

School Improvement Plan - 2010-2011

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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-Making

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.

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

Who Wrote this School Improvement Plan?

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 Full Faculty and Community 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.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community 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 with each other and the Full Faculty in decisions related to school improvement.

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 Full Faculty and Community Council.

Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

Steering Team

- Debbie Feick - Teacher
- Joshua Hittle - Teacher
- Jackie Samuels - Administrator
- Corey Sharp - Community
- Karyn Shipley - School Counselor
- Christopher Smith - Administrator

Strategy Chairs

- Rebecca Bly
- Charity Coffman
- Sandra Cowgill
- Mike Hritz
- Mike Jones
- Stephen Merkle
- Jackie Samuels
- Christopher Smith

Community Council

- Jeff Bird, M. D. - Parent/Community
- Roy Budd - Community
- Dan Canan
- Marilyn Chalupa

- Jean Ann Clevenger - Community
- Peter Drumm - Parent/Community
- Jackie Fisher - Community
- Sharon McShurley - Parent/Community
- H. Royce Mitchell - Community
- Terry Murphy - Community
- Robert Rhoades - Community
- Myrna Robertson - Community
- Corey Sharp - Community
- Kirsten Smith - Parent/Community
- John Wright - Community

Vision Statement

The Vision Statement was developed by all educators, all students, and members of the community and is reviewed and updated annually. 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.

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

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 Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), 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 Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

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.

All students - Graduate

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	81.3	83%	91%	92%		95%		97%		98%		100%

Free/Reduced Lunch Students - Graduate

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	72%	75%		78%		82%		85%		87%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	21%	25%	40%	45%		48%		52%		56%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			57%	64%		67%		70%		75%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	14%		22%	25%		30%		40%		50%		100%

Students that have completed two years of High School - Pass the English 10 ECA

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	58%		58%	64%		70%		75%		78%		100%

Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these "Areas of Concern" through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

Local Areas of Concern

We are concerned that... 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.

We are concerned that... 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.

We are concerned that... 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%

We are concerned that... 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

Strategies were established after identifying 1) Achievement Goals (see the Achievement Goals section), and 2) Areas of Concern (see the Needs Assessment & Areas of Concern section). Educators researched possible strategies for addressing each Area of Concern and then presented possible strategies to Full Faculty and Community Council for their consideration. The student body was provided with a list of Areas of Concern and asked to provide their input regarding strategies the school and community could employ to address the concerns. Using a consensus based decision-making model, the Full Faculty and Community Council (including parent representatives) agreed to several strategies to implement next year.

Strategy Data: Strategy data will help the Full Faculty and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the success of the strategies in meeting student needs. The strategy data tables can be found in the Strategy Data section of this plan.

Strategy To-Do Lists: Each strategy has been assigned a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. The strategy to-do lists can be found in the Strategy To-Do List section of this plan.

The strategy titles and descriptions are listed below:

Local Strategies

Building Unification

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

Impact Level: High Impact - Inside

Focus: General

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.

Impact Level: High Impact - Outside

Focus: General

Required Strategies

F. Encourage Rigorous Curriculum: Curriculum Mapping--English

Secondary English teachers will implement the the District Consensus English Maps by updating on a monthly basis individual English Diary Maps. This will include developing and attaching to the maps common writing prompts, rubrics, common activities, and assessments.

Impact Level: High Impact - Inside

Focus: Specific

F. Encourage Rigorous Curriculum: Professional Learning Communities

All teachers will participate each week in professional learning community meetings to discuss/review calendars/map, benchmark test data, best practice methods, reading/vocabulary strategies, and other student achievement issues.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Curriculum Mapping Math

Secondary Math teachers will participate in professional development activities provided by the district throughout the school year to learn how to create and use Math Diary Maps. As a result of this training, Math teachers will update and use Math Diary Maps to guide instruction. Math teachers will also implement the District Consensus Maps by updating on a monthly basis individual Math Diary Maps.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Response to Intervention - Reading Intervention Program

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. Students identified as reading two or more grade levels below their respective grade level will be assigned to one class period per day of reading instruction.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Underclassmen Reading Strategies - URS

Teachers from all content areas will integrate specific reading/vocabulary strategies in their respective disciplines on a daily basis at the start of the second nine weeks of the 2010-2011 school year.

Impact Level: High Impact - Inside

Focus: Specific

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.

Impact Level: High Impact - Outside

Focus: Specific

Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

Local Strategies

Meaningful In-school Suspension - MISS

% of personnel who ensure a meaningful learning experience for students assigned to ISS

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
85%	90%		95%	

% of students who state that ISS was a meaningful experience.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
65%	75%		80%	

To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

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

Encourage Rigorous Curriculum

Jun 1, 2010: Master Meeting Schedule for First Semester **Person:** Principal

Aug 4, 2010: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Aug 4, 2010: Monthly Calendar of PLC topics/agenda items **Person:** Principal - Chris Smith

Aug 4, 2010: Summary notes from each PLC session **Person:** Department Chair

Aug 11, 2010: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Aug 11, 2010: Summary notes from each PLC session **Person:** Department Chair

Aug 18, 2010: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Aug 18, 2010: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Aug 18, 2010: English Teachers will meet to review student performance on STI Assessments. **Person:** Chris Smith

Aug 18, 2010: Identify location, sign-in procedures, required summary notes, etc... **Person:** Principal

Aug 18, 2010: Summary notes from each PLC session **Person:** Department Chair

Aug 18, 2010: Updating English Diary Maps **Person:** English Teachers

Aug 25, 2010: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Aug 25, 2010: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Aug 25, 2010: Summary notes from each PLC session **Person:** Department Chair

Sep 1, 2010: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Sep 1, 2010: District Level Work Session **Person:** Jo Ann McCowan

Sep 1, 2010: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Sep 1, 2010: Monthly Calendar of PLC topics/agenda items **Person:** Principal - Chris Smith

Sep 1, 2010: Summary notes from each PLC session **Person:** Department Chair

Sep 8, 2010: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Sep 8, 2010: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Sep 8, 2010: Summary notes from each PLC session **Person:** Department Chair

Sep 15, 2010: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Sep 15, 2010: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Sep 15, 2010: Summary notes from each PLC session **Person:** Department Chair

Sep 18, 2010: English Teachers will meet to review student performance on STI Assessments. **Person:** Chris Smith

Sep 18, 2010: Identify location, sign-in procedures, required summary notes, etc... **Person:** Principal

Sep 18, 2010: Updating English Diary Maps **Person:** English Teachers

Sep 22, 2010: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Sep 22, 2010: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Sep 22, 2010: Summary notes from each PLC session **Person:** Department Chair

Sep 29, 2010: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Sep 29, 2010: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Sep 29, 2010: Summary notes from each PLC session **Person:** Department Chair

Oct 1, 2010: Discuss process with Department Chairs **Person:** Principal

Oct 6, 2010: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Oct 6, 2010: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Oct 6, 2010: Monthly Calendar of PLC topics/agenda items **Person:** Principal - Chris Smith

Oct 6, 2010: Summary notes from each PLC session **Person:** Department Chair

Oct 13, 2010: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Oct 13, 2010: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Oct 13, 2010: Summary notes from each PLC session **Person:** Department Chair

Oct 18, 2010: English Teachers will meet to review student performance on STI Assessments. **Person:** Chris Smith

Oct 18, 2010: Identify location, sign-in procedures, required summary notes, etc... **Person:** Principal

Oct 18, 2010: Updating English Diary Maps **Person:** English Teachers

Oct 20, 2010: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Oct 20, 2010: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Oct 20, 2010: Summary notes from each PLC session **Person:** Department Chair

Oct 27, 2010: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Oct 27, 2010: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Oct 27, 2010: Summary notes from each PLC session **Person:** Department Chair

Oct 29, 2010: Collect Diary Maps **Person:** Chris Smith

Nov 1, 2010: Classroom Implementation of Reading Strategy Set 1 **Person:** Strategy Chair

Nov 3, 2010: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Nov 3, 2010: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Nov 3, 2010: Monthly Calendar of PLC topics/agenda items **Person:** Principal - Chris Smith

Nov 3, 2010: Summary notes from each PLC session **Person:** Department Chair

Nov 10, 2010: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Nov 10, 2010: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Nov 10, 2010: Summary notes from each PLC session **Person:** Department Chair

Nov 17, 2010: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Nov 17, 2010: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Nov 17, 2010: Summary notes from each PLC session **Person:** Department Chair

Nov 18, 2010: English Teachers will meet to review student performance on STI Assessments. **Person:** Chris Smith

Nov 18, 2010: Identify location, sign-in procedures, required summary notes, etc... **Person:** Principal

Nov 18, 2010: Updating English Diary Maps **Person:** English Teachers

Nov 24, 2010: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Nov 24, 2010: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Nov 24, 2010: Summary notes from each PLC session **Person:** Department Chair

Dec 1, 2010: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Dec 1, 2010: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Dec 1, 2010: Evaluate effectiveness of the Academic Focus Meetings **Person:** Principal

Dec 1, 2010: Master Meeting Schedule for Second Semester **Person:** Principal

Dec 1, 2010: Monthly Calendar of PLC topics/agenda items **Person:** Principal - Chris Smith

Dec 1, 2010: Submit weekly meeting notes to district administrator **Person:** Principal

Dec 1, 2010: Summary notes from each PLC session **Person:** Department Chair

Dec 8, 2010: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Dec 8, 2010: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Dec 8, 2010: Summary notes from each PLC session **Person:** Department Chair

Dec 15, 2010: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Dec 15, 2010: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Dec 15, 2010: Summary notes from each PLC session **Person:** Department Chair

Dec 16, 2010: Collect Diary Maps **Person:** Chris Smith

Dec 18, 2010: English Teachers will meet to review student performance on STI Assessments. **Person:** Chris Smith

Dec 18, 2010: Identify location, sign-in procedures, required summary notes, etc... **Person:** Principal

Dec 18, 2010: Updating English Diary Maps **Person:** English Teachers

Dec 22, 2010: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Dec 22, 2010: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Dec 22, 2010: Summary notes from each PLC session **Person:** Department Chair

Dec 29, 2010: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Dec 29, 2010: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Dec 29, 2010: Summary notes from each PLC session **Person:** Department Chair

Jan 5, 2011: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Jan 5, 2011: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Jan 5, 2011: Monthly Calendar of PLC topics/agenda items **Person:** Principal - Chris Smith

Jan 5, 2011: Summary notes from each PLC session **Person:** Department Chair

Jan 12, 2011: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Jan 12, 2011: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Jan 12, 2011: Summary notes from each PLC session **Person:** Department Chair

Jan 18, 2011: English Teachers will meet to review student performance on STI Assessments. **Person:** Chris Smith

Jan 18, 2011: Identify location, sign-in procedures, required summary notes, etc... **Person:** Principal

Jan 18, 2011: Updating English Diary Maps **Person:** English Teachers

Jan 19, 2011: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Jan 19, 2011: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Jan 19, 2011: Summary notes from each PLC session **Person:** Department Chair

Jan 26, 2011: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Jan 26, 2011: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Jan 26, 2011: Summary notes from each PLC session **Person:** Department Chair

Feb 1, 2011: Classroom Implementation of Reading Strategy Set 2 **Person:** Strategy Chair

Feb 2, 2011: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Feb 2, 2011: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Feb 2, 2011: Monthly Calendar of PLC topics/agenda items **Person:** Principal - Chris Smith

Feb 2, 2011: Summary notes from each PLC session **Person:** Department Chair

Feb 9, 2011: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Feb 9, 2011: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Feb 9, 2011: Summary notes from each PLC session **Person:** Department Chair

Feb 16, 2011: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Feb 16, 2011: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Feb 16, 2011: Summary notes from each PLC session **Person:** Department Chair

Feb 18, 2011: English Teachers will meet to review student performance on STI Assessments. **Person:** Chris Smith

Feb 18, 2011: Identify location, sign-in procedures, required summary notes, etc... **Person:** Principal

Feb 18, 2011: Updating English Diary Maps **Person:** English Teachers

Feb 23, 2011: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Feb 23, 2011: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Feb 23, 2011: Summary notes from each PLC session **Person:** Department Chair

Mar 1, 2011: District Level Work Session **Person:** Jo Ann McCowan

Mar 2, 2011: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Mar 2, 2011: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Mar 2, 2011: Monthly Calendar of PLC topics/agenda items **Person:** Principal - Chris Smith

Mar 2, 2011: Summary notes from each PLC session **Person:** Department Chair

Mar 9, 2011: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Mar 9, 2011: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Mar 9, 2011: Summary notes from each PLC session **Person:** Department Chair

Mar 16, 2011: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Mar 16, 2011: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Mar 16, 2011: Summary notes from each PLC session **Person:** Department Chair

Mar 18, 2011: Collect Diary Maps **Person:** Chris Smith

Mar 18, 2011: English Teachers will meet to review student performance on STI Assessments. **Person:** Chris Smith

Mar 18, 2011: Identify location, sign-in procedures, required summary notes, etc... **Person:** Principal

Mar 18, 2011: Updating English Diary Maps **Person:** English Teachers

Mar 23, 2011: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Mar 23, 2011: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Mar 23, 2011: Summary notes from each PLC session **Person:** Department Chair

Mar 30, 2011: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Mar 30, 2011: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Mar 30, 2011: Summary notes from each PLC session **Person:** Department Chair

Apr 6, 2011: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Apr 6, 2011: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Apr 6, 2011: Monthly Calendar of PLC topics/agenda items **Person:** Principal - Chris Smith

Apr 6, 2011: Summary notes from each PLC session **Person:** Department Chair

Apr 13, 2011: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Apr 13, 2011: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Apr 13, 2011: Summary notes from each PLC session **Person:** Department Chair

Apr 18, 2011: English Teachers will meet to review student performance on STI Assessments. **Person:** Chris Smith

Apr 18, 2011: Identify location, sign-in procedures, required summary notes, etc... **Person:** Principal

Apr 18, 2011: Updating English Diary Maps **Person:** English Teachers

Apr 20, 2011: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Apr 20, 2011: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Apr 20, 2011: Summary notes from each PLC session **Person:** Department Chair

Apr 27, 2011: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Apr 27, 2011: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Apr 27, 2011: Summary notes from each PLC session **Person:** Department Chair

May 1, 2011: District Level Work Session **Person:** Jo Ann McCowan

May 1, 2011: Evaluate effectiveness of the Academic Focus Meetings **Person:** Principal

May 4, 2011: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

May 4, 2011: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

May 4, 2011: Monthly Calendar of PLC topics/agenda items **Person:** Principal - Chris Smith

May 4, 2011: Summary notes from each PLC session **Person:** Department Chair

May 11, 2011: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

May 11, 2011: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

May 11, 2011: Summary notes from each PLC session **Person:** Department Chair

May 18, 2011: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

May 18, 2011: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

May 18, 2011: English Teachers will meet to review student performance on STI Assessments. **Person:** Chris Smith

May 18, 2011: Identify location, sign-in procedures, required summary notes, etc... **Person:** Principal

May 18, 2011: Summary notes from each PLC session **Person:** Department Chair

May 18, 2011: Updating English Diary Maps **Person:** English Teachers

May 25, 2011: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

May 25, 2011: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

May 25, 2011: Summary notes from each PLC session **Person:** Department Chair

May 27, 2011: Collect Diary Maps **Person:** Chris Smith

Jun 1, 2011: Attendance (sign-in sheets) **Person:** Principal - Chris Smith

Jun 1, 2011: English Teachers meet to review the English maps by grade level or course to identify instructional strategies and in-class assessment methods during duty periods. **Person:** Chris Smith

Jun 1, 2011: Monthly Calendar of PLC topics/agenda items **Person:** Principal - Chris Smith

Jun 1, 2011: Summary notes from each PLC session **Person:** Department Chair

Focused Academic Area

Feb 1, 2010: Selection of Reading Curriculum for MS and HS **Person:** District RTI Team

Mar 1, 2010: Consult with BSU faculty through PDS Liaison **Person:** Jo Ann McCowan

Apr 1, 2010: Arrange summer training for teachers and literacy coaches. **Person:** Jo Ann McCowan

Apr 1, 2010: Determine # of teachers needed at each secondary building for implementation of reading programs and effect on Master Schedules for 2010-2011. **Person:** Principals

Apr 1, 2010: Identify # of students in grades 5-9 that need to be tested for inclusion in the reading intervention program. **Person:** District RTI Team & Counselors

May 1, 2010: Development of Reading Strategy Log **Person:** Jackie Samuels

May 1, 2010: Establish training dates with BSU for 2010-2011 **Person:** Jo Ann McCowan

May 1, 2010: Identify the InSAI Strategy Team members from various content areas **Person:** Principals

May 1, 2010: Write purchase requisition for purchase of reading books and teacher kits from identified vendors. **Person:** Principals and Jo Ann McCowan

Jun 1, 2010: Develop a strategy evaluation tool. **Person:** District RTI Team

Jul 1, 2010: Reading Strategy Team will participate in summer workshop for selection of reading strategies. **Person:** Reading Strategy Team

Jul 1, 2010: Strategy Workshop **Person:** Reading Strategy Teams

Jul 1, 2010: Training session for reading teachers to learn to use the reading materials. **Person:** Jo Ann McCowan

Aug 1, 2010: Discussion meetings for reading teachers and literacy coach. **Person:** Literacy Coach

Aug 1, 2010: Identify the order, methods, and materials for training teachers during the PLC meetings. **Person:** District RTI Team

Aug 1, 2010: PLC Meeting - Why are reading strategies important? **Person:** TBD

Aug 1, 2010: Progress Monitoring Reports prepared by reading teachers. **Person:** Literacy Coach

Aug 18, 2010: Math Teachers meet to review student performance on STI Assessments. **Person:** Chris Smith

Aug 18, 2010: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Aug 25, 2010: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Sep 1, 2010: District Level Work Session **Person:** Jo Ann McCowan

Sep 1, 2010: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Sep 1, 2010: PLC Meeting - What is a UST? What are Lexiles? **Person:** TBD

Sep 1, 2010: Training **Person:** Reading Strategy Teams

Sep 8, 2010: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Sep 15, 2010: Math Teachers meet to review student performance on STI Assessments. **Person:** Chris Smith

Sep 15, 2010: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Sep 22, 2010: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Sep 29, 2010: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Oct 1, 2010: PLC Meeting - Reading Strategies set #1(Modeling) **Person:** InSAI Team Member by Dept.

Oct 1, 2010: Teachers will begin updating their Math Diary Maps **Person:** Math Teachers

Oct 1, 2010: Training **Person:** Reading Strategy Teams

Oct 6, 2010: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Oct 13, 2010: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Oct 20, 2010: Math Teachers meet to review student performance on STI Assessments. **Person:** Chris Smith

Oct 20, 2010: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Oct 27, 2010: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Oct 27, 2010: Teachers completes Reading Strategy Log for First, 9-weeks and submits report at PLC meeting **Person:** Department Chair/Strategy Chair

Nov 1, 2010: PLC Meeting - Reading Strategies set #1(Implementation) **Person:** InSAI Team Member by Dept.

Nov 1, 2010: Training **Person:** Reading Strategy Teams

Nov 1, 2010: Training session for reading teachers on use of the reading materials. **Person:** Jo Ann McCowan

Nov 3, 2010: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Nov 10, 2010: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Nov 17, 2010: Math Teachers meet to review student performance on STI Assessments. **Person:** Chris Smith

Nov 17, 2010: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Nov 24, 2010: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Dec 1, 2010: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Dec 1, 2010: PLC Meeting - Reading Strategies set #1(How is it working?) **Person:** InSAI Team Member by Dept.

Dec 1, 2010: UST Administered to Students to measure reading levels. **Person:** Literacy Coach

Dec 6, 2010: Student Questionnaire à random sampling of 50 students (11%) of junior/senior level students regarding use of the reading strategies. The survey will be conducted during lunch time. **Person:** Jackie Samuels

Dec 8, 2010: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Dec 15, 2010: Collection of Diary Maps **Person:** Chris Smith

Dec 15, 2010: Math Teachers meet to review student performance on STI Assessments. **Person:** Chris Smith

Dec 15, 2010: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Dec 15, 2010: Teachers completes Reading Strategy Log for second, 9-weeks and submits report at PLC meeting **Person:** Department Chair/Strategy Chair

Dec 22, 2010: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Dec 29, 2010: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Jan 1, 2011: PLC Meeting - Reading Strategies Set #2 (Modeling) **Person:** InSAI Team Members by Dept.

Jan 1, 2011: Training **Person:** Reading Strategy Teams

Jan 5, 2011: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Jan 12, 2011: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Jan 19, 2011: Math Teachers meet to review student performance on STI Assessments. **Person:** Chris Smith

Jan 19, 2011: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Jan 26, 2011: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Feb 1, 2011: PLC Meeting - Reading Strategies Set #2 (Implementation) **Person:** InSAI Team Members by Dept.

Feb 2, 2011: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Feb 9, 2011: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Feb 16, 2011: Math Teachers meet to review student performance on STI Assessments. **Person:** Chris Smith

Feb 16, 2011: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Feb 23, 2011: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Mar 1, 2011: District Level Work Session **Person:** Jo Ann McCowan

Mar 1, 2011: PLC Meeting - Reading Strategies Set #2 (How is it working) **Person:** InSAI Team Members by Dept.

Mar 1, 2011: PLC Meetings - Reading Strategies 1 and 2 evaluated **Person:** Principal

Mar 1, 2011: UST administered to students to measure reading levels. **Person:** Literacy Coach

Mar 2, 2011: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Mar 9, 2011: Collection of Diary Maps **Person:** Principal - Chris Smith

Mar 9, 2011: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Mar 9, 2011: Teachers completes Reading Strategy Log for third, 9-weeks and submits report at PLC meeting **Person:** Department Chair/Strategy Chair

Mar 16, 2011: Math Teachers meet to review student performance on STI Assessments. **Person:** Chris Smith

Mar 16, 2011: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Mar 23, 2011: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Mar 30, 2011: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Apr 1, 2011: PLC Meetings - Lexile scores revisited **Person:** Literacy Coach

Apr 6, 2011: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Apr 11, 2011: Student Questionnaire - random sampling of 50 students (10%) of freshmen/sophomore level students regarding use of the reading strategies. The survey will be conducted during lunch time. **Person:** Jackie Samuels

Apr 13, 2011: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Apr 20, 2011: Math Teachers meet to review student performance on STI Assessments. **Person:** Chris Smith

Apr 20, 2011: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Apr 27, 2011: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

May 1, 2011: District Level Work Session **Person:** Jo Ann McCowan

May 1, 2011: Evaluation meeting to discuss student progress overall based on UST and how to improve the program next year. **Person:** Jo Ann McCowan

May 4, 2011: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

May 11, 2011: Collection of Diary Maps **Person:** Chris Smith

May 11, 2011: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

May 11, 2011: Teachers completes Reading Strategy Log for fourth, 9-weeks and submits report at PLC meeting **Person:** Department Chair/Strategy Chair

May 18, 2011: Math Teachers meet to review student performance on STI Assessments. **Person:** Chris Smith

May 18, 2011: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

May 25, 2011: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Jun 1, 2011: Math Teachers meet to review the Math Maps by grade level, or course to identify instructional strategies and in class assessment methods during PLC meetings and duty periods. **Person:** Chris Smith/Sandy Cowgill

Focused Student Group

Aug 15, 2010: Participating teachers will meet to discuss status of students they are mentoring. **Person:** Charity Coffman

Aug 15, 2010: Teachers will implement weekly study tables for students who are being mentored. **Person:** Charity Coffman

Sep 15, 2010: Participating teachers will meet to discuss status of students they are mentoring. **Person:** Charity Coffman

Oct 15, 2010: Participating teachers will meet to discuss status of students they are mentoring. **Person:** Charity Coffman

Oct 17, 2010: Teachers will meet to discuss progress of students being mentored. Teachers will print grades, attendance, and discipline of students. **Person:** Charity Coffman

Nov 15, 2010: Participating teachers will meet to discuss status of students they are mentoring. **Person:** Charity Coffman

Dec 15, 2010: Participating teachers will meet to discuss status of students they are mentoring. **Person:** Charity Coffman

Dec 19, 2010: Teachers will meet to discuss progress of students being mentored. Teachers will print grades, attendance, and discipline of students. **Person:** Charity Coffman

Jan 15, 2011: Participating teachers will meet to discuss status of students they are mentoring. **Person:** Charity Coffman

Feb 15, 2011: Participating teachers will meet to discuss status of students they are mentoring. **Person:** Charity Coffman

Feb 20, 2011: Teachers will meet to discuss progress of students being mentored. Teachers will print grades, attendance, and discipline of students. **Person:** Charity Coffman

Mar 15, 2011: Participating teachers will meet to discuss status of students they are mentoring. **Person:** Charity Coffman

Apr 15, 2011: Participating teachers will meet to discuss status of students they are mentoring. **Person:** Charity Coffman

Apr 24, 2011: Teachers will meet to discuss progress of students being mentored. Teachers will print grades, attendance, and discipline of students. **Person:** Charity Coffman

May 15, 2011: Participating teachers will meet to discuss status of students they are mentoring. **Person:** Charity Coffman

Jun 15, 2011: Participating teachers will meet to discuss status of students they are mentoring. **Person:** Charity Coffman

Meaningful In-school Suspension - MISS

Nov 30, 2010: Collect fall data: % of personnel who ensure a meaningful learning experience for students assigned to ISS **Person:**

Nov 30, 2010: Collect fall data: % of students who state that ISS was a meaningful experience. **Person:**

Jun 30, 2011: Collect spring data: % of personnel who ensure a meaningful learning experience for students assigned to ISS

Person:

Jun 30, 2011: Collect spring data: % of students who state that ISS was a meaningful experience. **Person:**

Professional Development Summary

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.

Meaningful In-school Suspension - MISS

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Curriculum Mapping--English

District Level Work Session

Brief Description: Review of Curriculum Mapping process, use of resources, updating Diary Maps, and alignment to STI Benchmark Assessments.

Intended Participants: Teachers

Date: Sep 1, 2010

Activity Purpose: Refinement

Activity Format: Presentation

Funding: External

Does this activity occur during the school day? Yes

District Level Work Session

Brief Description: Review of Curriculum Mapping process, use of resources, updating Diary Maps, and alignment to STI Benchmark Assessments.

Intended Participants: Teachers

Date: Mar 1, 2011

Activity Purpose: Refinement

Activity Format: Presentation

Funding: External

Does this activity occur during the school day? Yes

District Level Work Session

Brief Description: Revision of District Consensus Map based on Diary Maps.

Intended Participants: Teachers

Date: May 1, 2011

Activity Purpose: Refinement

Activity Format: Presentation

Funding: External

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Professional Learning Communities

I. Focused Academic Area: Curriculum Mapping Math

District Level Work Session

Brief Description: Math Teachers will be taught how to use the Diary Mapping features of CM.

Intended Participants: Teachers

Date: Sep 1, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: District

Does this activity occur during the school day? Yes

District Level Work Session

Brief Description: Review of CM process, use of resources, updating diary maps, and alignment to STI Benchmark Assessments.

Intended Participants: Teachers

Date: Mar 1, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: District

Does this activity occur during the school day? Yes

District Level Work Session

Brief Description: Revision of District Consensus Map for Math based on Diary Maps.

Intended Participants: Teachers

Date: May 1, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: District

Does this activity occur during the school day? Yes

I. Focused Academic Area: Response to Intervention - Reading Intervention Program

Training session for reading teachers on use of the reading materials.

Brief Description: Training session for reading teachers on use of the reading materials

Intended Participants: Teachers

Date: Nov 1, 2010

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: District

Does this activity occur during the school day? No

Training session for reading teachers to learn to use the reading materials.

Brief Description: Training session for reading teachers to learn to use the reading materials.

Intended Participants: Teachers

Date: Jul 1, 2010

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: District

Does this activity occur during the school day? No

I. Focused Academic Area: Underclassmen Reading Strategies - URS

Strategy Workshop

Brief Description: Reading Strategy Team will participate in summer workshop for selection of reading strategies.

Intended Participants: Teachers

Date: Jul 1, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: District

Does this activity occur during the school day? No

Training

Brief Description: Training with BSU Faculty.

Intended Participants: Teachers

Date: Sep 1, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: District

Does this activity occur during the school day? No

Training

Brief Description: Training with BSU Faculty.

Intended Participants: Teachers

Dates: Oct 1, 2010; Nov 1, 2010

Activity Purpose: Information

Activity Format: Presentation

Funding: District

Does this activity occur during the school day? No

Training

Brief Description: Training with BSU Faculty.

Intended Participants: Teachers

Date: Jan 1, 2011

Activity Purpose: Information

Activity Format: Presentation

Funding: District

Does this activity occur during the school day? No

U. Focused Student Group: STaR - Students at Risk

No professional development is needed for this strategy.

Relationship Report:

Areas of Concern / Strategies / Achievement Goals

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

Local Areas of Concern

We are concerned that... Student discipline issues in class interfering with achievement

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

Strategies to Impact This Concern:

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

We are concerned that... 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

Strategies to Impact This Concern:

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

We are concerned that... 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

Strategies to Impact This Concern:

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

We are concerned that... 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

Strategies to Impact This Concern:

- Meaningful In-school Suspension - MISS
- 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:

- F. Encourage Rigorous Curriculum: Professional Learning Communities
- F. Encourage Rigorous Curriculum: Curriculum Mapping--English
- I. Focused Academic Area: Curriculum Mapping Math

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- I. Focused Academic Area: Curriculum Mapping Math
- I. Focused Academic Area: Response to Intervention - Reading Intervention Program
- I. Focused Academic Area: Underclassmen Reading Strategies - URS

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- Free/Reduced Lunch Students -- Graduate

Strategies to Impact This Concern:

- Meaningful In-school Suspension - MISS
- I. Focused Academic Area: Response to Intervention - Reading Intervention Program
- U. Focused Student Group: STaR - Students at Risk

Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

A. Where is the public copy of your school's curriculum located?	Main Office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	<p>â€ Per school board policy, students are removed from a class for the rest of the semester after nine tardies to that class.</p> <p>â€ Students are missing the opportunity for instruction. They would be able to complete coursework.</p> <p>â€ Student achievement would increase due to more classroom instruction along with more credits earned.</p> <p>â€ Track the number of credits earned with and without the rule.</p>
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>STI Assessments=Form active assessments based on curriculum calendars & Indiana Standards</p> <p>Scholastic Reading Inventory</p> <p>Local Math Assessment</p>

Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd and 3rd Year Schools	Alumni Schools	
New Principal and Steering Team Member Training	n/a	Aug	Aug	n/a
First Year: Rationale + Organizational Structure After First Year: Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks of Sept
Vision	Session 2 – Sept	n/a	Session 1 – Aug PM	First 2 weeks of Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks in Nov
Areas of Concern	Session 4 - Dec	n/a	Session 2 – Dec PM	First 2 weeks in Jan*
Strategy Selection	Session 5 - Jan	Session 2 - Dec	Session 2 – Dec AM	First 2 weeks in Feb
Conference on Learning	Jan	Jan	Jan	
Strategy Selection: Title & Description	Feb	Feb	n/a	First 2 weeks in Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Optional Strategy Chair Training	First week of Apr

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2011-2012 school year