

School Improvement Plan - 2011-2012

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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
- Indiana Rules and Regulations

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
- Laura Kirby - Parent/Guardian
- Jackie Samuels - Administrator
- Corey Sharp - Community
- Karyn Shipley - School Counselor

Strategy Chairs

- Charity Coffman
- Sandra Cowgill
- Debbie Feick
- Stephen Merkle
- Jackie Samuels
- Karyn Shipley

Community Council

- Jen Adams - Parent/Community
- Monique Armstrong - Community
- Pierre Atchade - Community
- Angie Bartholome - Parent
- Jeff Bird, M. D. - Parent/Community
- Dina Byrnes - Parent/Community

- Jean Ann Clevenger - Community
- Karen Haller - Parent
- Micah Maxwell - Community
- Nancy McClure - Parent
- Sharon McShurley - Parent/Community
- Melissa Moore - Parent/Community
- Robert Rhoades - Community
- Myrna Robertson - Community
- Mike Schmaltz - Parent/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 9th grade Male Students in Core 40 Track - % achieving mastery grade in English

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			45%	48%		50%		52%		54%		100%

All 9th grade male students on Core 40 track - % achieving mastery grade in Algebra

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			26%	28%		30%		32%		34%		100%

All students - Graduate

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83%	91%	92%	91.87	92&		93%		94%		95%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
25%	40%	45%	40%	45%		48%		52%		56%		100%

Students that have completed English 10 - Pass the English 10 ECA

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	58%	64%	61.6%	63%		65%		67%		70%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	22%	25%	68%	71%		72%		74%		76%		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... Students do not have enough options for out of class opportunities for remediation and enrichment

Students are not getting support from home and our day only allows for a couple of tutoring/enrichment offerings. Students who are behind in credits don't have options until they are upperclassmen and by then some have already given up on success. Our students need support for Ap courses and support for general education remediation and enrichment.

We are concerned that... Students want more encouragement from home and school

Student break out sessions indicated that students wanted more encouragement.

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... 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.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

X. Graduation Plan

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

Project CATS -- Community Actively Teaming up with Students

Project CATS Community Actively Teaming up with Students. Community members will be asked to be a part of a speaking bureau to assist in instruction. Community members will serve as mentors. Community members will serve as structured volunteers. Community members will support students through events.

Impact Level: Low Impact

Focus: General

Required Strategies

F. Encourage Rigorous Curriculum: Curriculum Mapping--English

Secondary English teachers will implement 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

G. Attendance

Students at Muncie Central will be rewarded for excellent attendance. Students with perfect attendance and then students with 95% attendance and higher will be recognized with locker stickers and a postcard home from the principal. In addition, students will receive coupons from community partners for ice cream, spaghetti dinners, and other free or discounted items.

Impact Level: Low Impact

Focus: General

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: Instructional Focus

The instructional focus for the week will be created by English 10 teachers and then distributed to the entire faculty and staff. The staff will post the instructional focus and include it in their lesson plans.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: SUCCESS time

Students will be assessed and moved into the proper re-teach rooms for remediation, tutorials, and enrichment. Success time will be between one and four times a week for a 30-minute period. The upperclassmen who have passed the ECA's will travel in two academic wheels for enrichment in areas for post secondary training.

Impact Level: High Impact - Inside

Focus: Specific

X. Graduation Plan

The specific criteria for the graduation plan is as follows: 1)includes the subject and skill areas of interest to the student 2)includes a Core 40 program of study that meets the student's aptitudes and interests 3)indicates that the Graduation Plan upon satisfactory fulfillment of the plan, enable students to graduate, have taken at least the minimum variety and number of courses necessary to gain admittance to a state educational institution 4)includes an indication of assessments (other than ISTEP and ECA) that the student plans to take voluntarily during grades 10 through 12.

Impact Level: High Impact - Inside

Focus: General

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.

Required Strategies

F. Encourage Rigorous Curriculum: Curriculum Mapping--English

% of teachers updating and adjusting maps/diaries

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0%	100%		100%	

% of teachers using the data

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100%		100%	

I. Focused Academic Area: Curriculum Mapping Math

% of teachers using the diaries

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100		100	

I. Focused Academic Area: Instructional Focus

% of teacher posting and incorporating the focus in classes

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100		100	

U. Focused Student Group: SUCCESS time

% of teachers using SUCCESS time

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100%		100%	

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

- Apr 1, 2011:** Collect baseline data: % of teachers updating and adjusting maps/diaries **Person:** Jackie Samuels
- Apr 1, 2011:** Collect baseline data: % of teachers using the data **Person:** Jackie Samuels
- Aug 1, 2011:** Communicate location and topics of PLC meetings with all staff **Person:** Jackie Samuels
- Aug 1, 2011:** Compile summary notes from each PLC session **Person:** Charity Coffman
- Aug 1, 2011:** Create a schedule for monthly PLC meetings **Person:** Jackie Samuels
- Aug 1, 2011:** Meet with the literacy coach and 8STEP coaches for PLC meetings **Person:** Jackie Samuels
- Aug 1, 2011:** Track and compile achievement data for PLC meetings **Person:** Charity Coffman
- Aug 1, 2011:** Track and compile reading data for PLC meetings **Person:** Amy Ryder
- Aug 10, 2011:** Compile and track achievement data for PLC meetings **Person:** Charity Coffman
- Aug 10, 2011:** Create a schedule for weekly PLC meetings **Person:** Jackie Samuels
- Aug 10, 2011:** Create the topic/focus for each PLC meeting **Person:** Jackie Samuels
- Aug 20, 2011:** Algebra, English, and biology teachers meet for Learning Log meetings once a month **Person:** Jackie Samuels
- Aug 20, 2011:** Communicate room locations and topics to staff **Person:** Jackie Samuels
- Aug 30, 2011:** Collect strategy data - # of teachers using the maps/diaries **Person:** Jackie Samuels
- Aug 30, 2011:** Compile and track reading scores for PLC meetings **Person:** Amy Ryder
- Aug 30, 2011:** Compile summary of PLC meetings **Person:** Charity Coffman
- Aug 30, 2011:** Host learning log meetings for English, algebra, biology **Person:** Jackie Samuels
- Nov 30, 2011:** Collect fall data: % of teachers updating and adjusting maps/diaries **Person:** Jackie Samuels
- Nov 30, 2011:** Collect fall data: % of teachers using the data **Person:** Jackie Samuels
- Jun 30, 2012:** Collect spring data: % of teachers updating and adjusting maps/diaries **Person:** Jackie Samuels
- Jun 30, 2012:** Collect spring data: % of teachers using the data **Person:** Jackie Samuels

Focused Academic Area

- Apr 1, 2011:** Collect baseline data: % of teacher posting and incorporating the focus in classes **Person:** Jackie Samuels
- Apr 1, 2011:** Collect baseline data: % of teachers using the diaries **Person:** Jackie Samuels
- Aug 10, 2011:** Create English instructional focus by the week **Person:** Steve Merkle
- Aug 20, 2011:** Assist in non-ECA class instructional practices to promote focus in all classrooms **Person:** Mike Jones
- Aug 20, 2011:** Communicate the focus to the staff **Person:** Jackie Samuels
- Aug 20, 2011:** Monitor classroom instruction and promotion of the focus **Person:** Jackie Samuels
- Aug 20, 2011:** Promote the instructional focus to all stakeholders **Person:** Charity Coffman
- Aug 20, 2011:** Seek input from staff members of additional ways to include the focus in our school **Person:** Jackie Samuels
- Aug 20, 2011:** Summaries of meetings will be submitted to the principal **Person:** Sandy Cowgill
- Aug 30, 2011:** Communication will be shared with the math department about diaries and learning log meetings **Person:** Jackie Samuels
- Aug 30, 2011:** Math teachers will meet to review STI assessments **Person:** Sandy Cowgill
- Aug 30, 2011:** Math teachers will meet to review their maps/content/scores **Person:** Sandy Cowgill
- Aug 30, 2011:** Summaries of strategies will be submitted to the principal **Person:** Sandy Cowgill
- Nov 30, 2011:** Collect fall data: % of teacher posting and incorporating the focus in classes **Person:** Charity Coffman
- Nov 30, 2011:** Collect fall data: % of teachers using the diaries **Person:** Jackie Samuels
- Jun 30, 2012:** Collect spring data: % of teacher posting and incorporating the focus in classes **Person:** Charity Coffman
- Jun 30, 2012:** Collect spring data: % of teachers using the diaries **Person:** Jackie Samuels

Focused Student Group

Apr 1, 2011: Collect baseline data: % of teachers using SUCCESS time **Person:** Jackie Samuels
Aug 10, 2011: Communicate with the parents and other stakeholder the SUCCESS time process **Person:** Jackie Samuels
Aug 20, 2011: Assign students to appropriate SUCCESS time area **Person:** Steve Merkle
Aug 20, 2011: Communicate the progress of SUCCESS time groupings and activities **Person:** Jackie Samuels
Aug 20, 2011: Create activities and groupings for non-ECA students **Person:** Debbie Feick/Karyn Shipley/Amanda Keegan
Aug 20, 2011: Create SUCCESS time activities for Algebra tutorials **Person:** Kathy Crabtree
Aug 20, 2011: Create SUCCESS time activities for English tutorials **Person:** Steve Merkle
Aug 20, 2011: Demonstrate SUCCESS time activities **Person:** Mike Jones
Aug 30, 2011: Monitor STI assessment data in ECA classes **Person:** Jackie Samuels
Nov 30, 2011: Collect fall data: % of teachers using SUCCESS time **Person:** Jackie Samuels
Jun 30, 2012: Collect spring data: % of teachers using SUCCESS time **Person:** Jackie Samuels

Graduation Plan

May 29, 2011: Monitor movement on the 10-10-10 data wall **Person:** Jackie Samuels
Aug 30, 2011: Counsel students about their 4-yr plan **Person:** Karyn Shipley
Jan 5, 2012: Communicate with students their status on the 10-10-10 wall **Person:** Jackie Samuels

Project CATS -- Community Actively Teaming up with Students

Aug 1, 2011: Create a form to send to the speakers listed above with specifications on what would be needed to speak and when he/she would be available **Person:** Amanda Keegan
Aug 1, 2011: Generate a list of possible speakers to contact in the Muncie area **Person:** Amanda Keegan
Aug 15, 2011: Create a list of activities that parents volunteers could assist with when they come in unannounced **Person:** Amanda Keegan
Aug 20, 2011: Communicate with the staff the speakers available and the topics available for the speakers bureau for SUCCESS time **Person:** Charity Coffman
Aug 20, 2011: Contact Project Lead about adding additional mentors at Muncie Central **Person:** Debbie Feick
Aug 20, 2011: Create a bank of community members to attend various extracurricular events to support our students **Person:** Debbie Feick
Aug 20, 2011: Create a calendar for adults to attend in support of our students **Person:** Karyn Shipley
Aug 20, 2011: Update calendar for events **Person:** Karyn Shipley
Aug 20, 2011: Update speakers bureau **Person:** Amanda Keegan
Aug 29, 2011: Create an invitation that can be sent to the designated members at the time of the event **Person:** Karyn Shipley
Aug 30, 2011: Update mentors and mentees as needed **Person:** Debbie Feick

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 to 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.

Project CATS -- Community Actively Teaming up with Students

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Curriculum Mapping--English

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Professional Learning Communities

No professional development is needed for this strategy.

I. Focused Academic Area: Curriculum Mapping Math

No professional development is needed for this strategy.

I. Focused Academic Area: Instructional Focus

Assist in non-ECA class instructional practices to promote focus in all classrooms

Brief Description: Teachers will be given examples of how to include the instructional focus in all classrooms.

Intended Participants: Teachers

Date: Aug 20, 2011

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: No money needed

Does this activity occur during the school day? Yes

U. Focused Student Group: SUCCESS time

Demonstrate SUCCESS time activities

Brief Description: Teachers will be given a demonstration of how to effectively run a SUCCESS period.

Intended Participants: Teachers

Date: Aug 20, 2011

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: no funding needed

Does this activity occur during the school day? Yes

X. Graduation Plan

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... Students do not have enough options for out of class opportunities for remediation and enrichment

Data Targets Influenced by This Concern:

- All 9th grade Male Students in Core 40 Track -- % achieving mastery grade in English
- All 9th grade male students on Core 40 track -- % achieving mastery grade in Algebra
- All students -- Graduate
- Students enrolled in AP courses -- Who score 3 or higher on AP exams or earn dual credit
- Students that have completed English 10 -- Pass the English 10 ECA
- Students that have completed two years of High School -- Pass the Algebra I ECA

Strategies to Impact This Concern:

- Project CATS -- Community Actively Teaming up with Students
- I. Focused Academic Area: Instructional Focus
- U. Focused Student Group: SUCCESS time

We are concerned that... Students want more encouragement from home and school

Data Targets Influenced by This Concern:

- All students -- Graduate
- Students enrolled in AP courses -- Who score 3 or higher on AP exams or earn dual credit
- Students that have completed English 10 -- Pass the English 10 ECA
- Students that have completed two years of High School -- Pass the Algebra I ECA

Strategies to Impact This Concern:

- Project CATS -- Community Actively Teaming up with Students
- G. Attendance
- I. Focused Academic Area: Instructional Focus
- U. Focused Student Group: SUCCESS time
- X. Graduation Plan

We are concerned that... Students want increased expectations from parents and teachers

Data Targets Influenced by This Concern:

- All state
- Students that have completed English 10 -- Pass the English 10 ECA
- Students that have completed two years of High School -- Pass the Algebra I ECA

Strategies to Impact This Concern:

- Project CATS -- Community Actively Teaming up with Students
- G. Attendance
- F. Encourage Rigorous Curriculum: Curriculum Mapping--English
- F. Encourage Rigorous Curriculum: Professional Learning Communities
- I. Focused Academic Area: Instructional Focus
- I. Focused Academic Area: Curriculum Mapping Math
- X. Graduation Plan

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

Data Targets Influenced by This Concern:

- All students -- Graduate
- Students that have completed English 10 -- Pass the English 10 ECA
- Students that have completed two years of High School -- Pass the Algebra I ECA

Strategies to Impact This Concern:

- Project CATS -- Community Actively Teaming up with Students

We are concerned that... Outside personal issues affecting classroom success

Data Targets Influenced by This Concern:

- All students -- Graduate
- Students enrolled in AP courses -- Who score 3 or higher on AP exams or earn dual credit
- Students that have completed English 10 -- Pass the English 10 ECA
- Students that have completed two years of High School -- Pass the Algebra I ECA

Strategies to Impact This Concern:

- Project CATS -- Community Actively Teaming up with Students

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

Data Targets Influenced by This Concern:

- All students -- Graduate
- Students enrolled in AP courses -- Who score 3 or higher on AP exams or earn dual credit

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 (IN Rules)

Data Targets Influenced by This Concern:

- All 9th grade Male Students in Core 40 Track -- % achieving mastery grade in English
- All 9th grade male students on Core 40 track -- % achieving mastery grade in Algebra
- Students enrolled in AP courses -- Who score 3 or higher on AP exams or earn dual credit
- Students that have completed English 10 -- Pass the English 10 ECA

- 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: Instructional Focus

U. Focused Student Group (IN Rules)

Data Targets Influenced by This Concern:

- All 9th grade Male Students in Core 40 Track -- % achieving mastery grade in English
- All 9th grade male students on Core 40 track -- % achieving mastery grade in Algebra
- Students enrolled in AP courses -- Who score 3 or higher on AP exams or earn dual credit
- Students that have completed English 10 -- Pass the English 10 ECA
- Students that have completed two years of High School -- Pass the Algebra I ECA

Strategies to Impact This Concern:

- U. Focused Student Group: SUCCESS time

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

- All 9th grade Male Students in Core 40 Track -- % achieving mastery grade in English
- All 9th grade male students on Core 40 track -- % achieving mastery grade in Algebra
- All students -- Graduate
- Students that have completed English 10 -- Pass the English 10 ECA
- Students that have completed two years of High School -- Pass the Algebra I ECA

Strategies to Impact This Concern:

- X. Graduation Plan

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.

<p>A. Where is the public copy of your school's curriculum located?</p>	<p>We have a copy in our office and it will be available online once our webpage rolls over to a new set up.</p>
<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>The tardy policy where students can be tardy multiple times a semester is a rule that should be revised. Students miss time our of class and the punishment for tardies is time in ISS. If students had a tougher punishment for tardies, they will be in class more and would increase the opportunities to learn. We would track the school data scores on ECA's. We would monitor the nu,ber of credits earned in classes.</p>
<p>C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?</p>	<p>Yes</p>
<p>D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.</p>	<p>STIA - benchmark assessments with our students in CORE class areas. STAR - reading level assessments in all English classes for all grades</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