

# THE METROPOLITAN SCHOOL DISTRICT OF LAWRENCE TOWNSHIP



## School Improvement Plan 2009-2012



School Name: Lawrence North High School

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Indianapolis, IN 46256

School Telephone Number: 317-964-7700

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School DOE Number: 5276

School Corporation Number: 5330

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Principal Signature

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Superintendent Signature

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President, School Board Signature

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## **Introduction and School Information**

### **Introduction**

The purpose of the school improvement plan is to evaluate the effectiveness of our improvement initiatives over the past few years, develop goals for the next three years, establish our priority for improvement, identify the strategies and sequence of improvement, and create action and professional development plans to support the strategies.

### **Description of Community, District and School**

Lawrence Township, one of the fastest growing areas in northeast Marion County, is comprised of more than 30,000 acres and is home to the City of Lawrence, Fort Benjamin Harrison and Geist Reservoir. The township is the second largest in the Indianapolis area, with 100,000 residents, towering oaks, water and wildlife still abound. Industries that provide employment include educational, health/social services, manufacturing, retail trade, finance, insurance and real estate. Several junior colleges and universities are in close proximity for those who wish to attain a degree in higher education. Recreational opportunities abound in Lawrence at areas including the Fort Harrison State Park, Fort Harrison YMCA, 23 soccer fields in Lawrence Park and Fall Creek Little League.

Students in grades pre-K-12 are educated by the Metropolitan School District of Lawrence Township, one of the outstanding school districts in Marion County. The district serves 16,000 students and is the 7th largest in Indiana.

Lawrence North High School is a fully accredited urban school in the MSD of Lawrence Township located in Indianapolis, Indiana. The school opened in the fall of 1976, operates on a block-eight schedule, and serves 2600 students in Grades 9-12.

### **Contact Information**

Name of Principal (include title): Steven L. Goeglein, Principal

Principal's e-mail address: [stevengoeglein@msdlt.k12.in.us](mailto:stevengoeglein@msdlt.k12.in.us)

## **Background:**

There has been a dramatic change in demographics at our school over the past 12 years (Appendix A and B). The trends are important in that they reflect the challenges we face and help explain why specific improvement in instructional and other school areas in MSDLT.

White students have declined as a percent of total school population from 72.4% in 1996 to 48.1% in 2008. During the same period, Black student population has increased from 22.3% to 39.4%, Multi-racial student population has increased from 1.6% to 4.0% and Hispanic students have increased from 1.5% to 6.6%.

Free and Reduced Lunch students have increased from 9.8% in 1996-97 to 33.3% in 2007-08.

Other factors that influence our school improvement focus are the increasing mobility of our students, attendance of students, especially struggling students, and student stability rates.

The change in demographics have afforded us an opportunity to understand the different cultures, background experiences and knowledge, and learning interests of our current student body to create enthusiasm for learning in all students and implement strategies that maintain enthusiasm throughout the high school learning experience.

### **1. Vision and Purpose**

#### **Mission Statement for the Metropolitan School District of Lawrence Township**

The mission of the Metropolitan School District of Lawrence Township is to empower all students with the knowledge, skills, compassion, and integrity needed to contribute and succeed as self-directed, life-long learners in a competitive global community.

#### **MSDLT Core Values**

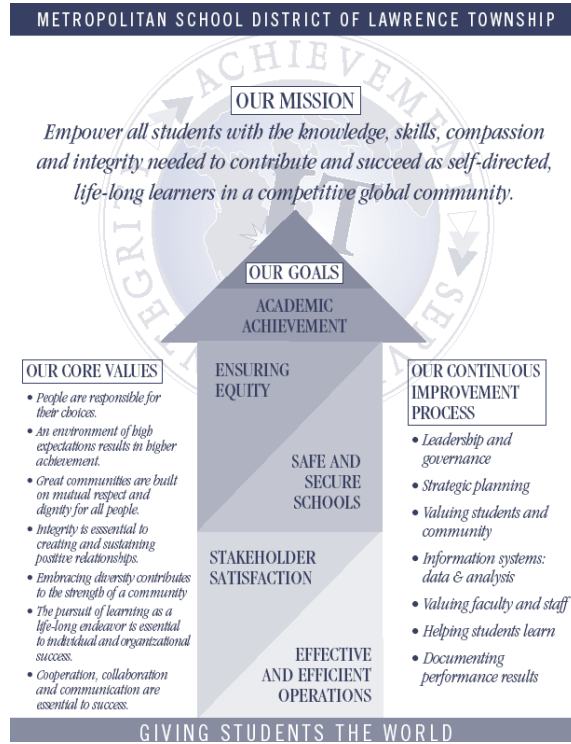
Core Values are the organization's fundamental convictions, values, and beliefs. The Belief statements provide the bedrock values that move the organization to commit itself to a specific mission, vision, and objectives. It establishes moral and ethical priorities that serve to guide all the organization's activities.

- People are responsible for their choices.
- An environment of high expectations results in higher achievement.
- Great communities are built on mutual respect and dignity for all people.
- Integrity is essential to creating and sustaining positive relationships.
- Embracing diversity contributes to the strength of a community.  
The pursuit of learning as a life-long endeavor is essential to individual and organizational success.
- Cooperation, collaboration and communication are essential to success.

## MSDLT Goals

The following are the five MSDLT goal areas of improvement:

- Academic Achievement
- Ensuring Equity
- Safe and Secure Schools
- Stakeholder Satisfaction
- Efficient and Effective Operations



## School Purpose:

The purpose of Lawrence North High School is to provide and facilitate relevant educational experiences. Through rigorous curricula within the school and through partnerships with families and the business community, we will empower students with knowledge, skills and supportive relationships to successfully pursue their career and life interests.

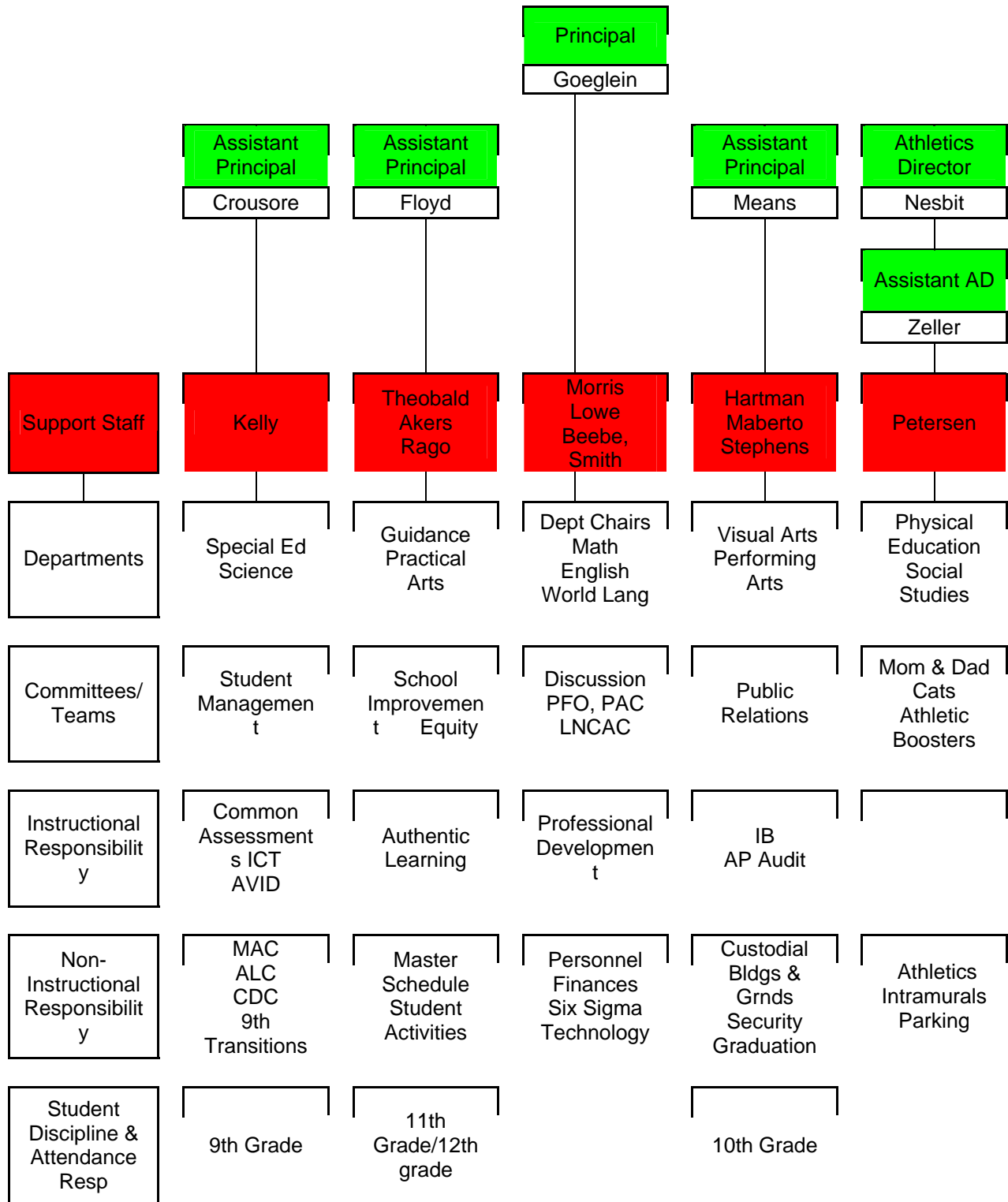
## School Vision Statement

Achieving Excellence, Building Character, Serving Others

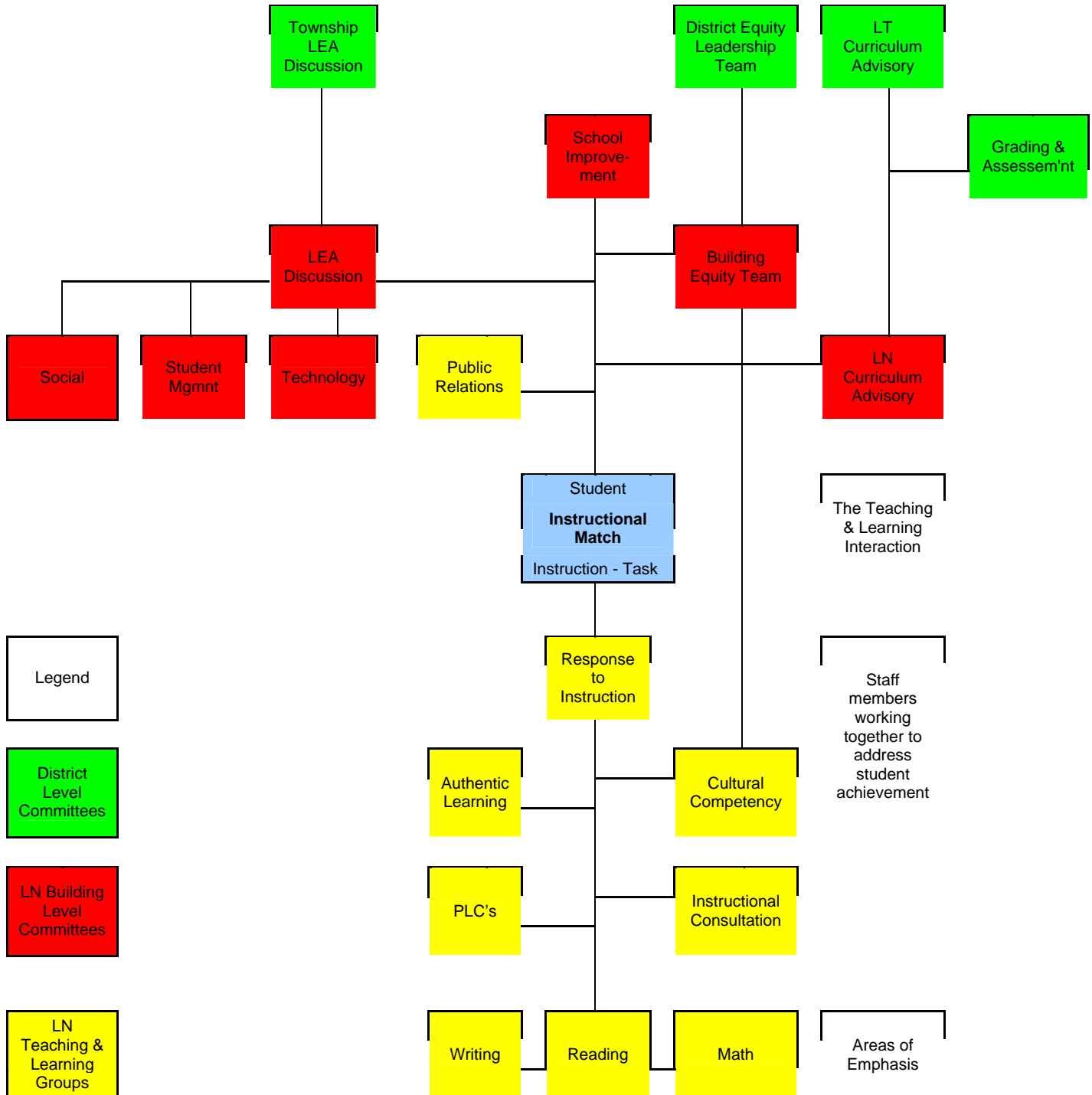
**School Core Values:** (Under development by SIP Committee)

## 2. Governance and Leadership

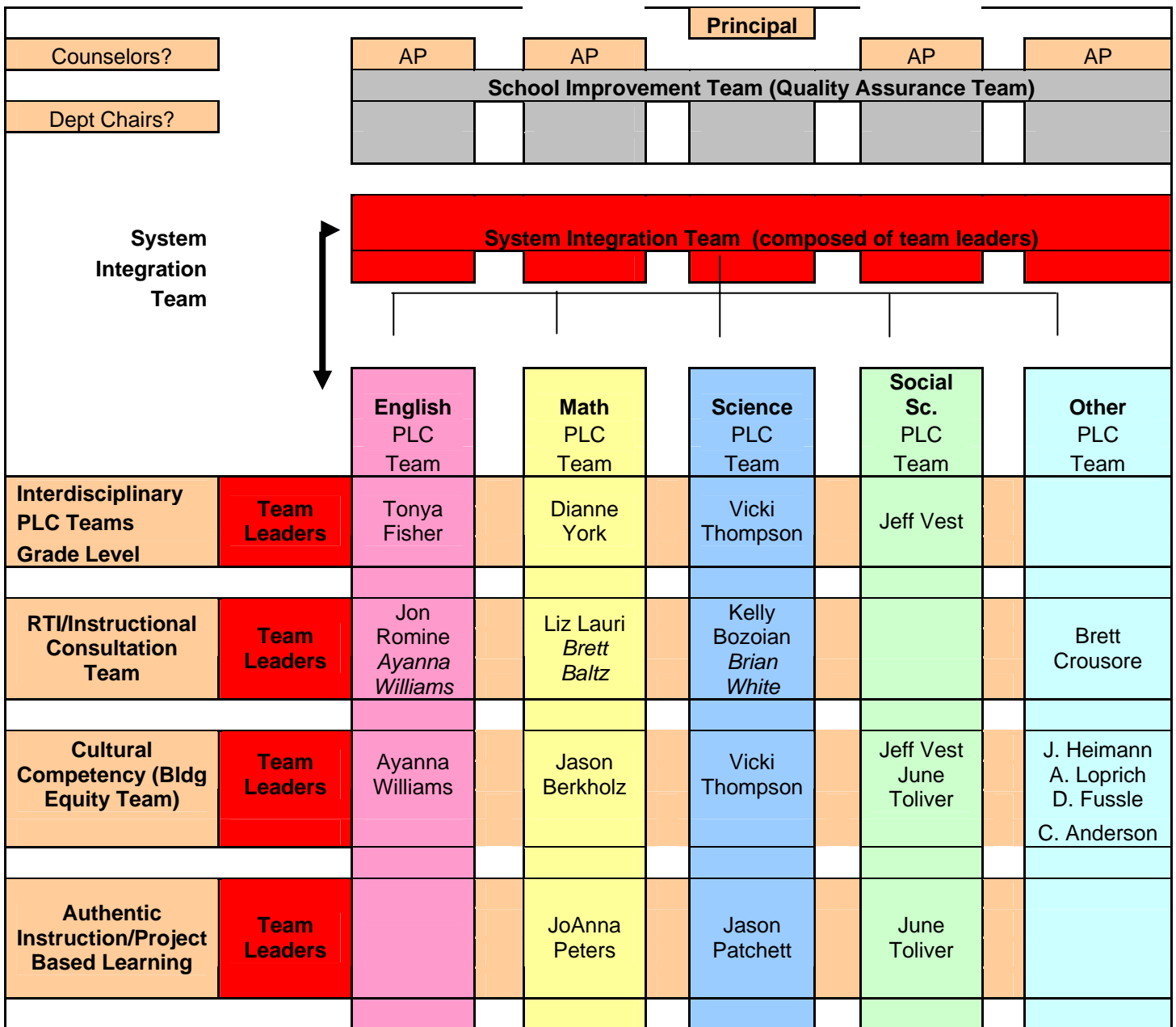
The following organization chart reflects the formal line and staff approach to managing the operations of the school:



The following chart reflects the school's approach to managing specific school improvement initiatives. This approach utilizes the five early-release days throughout the school year as means of addressing the three district initiatives: Cultural Competency, Project Approach, and RTI/Instructional Match/ Instructional Consultation Teams.



The two-way direction of the arrows in the organization chart represent the communication responsibility of the professional learning community (PLC) team leaders and the focus area improvement project team leaders. The intent is to ensure that information and decisions are systematically shared with all faculty and staff in the school.



### **3. Documenting and Using Results**

The performance data is presented in Appendix C and reflects the historical trends or patterns existing in our student achievement. The first three tables show the ISTEP+ performance in Language Arts and mathematics.

#### **ISTEP+ Areas of Weakness (Opportunities for Improvement)**

Changes in procedure with regard to determining which students would be allowed to take the 10<sup>th</sup> grade GQE along with changes to the actual test battery make it difficult to compare recent results to those prior to the fall of 2004. Thus, data from the last five years was used in this study. During that time period, the number of 10<sup>th</sup> graders sitting for the GQE has dropped from 713 to 622.

The following areas of weakness are indicated by the GQE results of tenth grade students:

#### **Language Arts:**

The percent of all students passing the GQE in English/Language Arts has remained relatively consistent over the last 5 years with a high of 70% in the fall of 2005 and a low of 64% in the fall of 2004. Relative to the minimum passing score, reading vocabulary and literary response scores have consistently been the highest over this time period while writing applications remained the lowest score among the six assessed standards.

When separated by gender, the overall passing rates for females between '04 and '08 have decreased slightly from 71% to 69% while the rates for males have increased from 58% to 64%. The overall average score for each of the six assessed standards is above the minimum passing mark for females, but the average score for writing applications among males remained at the minimum. In '06 and '07, writing process for males dropped below the minimum, but rebounded in '08.

Disaggregating by race revealed passing rates among black students ranging from 48% in '04 to 51% in '08 while the rates for white students improved from 79% to 87% respectively. The average score for black students in relation to the six standards has remained slightly below the minimum over time and the corresponding passing rates have remained in the 50-60% range with one exception. Although writing process and writing applications were consistently the lowest scoring standards, the passing rate for writing applications for black students increased from 50% in '04 to 65% in '08. For white students, the passing rates among the standards have resided within the 80-90% range. Writing applications has been the weakest area, but the average score has never fallen below 4.8 points above the minimum passing cut score.

When accounting for the scores of all subset groups achieved in '04 to those achieved in '08, the difference in average score on each standard between black and white females was either consistent or, in some cases, actually increased. All female racial subgroups scored above the minimum in '08 with the exception of Hispanic females. However, Hispanic females have shown significant improvement in five of the six standards over this five-year period. Similarly,

females receiving free or reduced lunch scored at or above the minimum score in all six of the standards in 2008. Females receiving special education services have improved over time, but continue to fall well below the minimum passing score.

For males, the difference in average score between blacks and whites remained relatively the same for three standards and increased in the others. White males and non-limited English proficient speaking males are the only two groups to score consistently above the minimum in both years studied. Black males and all males on free or reduced lunch scored below the minimum for all standards both in '04 and '08. Males receiving special education services have either improved their scores or remained the same for the six standards, but are still significantly below the minimum.

### Mathematics:

The percent of all students passing the GQE in Mathematics has remained relatively consistent over the last 5 years with three years at 63%, one at 62% and one at 59%. Relative to the minimum passing score, problem solving and algebra and functions scores have consistently been the highest over this time period while data analysis and probability has remained the lowest score among the seven assessed standards.

When separated by gender, the overall passing rates for both males and females have remained in the 61%-63% range in '04 and '08. The overall average score for each of the seven assessed standards is above the minimum passing mark for both genders over this time period, but the average score for data analysis and probability has dropped from 5.8 points above the minimum to 0.8 above the minimum.

Disaggregating by race revealed passing rates among black and Hispanic students remaining constant between '04 and '08 at 43%-48% while the rates for white students improved from 78% to 84%. Passing rates for each standard for black students remained in the 40%-50% range between '04 and '08 with an exception of 56% for algebra and functions in '08. Black students had average scores near the minimum for six of the seven standards with '08-'09 being the best overall year. However, average scores for data analysis and probability actually became worse over this time period. For white students, the passing rates for the standards have shifted slightly from the 75%-80% range to 80%-85%. Data analysis and probability has been the weakest area, but the average score has never fallen below 11.8 points above the minimum.

When accounting for the scores of all subset groups achieved in '04 to those achieved in '08, the difference in average score on each standard increased over time between black and white females. All female racial subgroups scored at or above the minimum in both '04 and '08 with the exception of black and Hispanic females on data analysis and probability in both years. Females receiving free or reduced lunch moved from scoring slightly below minimum on standards in '04 to scoring slightly above minimum in '08. Again, the exception is data analysis and probability. Females receiving special education services have improved over time, but average scores are still below the minimum.

For males, the difference in average score between blacks and whites remained relatively the same for all seven standards. White and Hispanic males scored above the minimum on all standards in '04, but Hispanic students dropped below minimum on three of the standards in '08. Black males and males on free and reduced lunch scored at the minimum for all standards both in '04 and '08 with the exception of data analysis and probability in both years. Males receiving special education services have either improved their scores or remained the same for the seven standards, but are still significantly below the minimum.

**Areas for Improvement**

For all students, writing processes and writing applications in English/Language Arts need the most attention. There has been a long-standing request by staff members for a common scoring rubric, but none has been developed to date. For '08-'09, staff members have been expected to attend professional learning opportunities in regard to writing across the curriculum. The intention is to introduce the concept in preparation for developing the common rubric.

In mathematics, all students struggle with data analysis and probability. Addressing mathematical concepts across curriculum outside of the math and science departments has been a challenge to administration to find an approach that meets non-math and science teachers' comfort level. Thus, improvement on this particular standard has not received the same attention as has writing.

By subgroup, the widening of the achievement gap as white students improve and black, Hispanic and special education students' scores remain stagnant is disturbing. This reflects a need for differentiation of instruction within the classroom as well as procedures to identify and assist struggling students before it's too late.

**Graduation Rate:**

The graduation rate (Class of 2007) that is published in the 2007 Annual Performance Report is the percentage of students who entered Grade 9 in fall 2003 and graduated in four years or less. This is the first publication of this method for calculating graduation rates.

Year	95th Percentile	New Graduation Rate	
		State Average	Lawrence North High School
2006-07	<a href="#"><u>96.2%</u></a>	76.5%	<a href="#"><u>78.3%</u></a>
2005-06	<a href="#"><u>96.0%</u></a>	76.5%	<a href="#"><u>80.7%</u></a>

**Critical Areas of Improvement:**

Target populations and areas for improving graduation have been Males, Free & Reduced Lunch, Special Education and Black students. However, our strategies for improving graduation rates have addressed attendance, parent involvement, club involvement, alternative programming and other non-instructional areas. A need to change is evident in how instruction is provided and learning takes place in the classrooms at Lawrence North. Changes have already occurred in

determining and implementing building level professional development that is necessary for common training and aligned with district initiatives.

Based on research, the practice of identifying 9<sup>th</sup> grade students at risk within 3 weeks of the beginning of the school year is extremely important. It has been unclear as to what we do to help those students in a defined and systematically implemented process across the content areas.

### **SAT**

Data regarding the SAT was compared between the '05-'06 and '07-'08 school years. The percentage of students taking the SAT at least one time increased by 1% between these years with an 8% increase for black students and a 5% increase for free/reduced lunch students. However, the percentage of Hispanic students taking the SAT decreased by 14%. Data on the actual results of the SAT have not been analyzed at this time.

### **AP Exams**

Data regarding AP exams has been collected consistently since the '04-'05 school year. Between the spring of '05 and the spring of '08, there was an overall increase of 8% among all students taking at least one AP course. Included in this increase was a 6% increase for blacks, a 3% increase for Hispanics, a 7% increase for free and reduced lunch students, and a 12% increase for whites. However, as to be expected, the percentage of students receiving a score of 3 or higher on an exam dropped significantly for each subgroup.

While there is certainly cause to review instructional strategies and other means of preparing students for AP exams, studies show that taking an AP course has a significant impact on a student's ability to successfully complete a post-secondary degree. Thus, the recruitment of students across all subgroups should be emphasized.

### **ACP Enrollment**

Students enrolling in Advance College Project courses have the opportunity to earn college credit through Indiana University. This data has been collected since the '05-'06 school year and has shown a minimal increase in the percentage of students in each subgroup enrolling in at least one ACP course.

Lawrence North is consistently among the high schools with the largest number of students enrolled in ACP courses. However, ACP is not necessarily a well-known program throughout the community.

### **Grade Distributions**

A study of grade distributions at the end of the 1<sup>st</sup> semester for the '04-'05, '06-'07, and '08-'09 school years was conducted with an emphasis on the combined percentages of D's and F's assigned within individual courses. It was assumed students earning a D or F were performing below the teacher's minimum expectations. Among English courses, English 9 and English 10

consistently assign over 40% D's and F's with the same holding true in the math department for algebra I and algebra II. For the science department, biology I instructors assign D's and F's to over 40% of the students, but astronomy and tech prep physics are well over 50%. In all three departments, the combined percentage of D's and F's given in "second time around" courses reached beyond 60% in some years.

Though other courses are also in need of attention, the aforementioned are core courses taken most often at the 9<sup>th</sup> and 10<sup>th</sup> grade level. The result is a high number of students experiencing failure at the beginning of their high school career. In addition, there is the need to offer and staff "repeater" courses for those who fail. However, the level of success in these courses has been minimal. Conversations among algebra teachers and biology teachers are beginning to take place using this information as a starting point.

### **Discipline Data**

Discipline data from '04-'05 through '07-'08 showed an increase in expulsions for '06-'07 and '07-'08 and an increase in fights for '07-'08. Data for first semester of '08-'09 shows fights are below the pace set during the last two years.

Data for the first semester of the '08-'09 school year showed a total of 3716 discipline referrals. Included are 2693 referrals written by teachers at both LN and MCC as well as 1025 referrals written by office staff. An analysis revealed 45% of all teacher-generated referrals were associated with attendance, 23 % dealt with failing to serve a consequence, and 21% dealt with classroom behavior problems. Less than 1% were attributed to behaviors considered dangerous or threatening. When disaggregated by race, 67% of all referrals were written on black students and 24% were written on white students. Hispanic and multi-racial students each accounted for 4.5% of the total.

In terms of staff, 26 teachers or 17% of the staff accounted for 56% of the total teacher-generated referrals. These teachers were cross-referenced against the D and F percentages they assigned at the end of the first semester. Seven teachers showed both a high number of referrals and a high combined percentage of D's and F's. A majority of these seven teach in the same department and the chairman has taken on the task of investigating this issue.

## **4. Teaching and Learning**

### **A: Student Achievement Goals**

Overwhelmingly, the data supports that there is a widening achievement gap between students of color (Black and Hispanic) and white students that is occurring systemically due to the following causes: lack of student engagement of students of color; loss of instructional time of black males due to policy that calls for removal of students from the classroom for minor offenses; grade inequity between higher performing students and lower performing students; and lack of systematic interventions in place that are researched based.

Our school improvement aims are three fold:

- **Engaged and relevant student learning**

- **Informed instruction and policy decisions**
- **Equitable communication**

The HSSSE (High School Student Survey of Engagement) report of 2007, reported that over 73% of student respondents marked “material uninteresting” and 35% responded that subject material is “not relevant”. This survey coupled with the grade distribution data and discipline data earlier mentioned supports the notion that lessons in some of our courses are not effective in engaging students nor are relevant to their interests. Discipline data collected during the first semester of the '08-'09 school year has shown that unengaged students lead to increased classroom discipline referrals.

### **ENGAGED AND RELEVANT STUDENT LEARNING**

Goal# 1: Increase the number of teachers trained in authentic learning instructional methods through building level professional development from 23% to 43% by the end of 2009-2010 school year.

Goal# 2: Teacher participants of the '08-'09 building level professional development of authentic learning will teach one authentic instructional lesson that meets the authentic lesson criteria each nine weeks during the 2009-10 school year.

Goal# 3: All freshman and sophomore level English, Math, Science and Social Studies (general, Special Education, & English as a Second Language) courses will utilize authentic instructional lessons that are student relevant. Digital media presentations (if applicable) will be expected for all visual representation of student work by 2011-2012 school year.

### **INFORMED INSTRUCTION AND POLICY DECISIONS**

Currently, there is no building level system to inform instruction in the classroom for all teachers. Teachers that choose to be informed about their student’s academic skill ability prior to instruction must search through ISTEP data or design their own independent assessments to pinpoint student academic strengths and weaknesses. Often, students have to fail the first nine weeks or course before skill weaknesses are identified and teacher or school interventions are put in place. The primary intervention tool used is Nova Net, a computer-based program that students have the opportunity to use to recover lost credit from failed courses. Another computer-based program named PLATO is being piloted to expand credit recovery opportunities and provide greater access to school program from home.

Goal# 1: Identify skill assessment data software by spring '09 that provides appropriate student data that is timely; easily interpreted to inform classroom instruction and aligned to middle and elementary level assessment data for continuity between levels.

Goal# 2: Core academic discipline teachers will develop common assessments that are aligned to Indiana state standards by December 2009 to assess essential skills, prior content knowledge and student experiences.

Goal# 3: Beginning fall 2009, departments will meet at beginning, midpoint, and end of each nine weeks to discuss the academic progress of their students and make decisions about appropriate interventions/enrichment exercises (based on common formative assessments).

Goal# 4: Administration will collect data during the '08-'09 school year on all discipline that results in the loss of instructional time due to removal of a student from the classroom (CDC, ARC, and suspensions) in order to decrease instructional time lost.

Goal #5: The math department will participate in a Six Sigma project to improve teaching and learning of Algebra. This project will be facilitated by Bob Abrams, an independent Six Sigma consultant

### **EQUITABLE COMMUNICATION**

According to the MSDLT Center for Performance Assessment report (2007), a number of parents stated that there was “a lack of consistent and timely communication” from schools and “it was apparent that information that was available in one school was difficult to obtain in another”. ESL parents commented, “Not all information sent home was translated for them and therefore frequently misunderstood”. Also, school program information has not been communicated effectively for parents and students to grasp the benefit that our school programs can provide to them. As for our ESL families, only some school communication information is translated in Spanish and personnel flexibility is limited to serve the communication needs of our ESL community.

Secondly, the MSDLT Center for Performance Assessment reported (2007) there is a need for professional development on effective discipline practices for both students and staff, including conflict management training. The discipline data shows that the majority of discipline referrals were written on Black and Hispanic students and high number of those referrals was referred by 17% of the teaching staff with close to a fifth of the referrals addressing classroom disruption.

Goal# 1: Building Equity team will develop and implement communication plan with stakeholder input by fall 2009 to determine best way to administer frequent, timely, and multi-lingual school communication as it pertains to reporting academic progress and programs, school general information, attendance, and discipline.

Goal# 2: Offer building level professional development in areas of cultural competency, conflict and classroom management as standard training during the '09-'10 school year.

B: Benchmarks For Progress

Engaged and Relevant Student Learning Outcome	Desired Level of Improvement	Method of Collecting Information	Timeline	Implementation & Monitoring body
Increase teachers trained in authentic learning instruction through building level professional development from 23% to 43% by the end of 09-10 school year.	Twenty percent of teaching staff trained each school year whether beginning, intermediate, or enhancement stage. Current baseline trained is 23 percent of staff.	Professional Development Participation Data	End of '09-'10 school year	Administration
Teacher participants of the '08-'09 building level professional development of authentic learning will teach one authentic instructional lesson each nine weeks during the 2009-10 school year.	Thirty to thirty-one authentic instructional lessons being facilitated each term by beginning level authentic lesson facilitators  All school projects adhere to authentic lesson criteria to illicit collaboration, reflection, problem solving skills and are culturally relevant and standard based	Curriculum map and walk-through observations of beginning level authentic lesson instruction teachers  Authentic lesson rubric will be used to assess project design	End of each term of '09-'10 school year	Administration/ Department Heads
All 9 <sup>th</sup> & 10 <sup>th</sup> level English, Math, Science and Social Studies (general, Spec.Ed, & ESL) courses will utilize authentic instructional lessons that are student relevant by fall '11-'12. Digital media presentations (if applicable) expected for visual representation of student work by 11-12 school year.	Number of students reporting "material uninteresting" in the HSSSE report decrease by 20% with benchmark being 53 % or less  Number of students reporting subject material "not relevant" in the HSSSE report decrease by 10% with benchmark being 25% or less	Curriculum maps  Digital documentation of classroom, school and community-wide presentation of student work in digital media format.  High School Student Survey of Engagement	Fall 2011	Administration/ Department Heads
Identify universal screener software by spring '09 that provides appropriate student data that is timely; easily interpreted to inform classroom instruction and aligned to middle and elementary level assessment data for continuity between levels.	Universal screener software accessed by student in main office or MAC (My Achievement Center) for appropriate course placement and academic support service.  Student skill data profiles compiled by class by classroom teacher to inform instruction prior to first class meeting - 09-'10 school year.	Communication with elementary and middle level on what universal screeners they are using and their effectiveness of informing instruction  Communication with District Technology director and personnel on progress of our technology to compile student profiles	Spring '09 for identification of screener and it being accessed from main office and MAC  Fall '09 for availability and use of student profiles	Administration  Building Equity Team  ICT  Guidance

Benchmarks for Progress (cont'd)

Informed Instruction & Policy Decisions Outcome	Desired Level of Improvement	Method of Collecting Information	Timeline	Implementation & Monitoring body
Core academic discipline teachers will develop common assessments that are aligned to Indiana state standards by December 2009 to assess essential skills, prior content knowledge and student experiences.	Core Academic departments meeting and designing a common assessment tool that can be used to measure student academic progress throughout the course.	Attend department meetings when common assessments are being designed or revised to meet desired outcome criteria	Completed Dec. '09	Department Heads
Departments will meet as a professional learning community (PLC) at beginning, midpoint, and end of each nine weeks to discuss the academic progress of their students and make decisions about appropriate interventions/enrichment exercises.	Academic progress of students will be a standard agenda item to be reported on and discussed in all department head meetings and individual departments	Principal Department Head meeting agenda  Individual department meeting agendas	Beginning Fall '09	Department Heads
Administration will collect data during the '08-'09 school year on all discipline that results in the loss of instructional time due to removal of a student from the classroom (CDC, ARC, and suspensions) in order to decrease instructional time lost by means of discipline.	Improved knowledge of the discipline systems impact on academic success of students and how policy hinders overall school improvement. Recommendations made to the LT school board and student and faculty handbooks representative of policy change.  Adjust discipline policy to take greater advantage of district and external resources and programs to cut drop out rate of behavioral and academically struggling students by 2% each school year. Baseline will be 2006-07 graduation rate of 78.3%.	Data collection through MISSY/Skyward discipline and grade reports  Review of district and external behavioral and academic programs and their eligibility requirements	On-going, but first measurement 2009-10 school year	Administration
Equitable Communication Outcome	Desired Level of Improvement	Method of Collecting Information	Timeline	Implementation & Monitoring body
Building Equity team will develop and implement communication plan with stakeholder input to administer frequent, timely, and multi-lingual school communication as it pertains to reporting academic progress and programs, general information, attendance, and discipline	Building level standard communication policy for Lawrence North High School to have a greater understanding of advantages and disadvantages of school programs  All verbal and written routine school communication multilingual in outcome areas of emphasis	IUPUI Parent Survey or Building level parent survey  Identify and collect routine school communication and determine if document has been translated in languages representative of our ESL student population	Fall '09	Building Equity Team

C. Instructional Strategies to Achieve Student Goals (short and longer term)

Student Learning Outcomes	Instructional Strategies to Achieve Student Goals	Implementation Method(s)	Timeline	Implementation & Monitoring body
<p>70 percent of all students taking English 10 End of Course Assessment (ECA) during 2010-11 school year receive a passing score</p>	<p>Pre-assessment of student writing using Plato and reading with Star Reader to identify student weaknesses in writing processes and applications and reading comprehension.</p> <p>Utilization of common scoring rubric from 6+1 Writing Model</p> <p>Student utilize Microsoft Review Toolbar for on-going basic level editing of written work</p> <p>Essay assignment in all core academic subject areas each nine week period.</p>	<p>Assess in-coming freshmen writing levels on Plato English course software to compile for access in MISI to inform instruction</p> <p>Common scoring rubric reviewed and used across core academic areas</p> <p>Train students in English courses on Microsoft Review Toolbar with expectation to utilize the technology</p> <p>Teachers will assign essay early within the 9 weeks for opportunity to revise essay several times prior to final grading.</p>	<p>2010-2011 school year</p>	<p>English 9 teaching staff</p>
<p>Students will be able to use and comprehend <i>critically important academic vocabulary</i> in classroom discussion, writing assignments, and reading assignments</p>	<p>Teach words in <i>context</i>. Avoid poor result practices such as the following:</p> <ul style="list-style-type: none"> <li>• providing a list of words and asking students to use them in a sentence</li> <li>• Homework assignment – look up words in dictionary</li> <li>• Practice using them in a sentence</li> <li>• Write them 10 times (Marzano)</li> </ul> <p>Academic vocabulary will be an item embedded in all classroom activity for frequency and appropriateness of use in discussion and written work.</p> <p>Front end and Back end load academic vocabulary preview and review (Marzano)</p> <p>Provide opportunity in discussion and assignments for students to exercise knowledge and comprehension of academic vocabulary. Place <u>value</u> on this knowledge. (Marzano)</p>	<p>Building Vocabulary professional development</p> <p>Core academic vocabulary lists distributed to departments to identify <i>critically important vocabulary</i> that everyone within the dept. will do the following:</p> <ul style="list-style-type: none"> <li>- <b>Agree</b> on approach</li> <li>- <b>Assess</b> learning</li> <li>- <b>Learn</b> from each other</li> <li>- <b>Use</b> the most effective strategies</li> </ul> <p>Make item to be graded on quizzes and classroom reading assignments to measure progress</p> <p>Place an indicator (+ or -) on class seating chart during discussion to assess knowledge/comp of vocab and assign grade on written assignments</p>	<p>Summer and Fall '09</p>	<p>Department Heads</p>

Student Learning Outcome	Instructional Strategies to Achieve Student Goals	Method of Collecting Information	Timeline	Implementation & Monitoring body
70 percent of student taking the Eng. 10 end of course assessment (ECA) pass the writing process and applications portion of the assessment by Spring '10	<p>Students will write two 500 word essays aligned to the 6+1 writing method and graded each semester in all core subject areas within the first 4 ½ of the 9 week term to provide opportunity for revision before nine week and semester grades.</p> <p>Utilization of 6+1 Writing rubric in assessing student writing in all academic classes</p> <p>Utilization of writing editing software to identify student writing weaknesses on every writing assignment for self-evaluation.</p>	<p>Web grades</p> <p>Walk through calendar aligned with teacher curriculum map and lessons that solicit student essay writing.</p> <p>Microsoft writing editor function</p>	<p>Use of common scoring by start of '09-'10. Progress reports at 9, 18, 27 &amp; 36 weeks.</p> <p>Spring'09 - assess English 10 students of '09-'10 and assess incoming freshmen the first week of '09-'10.</p>	<p>English 9 &amp; 10 teaching staff</p> <p>All Departments</p> <p>All Departments</p>
Students will be able to communicate their ethnicity through authentic instructional lesson design	Students provided an opportunity to design their own learning as aligned to the Indiana standards and instructional objectives of the teacher	Student documentation of projects	Fall '09	Applies to Class 1 and other participants of PBL prof development during the '08-'09 school year
Students will be able to work collaboratively and contribute to project work at appropriate skill and talent levels.	Student role assignments for project work will be aligned to pre-determined skill ability	MISI Database will inform individual student skill ability	Beginning Fall 2009	Applies to Class 1 and other participants of PBL prof development during the '08-'09 school year
Students will be able to use technology to communicate and manage projects, so as to improve the learning experience when collaborating with community partners for an educational experience.	Teachers will require students to converse about projects through online communication mediums that business community partners regularly use to hold meetings and preserve work in digital formats.	Teachers will be involved with this online communication with their students to monitor and collect communication	Beginning Fall 2010	All Teaching Staff
The school will provide internal and external competitive opportunities for students to exhibit and exercise knowledge and skills acquired in the classroom.	<p>Teachers will coordinate within and across departments for students to compete with one another to be judged by faculty and peers.</p> <p>Teachers will seek out and enroll students in external competitions</p> <p>Database of external competitions will be kept by guidance secretary on T:drive for school access</p>	<p>Curriculum mapping</p> <p>Teacher announcements of students competing</p>	Fall 2010	All Teaching Staff

Student Learning Outcome	Instructional Strategies to Achieve Student Goals	Method of Collecting Information	Timeline	Implementation & Monitoring body
Students are able to demonstrate mastery of high school knowledge and skill through exhibiting original work in a senior exit project.	<p>Instruct in Authentic lesson instruction Phases 1-2-3 in all core subject areas</p> <p>Non-core subject teachers will learn the authentic instruction phases to support authentic learning</p>	<p>Curriculum maps</p> <p>Haiku</p>	May 2014	All Teaching Staff
Student able to manage their physical and mental wellness through knowledge of how vitamin deficiency impacts learning and behavior	District and building level Wellness Program expand to include brain health and what healthy measures can be taken to increase mental aptitude and control behavior.	IEP, BIP, and ICT student reports	Beginning Fall 2010	<p>Special Education Department</p> <p>Wellness Program Director</p> <p>School Nurse</p>
Identified at-risk students demonstrate engagement in classroom learning	<p>Identification of incoming freshmen and sophomores that have three or more failing grades</p> <p>Authentic instruction lessons</p> <p>Informed instruction through MISI to put school work at appropriate initial level until skills can be built up to grade level.</p>	<p>Craig and Fall Creek Valley Middle and LN Guidance Counselors</p> <p>MISI</p>	Spring '09	<p>Guidance Department</p> <p>ICT</p> <p>Building Equity Team</p>

The following chart reflects the approach for providing professional development and planning opportunities for specific school improvement initiatives including the three district initiatives: Cultural Competency, Project Approach, and RTI/Instructional Consultation Teams.

2:00 pm to 2:45 pm	Intro to tech in the classroom 10/2/08	Technology Part 2 11/11/08	Technology Part 3 2/4/09	Technology Part 4 3/17/09	Technology Part 5 4/15/09
1:00 pm to 2:45 pm		Math Articulation	Eng/LA Articulation	Science Articulation	World Language Articulation
1:00 pm to 1:45 pm	Intro to RTI	Intro to RTI	Intro to RTI		
1:00 pm to 1:45 pm	Intro to Rigor & Relevance	Intro to Rigor & Relevance	Intro to Rigor & Relevance	Quadrant D Lessons	Quadrant D Lessons
1:00 pm to 1:45 pm	Literacy to Learn Part 1	Literacy to Learn Part 1	Literacy to Learn Part 2	Literacy to Learn Part 2	Literacy Celebration
1:00 pm to 1:45 pm	Cultural Intelligence	Cultural Intelligence Part 2	Cultural Intelligence	Cultural Intelligence Part 2	Cultural Intelligence
1:00 pm to 1:45 pm		Project Based Learning	Project Based Learning	Project Based Learning	Project Based Learning
1:00 pm to 1:45 pm	Developing Common Assessments	Dev. Common Assessments Part 2	Dev. Common Assessments Part 3	Dev. Common Assessments Part 4	Dev. Common Assessments Part 5
1:00 pm to 1:45 pm	Intro to Peak Learning	Peak Learning Part 2	Peak Learning Part 3	Peak Learning Part 4	Peak Learning Part 5
1:00 pm to 1:45 pm	Intro to tech in the classroom	Technology Part 2	Technology Part 3	Technology Part 4	Technology Part 5
2:00 pm to 2:45 pm	Intro to RTI	Intro to RTI	Intro to RTI		
2:00 pm to 2:45 pm	Intro to Rigor & Relevance	Intro to Rigor & Relevance	Quadrant D Lessons	Quadrant D Lessons	Quadrant D Lessons
2:00 pm to 2:45 pm	Literacy to Learn Part 1	Literacy to Learn Part 1	Literacy to Learn Part 2	Literacy to Learn Part 2	Literacy Celebration
2:00 pm to 2:45 pm	Cultural Intelligence Part 2	Cultural Intelligence	Cultural Intelligence Part 2	Cultural Intelligence	Cultural Intelligence Part 2
2:00 pm to 2:45 pm		Project Based Learning	Project Based Learning	Project Based Learning	Project Based Learning
2:00 pm to 2:45 pm	Developing Common Assessments	Dev. Common Assessments Part 2	Dev. Common Assessments Part 3	Dev. Common Assessments Part 4	Dev. Common Assessments Part 5
2:00 pm to 2:45 pm	Intro to Peak Learning	Peak Learning Part 2	Peak Learning Part 3	Peak Learning Part 4	Peak Learning Part 5

## **Appendices**

Appendix A: Demographic Data

Appendix B: Student Mobility and Attendance

Appendix C: ISTEP+ Student Achievement Results

Appendix D: Action Plan

Appendix E: Progress Monitoring

Appendix F: Summative and Formative Indicators

Appendix G: Monitoring of Actual Results Achieved

Appendix H: Evaluation of Professional Development Plan

Appendix I: Evidence of Instructional Variation

Appendix J: Definitions

Appendix K: Technology as a Learning Tool

Appendix L: Safe and Disciplined Learning Environment

Appendix M: Professional Development Program Approval

Appendix N: Location of the Curriculum

**Appendix A (Optional for 3/2)**  
**Demographic Data**

The following charts show the change in demographics at our school over the past decade. These changes reflect the challenges we face and help explain why specific strategies are being implemented in MSDLT including Cultural Competency training.

<b>Year</b>	<b>Nat Amer</b>	<b>Black</b>	<b>Asian</b>	<b>Hispanic</b>	<b>White</b>	<b>Multi Rac</b>
2007-08	0.00%	39.40%	1.90%	6.60%	48.10%	4.00%
2006-07	0.00%	37.40%	1.80%	6.60%	50.80%	3.50%
2005-06	0.00%	36.00%	1.80%	6.20%	52.60%	3.40%
2004-05	0.10%	34.00%	2.30%	5.70%	54.60%	3.30%
2003-04	0.10%	30.40%	2.70%	5.10%	58.30%	3.30%
2002-03	0.20%	29.20%	2.80%	3.90%	61.00%	2.80%
2001-02	0.20%	27.80%	2.70%	3.60%	64.30%	1.40%
2000-01	0.00%	27.20%	2.50%	3.20%	65.40%	1.60%
1999-00	0.00%	25.60%	3.20%	2.30%	67.60%	1.20%
1998-99	0.10%	24.20%	3.00%	2.10%	69.70%	1.00%
1997-98	0.00%	23.90%	2.20%	1.70%	70.20%	2.00%
1996-97	0.10%	22.30%	2.10%	1.50%	72.40%	1.60%

<b>Year</b>	<b>Paid Lunch</b>	<b>Reduced Lunch</b>	<b>Free Lunch</b>
2007-08	66.70%	8.50%	24.80%
2006-07	69.50%	8.70%	21.80%
2005-06	70.90%	8.60%	20.60%
2004-05	75.10%	7.50%	17.40%
2003-04	79.90%	5.70%	14.40%
2002-03	83.80%	4.30%	11.80%
2001-02	85.10%	3.70%	11.10%
2000-01	87.50%	4.40%	8.10%
1999-00	88.50%	4.30%	7.20%
1998-99	90.40%	3.20%	6.40%
1997-98	90.10%	3.20%	6.70%
1996-97	90.20%	3.00%	6.80%

**Appendix B (Optional for 3/2)**  
**Student Mobility and Attendance Rate**

	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>
Student Enrollment					
Student Mobility Rate (Total School)					
Student Stability Rate (Total School)					
Student Attendance Rate (%)					
Students receiving remediation (%)					
Students in Special Education (%)					

**Appendix C (Optional for 3/2)**  
**ISTEP+ Student Achievement Results**

Student Performance History for Lawrence North High School										
Performance metric: % passing ISTEP+	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	
<b>LANGUAGE ARTS</b>										
9th Grade						68	72	70	63	
10th Grade	82	76	73	73	76	64	70	70	68	
All Students	82	76	73	73	76	66	71	70	65	
Female	83	79	77	76	75	73	75	78	73	
Male	81	74	71	71	77	61	66	62	59	
Black	68	59	48	50	55	51	54	55	50	
Asian	79	73	81	91	89	78	88	95	91	
Hispanic	30	53	48	56	58	56	51	32	42	
White	88	85	85	84	89	80	86	86	83	
Multiracial	79	78	88	77	71	60	76	80	80	
Special Ed	24	22	40	30	42	15	25	19	15	
General Ed	88	80	77	78	81	74	77	77	71	
Paid Lunch			77	77	84	73	80	81	78	
Free/Red L	82	76	49	53	53	45	48	50	46	
Non-Limit								73	67	
Limited English								13	13	

Performance metric: % passing ISTEP+	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	
<b>MATHEMATICS</b>										
9th Grade						68	72	61	62	
10th Grade	77	73	68	73	73	62	63	63	59	
All Students	77	73	68	73	73	65	68	62	61	
Female	78	73	67	72	67	65	68	64	63	
Male	77	73	69	75	78	64	67	61	59	
Black	51	50	36	54	50	46	50	43	41	
Asian	86	82	100	95	100	89	88	95	100	
Hispanic	30	67	44	44	65	60	53	37	54	
White	87	84	81	85	85	80	83	79	80	
Multiracial	64	72	82	38	71	55	72	73	63	
Special Ed	29	35	40	39	35	19	24	17	14	
General Ed	82	76	70	77	78	72	73	68	67	
Paid Lunch			72	78	80	72	76	75	73	
Free/Red L	77	73	38	50	52	42	47	40	42	
Non-Limit								64	62	
Limited English								20	32	

2008 Student Performance History for L N High School										
Performance metric: % passing ISTEP+	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	
<b>READING COMP</b>										
9th Grade						71	74	72	66	
10th Grade	81	76	74	74	78	67	72	71	70	
All Students	81	76	74	74	78	69	73	71	68	
Female	81	78	74	76	77	75	77	78	74	
Male	81	75	74	72	79	64	69	65	62	
Black	67	59	51	51	58	54	56	57	52	
Asian	79	82	81	86	100	78	81	100	100	
Hispanic	50	53	48	56	58	58	56	35	44	
White	88	85	85	88	90	82	88	86	84	
Multiracial	71	75	82	77	68	62	80	82	77	
Special Ed	24	27	42	32	42	19	29	19	17	
General Ed	86	80	77	79	83	76	78	78	74	
Paid Lunch			77	78	86	75	82	83	80	
Free/Red L	81	76	53	55	54	48	51	51	49	
Non-Limit								73	70	
Limited English								14	14	

Performance metric: % passing ISTEP+	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	
<b>WRITING PROCESS</b>										
9th Grade						69	72	70	64	
10th Grade	84	79	77	74	80	68	72	71	67	
All Students	84	79	77	74	80	69	72	71	65	
Female	87	81	78	77	79	74	76	78	72	
Male	82	76	76	72	81	64	68	63	60	
Black	71	62	54	52	60	54	55	54	49	
Asian	86	91	81	86	94	81	88	100	90	
Hispanic		53	54	56	63	58	53	36	43	
White	90	87	88	86	92	80	87	85	82	
Multiracial	79	81	88	77	71	58	80	80	79	
Special Ed	27	18	45	32	47	18	30	21	15	
General Ed	90	83	80	79	84	76	77	77	71	
Paid Lunch			80	78	86	74	81	81	78	
Free/Red L	84	79	56	56	59	49	50	51	46	
Non-Limit								72	67	
Limited English								14	12	

**2008 Student Performance History for L N High School**

Performance metric: % passing ISTEP+	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	Performance metric: % passing ISTEP+	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	
<b>PROBLEM SOLVING</b>										<b>COMPUTATION</b>										
9th Grade						70	75	62	63	9th Grade							66	71	64	64
10th Grade	79	75	69	76	74	60	64	63	63	10th Grade	80	75	70	76	74	61	63	62	60	
All Students	79	75	69	76	74	65	70	63	63	All Students	80	75	70	76	74	64	67	63	62	
Female	79	72	69	75	68	64	69	63	63	Female	81	73	69	74	69	64	66	64	64	
Male	80	77	71	76	79	65	70	62	63	Male	79	76	70	78	79	64	68	62	61	
Black	53	49	39	55	52	46	51	43	44	Black	55	51	42	57	54	47	48	44	44	
Asian	92	82	100	95	100	89	81	86	100	Asian	92	82	88	95	100	81	94	95	100	
Hispanic		71	46	56	68	58	52	36	52	Hispanic		64	46	50	65	63	51	39	56	
White	88	86	82	87	85	80	85	80	81	White	88	86	82	87	85	77	82	79	79	
Multiracial	64	75	82	46	71	52	79	75	64	Multiracial	71	75	76	46	71	51	78	72	65	
Special Ed	33	33	40	40	42	20	27	18	21	Special Ed	38	36	42	47	44	21	27	21	16	
General Ed	84	77	72	80	78	72	74	68	67	General Ed	84	77	72	80	78	70	72	68	68	
Paid Lunch			73	80	81	71	78	74	76	Paid Lunch			73	80	81	71	75	74	74	
Free/Red L	79	75	42	53	53	43	49	40	45	Free/Red L	80	75	46	55	55	42	47	42	44	
Non-Limit								65	64	Non-Limit									64	64
Limited English								18	28	Limited English									23	34



**Appendix E (Included within 3/2 draft – To be formatted for later drafts)**  
**Progress Monitoring**

**Specific follow-up is required for each action plan to ensure that the activities/work is being completed on time and at a high quality. Evidence needs to be collected to ensure strategies are broadly and systematically deployed (implemented).**

**Appendix F (Included within 3/2 draft – To be formatted for later drafts)  
Summative & Formative Indicators**

Performance Measures Worksheet		School:		Year: 2009-10	
Goal Focus	Result or Lagging Measure (Summative)	Leading Indicator (Formative)	Frequency of Assessment	Who generates test data?	Who will record the data?
Language Arts – Reading	ISTEP+ Reading	Diagnostic Reading Assessments		Teachers	Data Team Leader
		District Quarterly reading assessment		Computerized Report	Data Team Leader
		Gates McGinnity		Computerized Report	Data Team Leader
		Common objective assessments by grade	Quarterly	Computerized Report	
		Accelerated Reading (All Students)	Daily		
		Observation Survey			
Language Arts – Discussion/Speaking	None exists	Create a rubric for teachers to use to evaluate the amount and quality of each student’s skill in discussing texts.	TDB	Teachers	Data Team Leader
Language Arts - Writing	ISTEP+ applied writing skills assessment	Using the ISTEP+ or 6+1 Writing Rubrics, students will score writing samples every week graded by students (their own or other students)	weekly	Students	Teachers
		Quarterly writing samples graded by peer teachers	6 times per year	Teachers	

**Appendix G (Optional for 3/2 draft)**  
**Monitoring of Actual Results Achieved**

It is the intent of the school improvement team and PLC teams to record and monitor key leading indicators or measures collected from the Formative Assessment Results (to be recorded and analyzed each quarter). The following table will be used to record and report actual student learning results with our goals for improvement.

<b>Formative Assessment</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
LA Benchmark Test - % Mastery				
Grade 9				
Grade 10				

<b>Formative Assessment</b>	<b>1<sup>st</sup> 6 Weeks</b>	<b>2<sup>nd</sup> 6 Weeks</b>	<b>3<sup>rd</sup> Six Weeks</b>	<b>4<sup>th</sup> Six Weeks</b>	<b>5<sup>th</sup> Six Weeks</b>	<b>6<sup>th</sup> Six Weeks</b>
Writing Prompt/Rubric - % Mastery						
Grade 9						
Grade 10						
Grade 11						

**Form C**

**Appendix H (Required for 3/2 draft)**

**INDIANA DEPARTMENT OF EDUCATION  
PROFESSIONAL DEVELOPMENT PROGRAM**

**DUE DATE: 30 JUNE 2009**

**School Information**

School Name: Lawrence North High School

County/Corp/School #: 5276/491/5330

Address: 7802 Hague Road

Phone: (317) 964-7700

Fax: (317) 576-6406

Name of Principal: Mr. Steven L. Goeglein

Principal's e-mail address: [stevengoeglein@msdlt.k12.in.us](mailto:stevengoeglein@msdlt.k12.in.us)

Grade levels included in school: 9-12

## Lawrence North Professional Development Schedule – Traditional Plan 2009-2010

	2009-2010	2009-2010	2009-2010	2009-2010	2009-2010
1:00 pm to 1:45 pm	ICT	ICT	ICT		
1:00 pm to 1:45 pm	Quadrant D Lessons	Quadrant D Lessons	Quadrant D Lessons	Quadrant D Lessons	Quadrant D Lessons
1:00 pm to 1:45 pm	Intro to 6+1 Traits	Intro to 6+1 Traits	6+1 Traits Part 2	6+1 Traits Part 2	Literacy Celebration
1:00 pm to 1:45 pm	Cultural Intelligence	Cultural Intelligence Part 2	Cultural Intelligence	Cultural Intelligence Part 2	Cultural Intelligence
1:00 pm to 1:45 pm	Authentic Learning	Authentic Learning	Authentic Learning	Authentic Learning	Authentic Learning
1:00 pm to 1:45 pm	Developing Common Assessments	Dev. Common Assessments Part 2	Dev. Common Assessments Part 3	Dev. Common Assessments Part 4	Dev. Common Assessments Part 5
1:00 pm to 1:45 pm	Intro to Peak Learning	Peak Learning Part 2	Peak Learning Part 3	Peak Learning Part 4	Peak Learning Part 5
1:00 pm to 1:45 pm	Intro to tech in the classroom	Technology Part 2	Technology Part 3	Technology Part 4	Technology Part 5
2:00 pm to 2:45 pm	ICT	ICT	ICT		
2:00 pm to 2:45 pm	Quadrant D Lessons	Quadrant D Lessons	Quadrant D Lessons	Quadrant D Lessons	Quadrant D Lessons
2:00 pm to 2:45 pm	Intro to 6+1 Traits	Intro to 6+1 Traits	6+1 Traits Part 2	6+1 Traits Part 2	Literacy Celebration
2:00 pm to 2:45 pm	Cultural Intelligence	Cultural Intelligence Part 2	Cultural Intelligence	Cultural Intelligence Part 2	Cultural Intelligence
2:00 pm to 2:45 pm	Authentic Learning	Authentic Learning	Authentic Learning	Authentic Learning	Authentic Learning
2:00 pm to 2:45 pm	Developing Common Assessments	Dev. Common Assessments Part 2	Dev. Common Assessments Part 3	Dev. Common Assessments Part 4	Dev. Common Assessments Part 5
2:00 pm to 2:45 pm	Intro to Peak Learning	Peak Learning Part 2	Peak Learning Part 3	Peak Learning Part 4	Peak Learning Part 5
2:00 pm to 2:45 pm	Intro to tech in the classroom	Technology Part 2	Technology Part 3	Technology Part 4	Technology Part 5

## Professional Learning Communities at Lawrence North

“Achieving Excellence, Building Character, Serving Others” is the vision for Lawrence North High School. To achieve this vision, it is necessary to focus upon the rigor, relevance and relationships within our school as students and teachers engage in the teaching and learning process.

### Rigor & Relevance – How students respond to our instruction.

The following questions are adapted from the work of Ralph Tyler, a pioneer in curriculum development:

- 1) What do we want our students to learn or be able to perform?
- 2) What are the best practices for teaching this information/skill?
- 3) How will we assess students’ levels of mastery?
- 4) How will we respond when students are not meeting our expectations?

PLC’s will provide teachers time to develop answers to these questions. In math, science, English, social studies, and world languages, it is common for multiple teachers to teach the same courses and vertical articulation in those departments relies heavily upon students having a solid foundation of knowledge before progressing to the next level. Thus, having time to regularly discuss what is being taught, how it’s being taught, how it’s being assessed, and how we can help those who struggle would be extremely valuable.

### Relationships – What we know about our students.

The nature of the work required of the core departments may keep those teachers focused initially on issues of content. However, the nature of performing arts, practical arts, visual arts, physical education, special education and especially guidance provides opportunities for teachers to gain an understanding of the individual needs and desires of each student. Thus, in addition to answering the questions associated with rigor and relevance, these departments will be asked to develop a protocol for communicating relevant information about students among the entire staff.

## LN PLC Proposal for 09-10

	Monday	Tuesday	Wednesday	Thursday	Friday	
G1/R5	<b>Life Sci</b>	<b>Algebra II</b>	<b>English 11</b>	<b>Adv Math</b>	<b>Composition</b>	
G1/R5	Bailey	Cole	Meier	Cole	Britton	
G1/R5	Bozoian	Frankum	Miley	Frankum	Chapman	
G1/R5	Crim	Harton	Morehead	Harton	Hattabaugh	
G1/R5	Deardorff	McCord	Williams	Berkholz	Masur	
G1/R5	Francis, M.	Penrose	Embry	Penrose	Miley	
G1/R5	Knapp	Sachs		Lauri	Owen	
G1/R5	Patchett					
G1/R5	Sinclair					
G1/R5	Thompson					
	Monday	Tuesday	Wednesday	Thursday	Friday	<b>Co-Teachers</b>
G2/R6	<b>Phys Sci</b>	<b>Algebra I</b>	<b>English 10</b>	<b>Geometry</b>	<b>Literature</b>	will join content teacher's group
G2/R6	Logan	Conway	Cash	Baltz	Cash	
G2/R6	McKinley	Dunwell	Chapman	Conway	Coryell	Williams
G2/R6	Dick	Hufty	Everitt	Dunwell	Konare	Loprich
G2/R6	Ferry	Kolb	Hattabaugh	Frankum	Morehead	Daniel
G2/R6	Floyd	Lauri	Konare	Hufty	Owen	Howard
G2/R6	Routt	McNeil	Masur	Kolb	Williams	Deatrick
G2/R6	Tankersley	Peters	Matern	McNeil	Romine	Coale
G2/R6	White	Springer		Peters		
		York				
	Monday	Tuesday	Wednesday	Thursday	Friday	
<b>G3/R7</b>	<b>History</b>	<b>Spanish</b>	<b>English 9</b>	<b>Pract Arts</b>	<b>Perf Arts</b>	
G3/R7	Browner	Ploch	Britton	Anderson	Embry	
G3/R7	Collier	Schulenburg	Comstock	Clark	Lain	
G3/R7	Diercks	Ayers	Coryell	Dilley	Martin	
G3/R7	Layman	Nieves	Fisher	Keefer	Mooney	
G3/R7	Leonhardt	Andolz	Hamann	Schlotterbeck	Morton	
G3/R7	McAloon	Grossling	Kremer	Schoville	Snyder	
G3/R7	McGarrell	Vega	Romine		Wallis	
G3/R7	Toliver					
	Monday	Tuesday	Wednesday	Thursday	Friday	
<b>G4/R8</b>	<b>Geo/Hist/Govt</b>	<b>Econ/Psych</b>	<b>Vis Arts</b>	<b>Spec. Ed.</b>	<b>P.E.</b>	
G4/R8	Etherington	Fancher	Atkinson	Banks	Cooke	
G4/R8	Fancher	Potter	Cooper	Bauman	Fitzgerald	
G4/R8	Leonhardt	Shetter	Flash	Ferens	Potter, R.	
G4/R8	Toliver	Cuellar	Francis, K.	Gumbel	Reeser	
G4/R8	Vest	Leonhardt	Holmes	Pyle	Rye	
G4/R8	Klene	<b>Ger/Fr</b>	Hostetler	Scott	Whitaker	
G4/R8	McAloon	Harman	Morrison	Lloyd		
G4/R8	Shetter	Heimann	Nowak			
		Mannweiler	Stockdell			
G4/R8		Pillar				

**Form D - 2**

**Narrative:** *(Please do not use less than a ten-point font).*

*Make your answers as concise as possible and no longer than one page.*

**1. What is your school's vision toward which this Professional Development Program will lead?**  
Teachers will have an understanding of their role in relation to the district initiatives of Response to Instruction, Authentic Learning, and Cultural Competency.

**2. What is (are) the goal(s) of your Professional Development Program?**  
Building upon introductory sessions during the 08-09 school-year, teachers will learn and practice strategies in their classrooms as they relate to the above-mentioned district initiatives.

**3. How will all staff members be involved in continuous learning? How will continuous learning be embedded in practice?**  
During professional development days, teachers will be expected to attend sessions connected to the district's initiatives. The presenters will be members of the Lawrence North staff who will ask attendees to try various strategies. As colleagues within the building, the presenters can follow-up on a timely basis rather than wait until the next professional development day.

**4. How will professional development increase cultural competency in the school's educational environment?**

During professional development days, the cultural competency team will engage colleagues in discussions related to equity issues. During the 08-09 school-year, the team introduced various points of concern and will build upon those discussions in 09-10. Again, all staff members will be expected to attend and to participate.



## Form E

### EVALUATION\*

Please answer these questions for each school goal from your SIP that your Professional Development Program is addressing.

(The Professional Development Program should be limited to addressing no more than three school goals from your SIP.)

#### Goal #1 – Engaged and Relevant Student Learning

I. Summary of data and evidence upon which this goal was based.

The HSSSE (High School Student Survey of Engagement) report of 2007, reported that over 73% of student respondents marked “material uninteresting” and 35% responded that subject material is “not relevant”.

II. What new knowledge, skills, and attitudes toward learning will result from your Professional Development Program?

Teachers will learn new methodology as it pertains to Authentic Learning. This will be in keeping with initiatives currently in place at the elementary level and will prepare high school teachers to use authentic learning instructional methods as students matriculate through the Lawrence Learning System.

III. What data and evidence related to new knowledge, skills and attitudes toward learning will you collect to evaluate the Professional Development Program’s impact on progress toward this school goal?

*(NOTE: If the data or evidence is quantitative, state the numerical goal you hope to achieve.)*

Teachers will be asked to develop a unit based upon authentic learning methodology, to teach the unit, and to reflect upon its effectiveness.

#### Goal #2 – Informed Instruction and Policy Decisions

I. Summary of data and evidence upon which this goal was based.

Currently, no building level system to inform classroom instruction exists. Teachers who desire information about their students’ academic skills prior to instruction must search through ISTEP data or design their own independent assessments to pinpoint student academic strengths and weaknesses.

II. What new knowledge, skills, and attitudes toward learning will result from your professional development program?

Teachers will develop common assessments to be administered on a routine basis. These common assessments will be relatively short and easily scored to give teachers the information as quickly as possible. In addition to their creation, the most critical aspect of this venture will be the development of the protocol related to the necessary conversations among teachers regarding the results of these common assessments.

IV. What data and evidence related to new knowledge, skills and attitudes toward learning will you collect to evaluate the Professional Development Program's impact on progress toward this school goal?

(NOTE: If the data or evidence is quantitative, state the numerical goal you hope to achieve.)

The development of the common assessments and participation in the conversations will be noted. Teachers will be asked to give feedback regarding the process.

## **Appendix J (Optional for 3/2 Draft)**

### **Definitions:**

Self Direction: "In engaged learning settings, students are *responsible for their own learning*; they take charge and are self-regulated. They define learning goals and problems that are meaningful to them; have a big picture of how specific activities relate to those goals; develop standards of excellence; and evaluate how well they have achieved their goals. They have alternative routes or strategies for attaining goals--and some strategies for correcting errors and redirecting themselves when their plans do not work. They know their own strengths and weaknesses and know how to deal with them productively and constructively. Engaged learners are also able to shape and manage change."

Collaboration: Teachers will begin "letting go" of the sense of control they have when lecturing to a largely silent classroom of listeners. The lesson here is that the business world does not merely want to hire listeners and fact regurgitators, but rather thinkers who can collaborate, "run fast" and create innovative ideas which reflect both higher level thinking as well as creativity.

Enthusiasm for Learning: All children are motivated. Educators are meant not to motivate students to learn, but discover what demotivates them, and stop those practices. Whatever demotivates adults demotivates children. Children don't destroy their motivation, adults do. The adults can be teachers, cooks, secretaries, administrators, parents, or others.

**Appendix K (Required for 3/2 draft)**  
**Technology as a Learning Tool**

The focus of the technology plan at Lawrence North is to integrate technology into the teaching and learning process within every classroom, to meet the needs of the 21<sup>st</sup> century students as life-long learners, and to create real-life activities in support of educational standards. Within the district a formal timeline has been established for the replacement of hardware. For our building, a review and alignment of needs was performed by a technology planning team. This team of teachers, administrators and support staff analyzed current technology and made recommendations for additions and improvements.

The technology plan and professional development plan both emphasize training teachers to become more proficient in the actual use of technology as a teaching tool rather than as merely a display tool within the classroom. In addition, the School Improvement Committee has identified the need for technology to make information available to teachers in timely and easily-accessed manner. Opportunities for teachers to learn how to use technology to inform and impact instruction have been included in the professional development plan.

**Appendix L (Required for 3/2 draft)**  
**Safe and Disciplined Learning Environment**

**CURRENT PRACTICES:**

- Student Handbook given to every student and made available for parents detailing expectations and how all discipline will be addressed by the administration
- Police support officers and security personnel both inside and outside the building until 6:00 pm.
- Registration of all cars with parking decals and identification numbers
- Request of ID for all visitors as well as expectation for visitors to wear badges in building
- Student photo ID's utilized for media center, cafeteria and late arrival
- 30+ security cameras in and out of school
- Code Blue response plan for school lockdown
- Regularly scheduled fire drills, tornado drills
- Name tags required of staff
- Crisis Handbook utilized during drills and actual emergency situations
- Buildings and Grounds supervisor is responsible for overseeing crisis management and for training others in proper response techniques.

**PLANS FOR CONTINUOUS IMPROVEMENT:**

- Review Student Handbook with the input of staff and students to make it more user-friendly.
- Improve consistency of security.
- Place greater accountability on individuals responsible for making sure all school entrances are secure.
- Provide instruction for students to illustrate the need for ID's, car registration and emergency procedures.
- Proposed creation of student management committee to advise administration on matters pertaining to safety, security and routine management of students, staff and visitors.

**Appendix M (Signature sheet due to ESC on 3/2)  
Professional Development Program Approval**

I, Becky Crum as the exclusive representative, by signing this document, demonstrate my support for the Professional Development Program submitted by the above mentioned school.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Becky Crum, LEA President or Designee

School Improvement Committee responsible for this plan:

Committee Member Name	Group Represented	Signature	Date
Atkinson, Brian	Department Chair		
Banks, Yvette	Teacher		
Bush, Elaine	Guidance Counselor		
Cangany, Brad	Guidance Counselor		
Cash, Rebecca	Teacher		
Crousore, Brett	Administrator		
Diercks, John	Teacher		
Flash, Careth	Teacher		
Floyd, Eric	Administrator		
Goeglein, Steve	Administrator		
Konare, Rose	Teacher		
Lauri, Elizabeth	Teacher		
Layman, Rachel	Teacher		
Loprich, Allison	Teacher		
Means, Tracey	Administrator		
Meier, Cindra	Department Chair		
Ploch, Kelly	Department Chair		
Shetter, Eric	Teacher		
Smith, Robert	Technology Coordinator		
Thompson, Vicki	Teacher		

## Appendix L

### **Location of the Curriculum**

The curriculum is located in the principal's office.