

# **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<br>09-10 | Follow Up<br>10-11<br>1st Semester / 1st Trimester |        | Follow Up<br>10-11<br>2nd Semester / Last Trimester |        |
|-------------------|--|--------|---|--------|
|                   | Target   | Actual | Target  | Actual |
| 85%               | 90%  |        | 95%   |        |

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

| Baseline<br>09-10 | Follow Up<br>10-11<br>1st Semester / 1st Trimester |        | Follow Up<br>10-11<br>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 complete 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"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul> | <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 &amp; 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                                       |
| <b>First Year:</b><br>Rationale + Organizational Structure<br><b>After First Year:</b><br>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