignments</u> <i>Local Mtgs: Areas of Concern</i></p>	<p>Session 2: <u>SIP Review & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>	
	<p>Session 5:</p>		
Feb 3	<p>Session 6: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i></p>	<p><u>InSAI Conference on Learning</u> (optional)</p>	<p><u>InSAI Conference on Learning</u> (optional)</p>
Feb / Mar	<p>Session 7: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i></p>	<p>Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p>	<p>Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p>
Apr	<p><i>1st Fri. in April: All submissions due online</i></p>	<p><i>1st Fri. in April: All submissions due online</i></p>	<p><i>1st Fri. in April: All submissions due online</i></p>
	<p>Session 7: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>
May	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>