THE METROPOLITAN SCHOOL
DISTRICT OF LAWRENCE
TOWNSHIP

School Improvement Plan
2013-2016

Lawrence Central High School
7300 East 56th Street
Indianapolis, IN 46226

317-964-7400

317-543-3348

5275

5330

Principal Signature

Superintendent Signature

President, School Board Signature
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Introduction and School Information

Introduction
The purpose of our LCHS 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, although 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 exist in Lawrence at areas including the Fort Harrison State Park, Fort Harrison YMCA, and soccer fields in Lawrence Park and Fall Creek Little League.

One of the many outstanding districts in Marion County, Lawrence Township educates students in grades preK-12. Located on the northeast side of Indianapolis, the district boasts 4 early learning centers, 11 elementary schools, 2 middle schools, 2 high schools, and a career and technical center. The district serves 15,000 students and is one of the 10th largest in Indiana.

Lawrence Central High School is one of two high schools in the Metropolitan School District of Lawrence Township. Lawrence Central High School serves approximately 2,300 students in grades 9 through 12 and is now considered to be part of the urban fringe of Indianapolis, with a student population that, in August of 2013 was 33% white, 44.9% black, 12.5% Hispanic, 7.7% multi-racial, 1.2% Asian, and .7% American Indian. The school operates on a block-eight schedule.

Contact Information
Name of Principal: Mr. Rocco Valadez, Principal
Principal’s e-mail address: roccovaladez@msdlt.k12.in.us

Background:
There has been dramatic change in the demographics at our school in the past few years. The trends are important in that they reflect the challenges we face and help explain why specific improvement in instructional and other school areas are needed at LCHS.

White students have declined as a percent of total school population from 62.8% in 2002 to 33% in 2013. During the same period, the black student population has increased as a percentage from 30.4% to 44.9%; multi-racial student population has increased from 2.3% to 7.7% and Hispanic students have increased from 2.6% to 12.5%. As the racial demographics have changed, so have free and reduced lunch percentages. Over the past six years there has been a 23% increase in the number of students receiving assistance. Examining the past twelve years, free and reduced lunch students have increased from 25.5% in 2001-2002 to 59.93% in 2012-2013.

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

The result of these demographic changes is a need to understand the different cultures, background experiences and knowledge as well as learning interests to create an enthusiasm for learning in all students and to implement strategies that maintain each student’s enthusiasm for learning.
1. Vision and Purpose

Mission Statement:

The mission of the Metropolitan 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.

Vision Statement:

The vision of the Metropolitan School District of Lawrence Township is to embrace Integrity, Achievement and Service for ALL.

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.

We Believe that:

- 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

**Lawrence Central High School Purpose:**

The purpose of Lawrence Central High School is to provide and facilitate relevant educational experiences for all students. 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.

**Lawrence Central High School Vision Statement:**

The vision of LCHS is to create an environment that promotes **active, authentic** learning for all students. Varied instructional strategies will be used to meet the intellectual, behavioral, and social needs of all students. We will continue to value the diversity of our student population.
2. Governance and Leadership

The following organizational chart reflects the formal line and staff approach to managing the day-to-day operations of Lawrence Central High School:

The **management team**, consisting of the principal, associate principal, assistant principal, Academic Deans, Director of Special Education and Athletic Director meets every week to discuss school operations, problem solve and strategize for effective operations of the school. Each member shares relevant information from his department to the team.

The governance and leadership at Lawrence Central High School is a collaborative effort among various levels of the organization. The responsibilities of leadership are deployed through the administrative staff, the department leadership and the teachers.
Principal
Rocco Valadez

Associate Principal
Assistant Principal
Academic Deans

Support Staff

Assistant Principal

Secretaries Auditorium
Director, Administrative Assistants

Departments/PLC's
Dept. Chairs, Core Departments

Committees/Teams
Discussion, PFO, PAC, LCCAC, LTCAC, School Improvement, Technology, RTI, Data Analysis

Instructional Responsibility
Professional Development and Professional Learning Communities

Non-Instructional Responsibility
Personnel, Finances

Student Discipline & Attendance Responsibility

Attendance
9-12 Discipline

Supervision:
Principal: All major events (high attendance/high profile) plus coordinated supervision of minor events. Academic Deans to Principal: All major events (high attendance/high profile) plus events requested by the principal.
MSDLT Initiatives:

1. Cultural Competency
2. Project Approach
3. RTI/Instructional Consultation Teams

LCHS School Improvement Goal:

All Lawrence Central High School students will increase academic achievement through improved reading comprehension and writing.

Strategies for Intervention:
- Academic vocabulary
- Student engagement
- More authentic instruction
- Differentiation – Project Based Learning
- Culturally responsive curriculum
- Reader’s/Writer’s workshop model
- SRT analysis of data
- 6+1 Traits of Writing
- Balanced Math

PLC Day Staff Development Options: 2013-2014

To support our school improvement goals, all classroom teachers in 2009-2010 were required to attend 6+1 Traits of Writing, Parts 1 and 2 as well as Differentiation, parts 1 and 2. Since that time, training has been offered for multiple professional development sessions. Examples include the following:

Staff Development modules (45 minutes each)

- PLC work on culturally responsive lessons
- Equity training and breakout groups
- Literacy reading comprehension
- Authentic instruction
- Academic vocabulary acquisition
- Intro to 6+1 Traits of Writing
- 6+1 Traits of Writing – Part 2
- 6+1 Traits of Writing in my discipline
- Data collection and effects on instruction
- Intro to Differentiation
- Differentiation – Part 2
- Differentiation – planning a unit
- 5 Easy Steps to Balanced Math
- Readers/Writer’s Workshop
- Middle school/high school articulation
Technology selections Ongoing
- My Big Campus
- Blogging – listserves, appropriate social networking
- Podcasting & Videocasting
- Promethean board, clickers
- Common Core English Language Arts
- Acuity
- SRI
- STAR
- Standards for Success
- Learning Connection
- Skyward/MBC integration

The organizational chart on the next page reflects our approach at Lawrence Central to managing specific school improvement initiatives.
The school improvement team meets six times annually, with the principal and AdvancEd chairs presiding. The administrators over curriculum and instruction also meet regularly with the curriculum committee, attendance committee and department chairs to plan and oversee implementation of key improvement initiatives in the school. Department chair meetings have a teaching and learning
segment each month so that they can better lead their departments in improvement initiatives. Teachers also receive training in school initiatives during selected PLC time and summer trainings. Professional development is provided by Department Chairs, PLC and teacher leaders, as well as school and district administrators.

Lawrence Central will utilize the following avenues for professional development in order to meet both district and school-specific goals:

1. PLC curricular work by course-based learning communities to continue work on identifying standards, scope and sequence, creating benchmark assessments, common final assessments, technology, reading and writing across the curriculum, and culturally responsive curriculum.
2. PLC in-services to continue staff development in the areas of writing across the curriculum, 6+1 Traits of Writing, differentiation, literacy, reading comprehension, academic vocabulary, and Readers/Writers Workshop.

**PLC Objectives for 2013-2014**

**Goals**
- Ensure that all students will increase their reading comprehension, application of academic vocabulary and writing skills as measured by English, Math and Biology End of Course Assessments
  - SRI
  - STAR
  - ECA’s
  - Readers/Writers
- Develop reading comprehension and vocabulary based learning activities
- Ensure that all students will increase their level of engagement in authentic learning
- Ensure a culturally responsive curriculum that is directly aligned with Indiana State Standards
- Ensure continuous improvement of instruction in all core areas as measured by common formative and summative assessments
- Departments will collaborate to serve the instructional needs of students
- Ensure continued quality professional development in 6+1 Traits of Writing, cultural competency, differentiation of instruction and literacy, technology integration in the classroom, common assessment development, data collection, and scope and sequence of courses

**Objectives**
- All PLC’s will continue to develop standards-based units/lessons to improve reading comprehension, common assessments and vocabulary
- All PLC’s will document and analyze results to improve teaching and learning. Expansion of data collection for courses will continue to drive instruction
- All PLC’s will learn and utilize strategies for reading across the curriculum including academic vocabulary and 6+1 Traits of Writing
- PLC’s will share successful strategies for student engagement, authentic instruction, reading comprehension and vocabulary development
- 5 Easy Steps to Balanced Math will be used in all math courses

**Documenting and Using Results**

The performance data is presented in Appendix C.

**Critical areas for improvement:**

LC has improved ECA scores in math, English and biology. The achievement gap is decreasing, but more work needs to be done to improve overall standardized test scores. We have struggling readers and writers and students who do not pass Algebra I. The identified students with weaknesses include black, special education, Hispanic and free & reduced lunch students. LC SAT and ACT averages are below the state and national averages. Advanced Placement participation and score averages for LC students are above the state and national averages. Statistics show that the top ten percent of students are competitive locally and nationally on standardized tests. Identified causes in the achievement gap are listed below.

We do believe that some of the critical root causes are:

1. A lack of understanding by teachers of each student’s learning interests, background knowledge or experience, and learning needs.
2. The absence of a systematic approach for ensuring that instruction of targeted students matches their interests and learning needs.
3. A general absence of systematically providing authentic, engaging learning opportunities.
4. A deficit in reading and critical reading skills across the curriculum
5. A deficit in writing, especially persuasive writing, across the curriculum
6. An increasing transient, mobile population with students who have endured interrupted schooling.

**DATA COLLECTION:**

Listed in the upcoming section is data that has and will continue to be collected and analyzed for improving instruction and driving professional development.
End of Course Assessment (ECA):

<table>
<thead>
<tr>
<th>Course</th>
<th>Pass Rate</th>
<th>State Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>69%</td>
<td>71%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>83%</td>
<td>69%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>78%</td>
<td>67%</td>
</tr>
<tr>
<td>English 10</td>
<td>58%</td>
<td>70%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>67%</td>
<td>76%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>61%</td>
<td>73%</td>
</tr>
<tr>
<td>Biology</td>
<td>41%</td>
<td>46%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>54%</td>
<td>47%</td>
</tr>
</tbody>
</table>

Each year PLC leaders analyze common assessment data and ECA data to drive improvements in instruction. Incoming freshmen who need math support are placed in Algebra I with an Enrichment class for support. Students who do not pass the English and or Algebra ECA are placed into remediation for re-teaching content, test taking tip strategies, practice and individual analysis of the student report. Students also have access to the tutoring center called My Achievement Center and an after school tutoring program called WIN. Re-testers will test in December and, if necessary, in May.

Scholastic Reading Inventory

Beginning in the fall of 2012, all students were tested using the Scholastic Reading Inventory (SRI). The SRI assesses reading comprehension skills. In 2009 freshmen were assessed using the SRI. A total of 602 freshmen were tested. At that time 42% were found to have a reading lexile far below grade level. Those who tested at the basic reading level, 33% read with the proficiency of 5th through 7th graders. Those who tested at below basic, 9% read at roughly a 1st through 3rd grade proficiency. All below-basic and basic readers need significant literacy support in the classroom to have success with secondary reading materials. This data, along with our I-STEP/ECA reading comprehension data suggests to us that we must address literacy as a school and district in order to significantly impact student achievement.

Since that time all grade levels have been added for assessment. Last year fall and spring testing was administered to determine if reading comprehension improved. Also, all students’ lexile scores were posted on the “T” drive so teachers could research their students’ reading scores and use appropriate instructional strategies.
and offer academic support. Improving reading must be Lawrence Central’s instructional priority and main focus of this school improvement plan. The focus will be on reading comprehension, academic vocabulary acquisition, reading and writing across the curriculum and authentic learning. Once reading improves, the prediction is that writing, school climate and overall student success and test scores will improve as well. Also, the graduation rate should improve as students become more successful academically and earn credits.

**Graduation Rate:**

The graduation rate (Class of 2013) has not been released at the time of this report. Although our graduation rate has fallen from its peak, new formulas for gradation have had an impact on LC’s graduation rates. Being an urban school, there is a transient population.

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>86.1%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>84.1%</td>
</tr>
</tbody>
</table>

In an effort to improve the graduation rate, students are counseled into the required classes, offered tutoring support, have access to online courses, summer class opportunities and area night school programs. LC has “extended school year” for seniors who need to acquire credits for graduation. Seniors who are successful in earning the credits participate in a summer graduation ceremony.

**Critical Areas of Improvement:**

Targets 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, other non-instructional areas, culturally relevant instruction and building relationships with stakeholders.

Professional learning communities have begun developing common assessments in an effort to identify struggling students and determine a course of action to help those students succeed. Critical to this effort is maximizing engaging instruction with additional supports such as tutoring in the My Achievement Center, teacher tutoring, and WIN, an after-school tutoring opportunity.

Based on research, the practice of identifying 9th 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. However, all 9th graders participate in Freshmen Success Sessions. These sessions include study skills, Cornell note taking, final exam tips and communication skills. Freshmen are educated on support services available at Lawrence Central High School. Guidance counselors orient freshmen through individual and group sessions.
4. Teaching and Learning – Improvement Objectives

Our goal at LCHS is to ensure that all students, regardless of race, culture, socio-economic status or national origin master the essential academic standards, with learning as the constant and time the variable.

Historically, we have set goals, tried various programs and initiatives. Our proposed solution to the student achievement program is to establish continuous improvement goals, then identify instructional strategies to reduce the number of student failures and increase the number of student successes in mastering the essential curriculum. We also recognize that we must systematically maintain each student’s natural enthusiasm to learn.

The purpose for establishing continuous improvement objectives in the school improvement plan is to garner the commitment from all faculty and staff toward the development of an effective teaching and learning process in every classroom. Sustainable improvement in teaching and learning is only possible through an improvement process that is systematic, systemic and continuous. In all cases, improvement of teaching and learning must begin with cultural competency. Cultural competency includes knowing the interests of each student, his background knowledge, experience, learning style, cultural background and other factors that influence learning. Building student-teacher relationships is a vital component to student success. The district maintains that only with a thorough knowledge of each student’s interests and learning needs will teachers be able to meet and exceed the academic achievement goals set forth by the district. In addition, the full implementation of an Instructional Consultation Team (ICT) must develop.

District Philosophy

| Each student’s interests, background knowledge, and learning needs | Culturally responsive teaching; instructional match; project approach and authentic learning, and Instructional Consultation Team | Academic success for each student |

The Indiana Academic Standards are very broad, making it impossible for all students to master every standard in the time provided for teaching and learning. Therefore, it is critical that LCHS course-based learning communities identify the most essential standards for students to master and create a focused curriculum of essential knowledge, skills and dispositions for each course.
**Student Learning Goals**

The improvement of teaching and learning will directly impact student achievement. Goals that will be systematically addressed include the following:

<table>
<thead>
<tr>
<th>Focus for Improvement</th>
<th>Assessment tool</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>SRI/STAR</td>
<td>Fall/Spring</td>
</tr>
<tr>
<td>Literacy</td>
<td>English, Math, Biology ECA's</td>
<td>Spring</td>
</tr>
<tr>
<td>Writing Process</td>
<td>6+1 Traits and Assessment</td>
<td>Fall</td>
</tr>
<tr>
<td>Persuasive Writing</td>
<td>6+1 Traits and Assessment</td>
<td>Fall</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>SRI/STAR/Readers/Writers Workshop</td>
<td>Fall/Spring</td>
</tr>
<tr>
<td>Math</td>
<td>5 Easy Steps/ECA</td>
<td>Fall/Spring</td>
</tr>
<tr>
<td>Academic Vocabulary</td>
<td>Marzano Academic Vocabulary</td>
<td>Fall/Spring</td>
</tr>
</tbody>
</table>

The **reading comprehension goal** is that every student in grades 9 and 10 will increase literacy, specifically reading comprehension and vocabulary acquisition by the end of the school year. Eventually, the goal will be that all graduating students will read at grade level or above.
Appendix

Appendix A: Demographic Data
Appendix B: Student Mobility and Attendance
Appendix C: Indiana Department of Education and 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 and approval of the Professional Development Plan and Form D
Appendix I: Definitions
Appendix J: Technology as a Learning Tool
Appendix K: Safe and Disciplined Learning Environment
Appendix L: Location of Curriculum
**Appendix A**

**LCHS Demographic Data**

The following chart shows the change in demographics at our school over the past years beginning with 2013-2014 and moving to 2004-2005 to 2009-2010. It is important in that it reflects the challenges we face and helps explain why specific strategies are being implemented in MSDLT including Cultural Competency Equity training.

<table>
<thead>
<tr>
<th>Year</th>
<th>Native Am.</th>
<th>Black</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
<th>Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>.7%</td>
<td>44.9%</td>
<td>1.2%</td>
<td>12.5%</td>
<td>33%</td>
<td>7.7%</td>
</tr>
<tr>
<td>2012-13</td>
<td>0%</td>
<td>45.6%</td>
<td>1.0%</td>
<td>10.9%</td>
<td>35%</td>
<td>7.4%</td>
</tr>
<tr>
<td>2011-12</td>
<td>0%</td>
<td>44.6%</td>
<td>.9%</td>
<td>9.3%</td>
<td>38.1%</td>
<td>6.9%</td>
</tr>
<tr>
<td>2010-11</td>
<td>0%</td>
<td>43.1%</td>
<td>.7%</td>
<td>8.6%</td>
<td>41.4%</td>
<td>6.2%</td>
</tr>
<tr>
<td>2009-10</td>
<td>0%</td>
<td>43%</td>
<td>1.0%</td>
<td>7.0%</td>
<td>44%</td>
<td>6.0%</td>
</tr>
<tr>
<td>2008-09</td>
<td>0.2%</td>
<td>42.0%</td>
<td>1.1%</td>
<td>5.5%</td>
<td>47.0%</td>
<td>4.0%</td>
</tr>
<tr>
<td>2007-08</td>
<td>0.2%</td>
<td>39.9%</td>
<td>1.1%</td>
<td>5.5%</td>
<td>49.8%</td>
<td>3.5%</td>
</tr>
<tr>
<td>2006-07</td>
<td>0.2%</td>
<td>38.1%</td>
<td>1.3%</td>
<td>4.2%</td>
<td>53.4%</td>
<td>2.8%</td>
</tr>
<tr>
<td>2005-06</td>
<td>0.2%</td>
<td>35.2%</td>
<td>1.5%</td>
<td>3.6%</td>
<td>57.0%</td>
<td>2.5%</td>
</tr>
<tr>
<td>2004-05</td>
<td>0.2%</td>
<td>36.0%</td>
<td>1.4%</td>
<td>3.4%</td>
<td>56.6%</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

**Free and Reduced Lunch:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Paid Lunch</th>
<th>Reduced Lunch</th>
<th>Free Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>40.1%</td>
<td>8.8%</td>
<td>51.1%</td>
</tr>
<tr>
<td>2012-13</td>
<td>50.2%</td>
<td>8.5%</td>
<td>41.3%</td>
</tr>
<tr>
<td>2011-12</td>
<td>49.8%</td>
<td>9.8%</td>
<td>40.4%</td>
</tr>
<tr>
<td>2010-11</td>
<td>54.9%</td>
<td>8.1%</td>
<td>37.0%</td>
</tr>
<tr>
<td>2009-10</td>
<td>58.0%</td>
<td>9.0%</td>
<td>33.0%</td>
</tr>
<tr>
<td>2008-09</td>
<td>63.0%</td>
<td>7.0%</td>
<td>29.0%</td>
</tr>
</tbody>
</table>

Just as the racial demographics have changed so have the free and reduced lunch population. There has been a 23% increase in the number of students receiving assistance.
STUDENTS ON FREE AND REDUCED LUNCH

GRADUATION RATES FOR LAWRENCE CENTRAL HIGH SCHOOL (5275):

<table>
<thead>
<tr>
<th>YEAR</th>
<th>GRADUATION RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>96.6%</td>
</tr>
<tr>
<td>2002-03</td>
<td>98.6%</td>
</tr>
<tr>
<td>2003-04</td>
<td>97.8%</td>
</tr>
<tr>
<td>2004-05</td>
<td>90.5%</td>
</tr>
<tr>
<td>2005-06</td>
<td>81.1%</td>
</tr>
<tr>
<td>2006-07</td>
<td>79.3%</td>
</tr>
<tr>
<td>2007-08</td>
<td>78.6%</td>
</tr>
<tr>
<td>2008-09</td>
<td>84.7%</td>
</tr>
<tr>
<td>2009-10</td>
<td>84.7%</td>
</tr>
<tr>
<td>2010-11</td>
<td>86.1%</td>
</tr>
<tr>
<td>2011-12</td>
<td>84.1%</td>
</tr>
</tbody>
</table>

Lawrence Central is addressing the falling graduation rate by offering online courses during study hall block, offered extended school year for seniors, free Indiana Online Academy and Wayne Virtual Academy courses in the summer and front loading student schedules.
LCHS GRADUATION RATES
Appendix B

### Attendance Rate

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Enrollment</td>
<td>2,620</td>
<td>2,585</td>
<td>2,514</td>
<td>2,501</td>
</tr>
<tr>
<td>Student Attendance Rate (%)</td>
<td>93.6%</td>
<td>93.0%</td>
<td>94.0%</td>
<td>TBD</td>
</tr>
</tbody>
</table>

![Chart showing enrollment from 2009-10 to 2012-13]
APPENDIX C

2011-2012 Report Card – IDOE

1. **Letter Grade:** B This is one letter grade increase from 2010-2011.

2. **Student Performance** ECA Math 78.6% passed; ECA English – 67.1% passed

3. **College and Career Readiness** 51% of students were CCR. This percentage includes AP, IB, DC and industry Certification. This is above the state average of 41.7%.

4. **ACT:** In 2012, Lawrence Central’s composite score was 20.2, and for the Class of 2013, there was an increase to 20.5. These scores are below the state and national averages.

5. **Graduation Rate** 2011-2012, 86.1% of on-time graduates. The state average is 86.2% and the state goal is 90%.

6. **SAT** Final reports are not available for the Class of 2013. The Class of 2012 critical reading (401), math (474) and writing (457) scores were below the state and national averages. The top 10% of 2013 graduates scores are very competitive and above the state and national averages.

<table>
<thead>
<tr>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal: 600</td>
<td>Verbal: 605</td>
</tr>
<tr>
<td>Math: 610</td>
<td>Math: 605</td>
</tr>
<tr>
<td>Writing: 600</td>
<td>Writing: 590</td>
</tr>
<tr>
<td>Composite: 1810</td>
<td>Composite: 1800</td>
</tr>
</tbody>
</table>

7. **IB Results** Six students received an IB Diploma in 2013. This number has remained static from 2012. In 2011, there were three IB Diploma graduates. There has been improvement on extended essay results. In 2013, scores were: A – 1, B’s – 4, C’s – 3 and D – 1.

8. **Diploma Results for 2013 Graduates** 47% received a Core 40 Diploma; 26% received an Academic Honors Diploma

9. **Advanced Placement** A total of 354 students sat for 643 AP exams in May of 2013. The percentage of total AP students with scores of 3+ was
50.6% up from 47.2% in 2012. This percentage is above the state average. There were a total of 6 AP Scholars.

APPENDIX D

Action Plan for School Improvement Goals

Goal 1: Reading and Writing

**Goal:** All Lawrence Central students will increase academic achievement through improved reading comprehension and writing.

- Train teachers in reading comprehension areas

**Strategies for Intervention**
- Train teachers and administrators to use the support tools for improving reading comprehension

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activity</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>Reading Comprehension: SRI/STAR</td>
<td>All Grades SRI Tested</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Appropriate application of pre-reading, reading and post-reading strategies</td>
<td>Ongoing</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Reader’s/Writer’s Workshop &amp; Academic Vocabulary</td>
<td>Completed &amp; Ongoing</td>
</tr>
</tbody>
</table>

- Employ common writing assessments at each grade level of English. Measure by ECA English 10 writing

**Strategies for Intervention**
- Train the entire staff in *6+1 Traits of Writing* as a tool for both teaching and assessing student writing

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activity</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>Provide all staff with <em>6+1 Traits</em> posters for rooms</td>
<td>Completed</td>
</tr>
<tr>
<td>2012-2014</td>
<td>Train entire staff in <em>6+1 Traits of Writing</em> utilizing select teachers and PLC Leaders</td>
<td>In progress</td>
</tr>
<tr>
<td>On-Going</td>
<td>Focus on writing instruction and assessment in professional learning communities</td>
<td>In progress</td>
</tr>
<tr>
<td>Spring, 2014</td>
<td>Conduct departmental audit on progress in <em>6+1 Traits</em></td>
<td>In progress</td>
</tr>
<tr>
<td>Fall, 2013</td>
<td>Educate new staff on <em>6+1 Traits</em></td>
<td>Upcoming</td>
</tr>
<tr>
<td>Fall, 2013</td>
<td>Effective note taking strategies (Cornell notes)</td>
<td>In progress</td>
</tr>
</tbody>
</table>
• Utilize End of Course Assessment (ECA) type writing prompts across the curriculum

APPENDIX E

Focus Areas of Writing Instruction for English Classes

• English 9: narrative and persuasive
• English 10: process and analysis
• English 11: comparison/contract and research
• English 12: research and literary criticism

Lawrence Central High School will:
• Provide curriculum and instruction designed to develop students’ literacy skills in reading and writing
• Writing prompts will be collected each periodically for assessment
• Promote the development and use of “best practices” for effective instruction through PLC work
• Create and provide access to the technology that supports teaching and learning; train teachers on the use of technology
• ECA scores will be disaggregated and analyzed
• PSAT results will be analyzed; weaknesses and strengths shared with department chairs
• Development of working Equity team who will support culturally relevant instruction
• Administer the SRI to all students in the fall and spring
• Post student lexile on the “T” drive to educate teachers on student reading levels
• Design SRI reports to determine the scope of reading improvement
• Determine the percentage of the Class of 2014 who are reading at grade level by May, 2014
• Teach 6+1 Traits of Writing across the curriculum
• Emphasize academic vocabulary
• Collect and analyze data for courses
• Teachers will collect Class Learning Objective (CLO) and Student Learning Objective (SLO) data
APPENDIX F

What Should Our Teachers Know and Be Able To Do by the End of the 2013-2014 School Year?

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>Develop with reading and writing strategies and examples in collaboration on My Big Campus</td>
<td>English &amp; Social Studies Teachers</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>Provide professional development to dept. chairs and PLC leaders regarding pre-reading strategies (front-loading) and the two traits (organization and word choice) to be shared in PLC’s and emphasized at departmental meetings (3-5 strategies). Reading emphasis will be on increasing students' prior knowledge.</td>
<td>Select Teachers</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Offer monthly PLC facilitator meetings to provide support and training in the reading strategies and 2 6+1 traits of focus: organization and word choice</td>
<td>Select Teachers and Administrators</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>Explore information on Indiana schools that have shown success with literacy initiatives</td>
<td>Administration</td>
</tr>
<tr>
<td>2013-2014</td>
<td>&quot;Prime the pump&quot; with staff regarding the philosophy behind pre-reading strategies (front loading) and also the instructional assessment of reading.</td>
<td>Select Staff</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Share tutorials regarding the two traits of emphasis: organization and word choice – opposite the reading strategies</td>
<td>Administration</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Assess teacher use of two pre-reading strategies per semester through department chairs.</td>
<td>Department Chairs and Administration</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Evaluate teacher implementation of the 6+1 Traits on two writing samples per semester that are assessed on two traits.</td>
<td>Department Chairs</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Incorporate academic vocabulary in all classes</td>
<td>All Teachers</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Equity Meetings directed at culturally competent instruction</td>
<td>Administration</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Common Assessment Development, Data Collection &amp; Analysis</td>
<td>Administration &amp; Teachers</td>
</tr>
</tbody>
</table>
### What should teachers know and be able to do by the end of the 2014-2015 school year?

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Action Description</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>“Prime the pump” with staff regarding the philosophy behind during reading strategies as well as the two traits of focus: sentence fluency and presentation. (On the reading star, focus will be placed on word study, fluency, and word recognition – sight words)</td>
<td>Select Staff</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Provide professional development to Department Chairs and PLC Leaders regarding during reading strategies to be shared in PLC’s and emphasized at departmental meetings (3-5 strategies)</td>
<td>Select Staff</td>
</tr>
<tr>
<td>Fall 2014 and Ongoing</td>
<td>Offer monthly PLC facilitator meetings to provide support and training on during reading strategies and 2 <em>6+1 Traits</em> of focus: sentence fluency and presentation</td>
<td>Administration</td>
</tr>
<tr>
<td>Fall 2014 and Ongoing</td>
<td>Continue to add My Big Campus reading strategies and traits information</td>
<td>Teachers</td>
</tr>
<tr>
<td>Fall 2014 and Ongoing</td>
<td>Share tutorials regarding the <em>6+1 Traits</em> of emphasis: sentence fluency and presentation (1 bi-weekly) opposite the reading strategies</td>
<td>Select Staff</td>
</tr>
<tr>
<td>Fall 2014, Spring 2015</td>
<td>Assess staff implementation of two during reading strategies per semester utilizing Department Chairs</td>
<td>Administration and Department Chairs</td>
</tr>
<tr>
<td>Fall 2014, Spring 2015</td>
<td>Assess staff implementation of traits via 2 writing samples assessed on three traits per semester, utilizing Department Chairs</td>
<td>Department Chairs</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Incorporate academic vocabulary in lessons</td>
<td>All Teachers</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Equity meetings directing culturally competent instruction</td>
<td>Administration</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Common Assessment development and data collection analysis</td>
<td>Administration</td>
</tr>
</tbody>
</table>

### What do we want staff to “do” and “know” by the end of the 2015-2016 year?

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Action Description</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>“Prime the pump” with staff regarding the philosophy behind post-reading strategies, with a focus on responding to text. With regards to writing, introduce the last two traits: conventions and voice</td>
<td>Select Staff</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Provide professional development to Department Chairs and PLC leaders regarding post-reading strategies to be shared in PLC’s and emphasized at departmental meetings (3-5 strategies)</td>
<td>PLC common assessments, SRI data and Select Teachers</td>
</tr>
<tr>
<td>Fall 2015 and Ongoing</td>
<td>Offer monthly PLC facilitator meetings to provide support and training on post-reading strategies and the final 2 <em>6+1 traits</em> of focus: conventions and voice</td>
<td>Administration</td>
</tr>
<tr>
<td>Fall 2015 and Ongoing</td>
<td>Continue to add to the My big Campus website with post-reading strategies</td>
<td>Teachers</td>
</tr>
<tr>
<td>Year</td>
<td>Activity Description</td>
<td>Responsible Parties</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Fall 2015 - Ongoing</td>
<td>Share post-reading strategies with staff via e-mail</td>
<td>Administration</td>
</tr>
<tr>
<td>Fall 2012- Ongoing</td>
<td>Share tutorials regarding the <em>6+1 Traits of emphasis</em>: conventions and voice opposite the reading strategies</td>
<td>Select Staff</td>
</tr>
<tr>
<td>2015-2016</td>
<td>Assess staff implementation of two post-reading strategies per semester through Department Chairs</td>
<td>Administration and Department Chairs</td>
</tr>
<tr>
<td>2015-2016</td>
<td>Assess staff implementation of the traits via two writing samples per semester that are assessed on three traits</td>
<td>Administration and Department Chairs</td>
</tr>
<tr>
<td>2015-2016</td>
<td>Incorporate academic vocabulary</td>
<td>All Teachers</td>
</tr>
<tr>
<td>2015-2016</td>
<td>Equity meetings directed at culturally competent instruction</td>
<td>Administration</td>
</tr>
<tr>
<td>2015-2016</td>
<td>Common Assessment Development, data collection and analysis</td>
<td>Administration and Teachers</td>
</tr>
</tbody>
</table>

**How should this overall literacy plan unfold over the years????**

**2013-2014**
**Professional Development**
- Emphasize pre-reading strategies
- Emphasize two more writing traits: organization and word choices
- Emphasize vocabulary acquisition
- Emphasize authentic learning
- Emphasize culturally responsive materials and opportunities

**Structures**
- SRI: *6+1 Traits of Writing*: Marzano Academic Vocabulary

**2014-2015**
**Professional Development**
- Emphasize during reading strategies
- Emphasize two more writing traits: sentence fluency and presentation
- Continue developing academic vocabulary and acquisition
- Continue culturally responsive teaching
- Continue authentic instruction and student engagement
- Analyze data from ECA’s, SRI’s; adjust instructions as needed

**2015-2016**
**Professional Development**
- Emphasize post reading strategies
- Emphasize two more traits: conventions and voice
- Analyze data from ECA’s and SRI’s; adjust instruction as needed
- Further development of authentic learning, vocabulary, *6+1 Traits of Writing*
APPENDIX E

Progress Monitoring

For the two school improvement goals: **Improving Reading and Writing Across the Curriculum and Differentiating Instruction** to improve instructional matches and ultimately improve performance, the department chairs will complete the two following departmental audits in the spring of 2014 in order to help better assess our progress in two areas of writing and differentiation. Reading will be monitored as the year progresses.

### Writing Across the Curriculum

<table>
<thead>
<tr>
<th>Category</th>
<th>1 Beginning Process</th>
<th>2 Progressing</th>
<th>3 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1 Writing</strong></td>
<td>Little to no Level One writing is done in the department as a whole</td>
<td>Some Level One writing is done, but it is sporadic across department and in frequency (more than 2/week, but less than 3/week)</td>
<td>Level One writing assignments are completed in most or all classrooms 2-3 times/weekly</td>
</tr>
<tr>
<td><strong>Level 2 Writing</strong></td>
<td>Little to no Level Two writing is completed within the department as a whole</td>
<td>Some Level Two writing is done, but it is sporadic across department and in frequency</td>
<td>Level Two writing assignments are completed in most classrooms at least once per week.</td>
</tr>
<tr>
<td><strong>Knowledge of the Levels of Writing</strong></td>
<td>Department members have little understanding of the levels of writing and their purpose</td>
<td>Department members have some understanding of the levels of writing</td>
<td>Department members understand the different levels and can articulate their purpose in the classroom</td>
</tr>
<tr>
<td><strong>“Buy In” to school-wide goal of improving writing across the curriculum (WAC)</strong></td>
<td>Department members see little relevance in school-wide effort to support writing and some fail to recognize it as a school improvement goal</td>
<td>Department members see some relevance in a school-wide effort to support writing but demonstrate inconsistencies in supporting it within the classroom</td>
<td>Department members understand, can articulate and actively support the school-wide effort to improve writing across the curriculum.</td>
</tr>
<tr>
<td><strong>Use of rubrics</strong></td>
<td>Department members continue to utilize individual methods for assessing writing</td>
<td>Department members are shifting to the use of the 6+1 rubrics to teach and assess writing</td>
<td>Department members routinely embrace the use of 6+1 rubrics to teach and assess writing</td>
</tr>
<tr>
<td><strong>Knowledge and competency with 6+1</strong></td>
<td>Department members know that 6+1 Traits of Writing is a process by which to teach and assess writing but lack a fundamental understanding of the tool and avoid its use</td>
<td>Department members are beginning to understand the traits, but have little working knowledge beyond the first trait: Ideas. Use of the traits is sketchy across the department</td>
<td>Department members understand and can articulate the six traits to students and routinely utilize the traits to teach and assess quality writing</td>
</tr>
</tbody>
</table>
## Department Audit Rubric

### Differentiation

While teachers are NOT responsible for students attending school, they do influence attendance through providing 1) culturally responsive instruction and 2) differentiated instruction.

<table>
<thead>
<tr>
<th>Category</th>
<th>1: Beginning Process</th>
<th>2: Progressing</th>
<th>3: Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and “buy in” of differentiation</strong></td>
<td>Department members have heard the word “differentiation” but have little knowledge of what it means in terms of classroom instruction</td>
<td>Department members have some knowledge of differentiation and are aware that students learn in different ways</td>
<td>Department members understand differentiation and routinely seek input on ways to differentiate their classroom because they believe that it will increase student achievement.</td>
</tr>
<tr>
<td><strong>Learning profiles</strong></td>
<td>As a whole, department members rarely consider student differences when planning a lesson or unit.</td>
<td>Department members sometimes consider student differences when planning a lesson or unit</td>
<td>Department members routinely consider student differences in their design of class lessons or units.</td>
</tr>
<tr>
<td><strong>Student Choice</strong></td>
<td>Students have little to no choice in mode of learning or in demonstration of learning</td>
<td>Students occasionally get a say in how they learn or how they can demonstrate their learning in our department</td>
<td>Students routinely provide input on how they choose to learn and/or how they can demonstrate their learning in our department.</td>
</tr>
<tr>
<td><strong>Student readiness</strong></td>
<td>Department members have little knowledge of student readiness for a particular unit, nor do they see value in assessing for readiness</td>
<td>Department members sometimes check for student readiness before a particular unit, but the practice is not routine.</td>
<td>Department members routinely check for student readiness so that they are more informed about how and what to teach.</td>
</tr>
<tr>
<td><strong>Assessments to inform Instruction</strong></td>
<td>Department members almost never utilize formative assessments to influence or drive instruction</td>
<td>Department members will sometimes utilize a pre-assessment to drive instruction, but this use is by no means routine</td>
<td>Department members routinely utilize formative assessments to inform and drive instruction in the classroom.</td>
</tr>
<tr>
<td><strong>Assessments for evaluation</strong></td>
<td>Department members utilize mainly end-of-unit tests or quizzes to assess student learning. We are fairly traditional in our assessments.</td>
<td>Department members occasionally assess students in ways that do not include a test or quiz in the traditional sense; however, variety is an exception rather than the rule.</td>
<td>Department members assess student learning in a variety of ways, through tests, quizzes, verbal responses, discussions, projects, self assessments, etc. Variety is the norm!!</td>
</tr>
</tbody>
</table>
## LCHS
Department Audit Rubric

### Standards and Assessments

<table>
<thead>
<tr>
<th>Category</th>
<th>1 Beginning Process</th>
<th>2 Progressing</th>
<th>3 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards Review</strong></td>
<td>Department is just beginning the process of reviewing standards</td>
<td>Some department members have reviewed the standards, but not all. There have been some conversations about power standards</td>
<td>Entire department has reviewed standards and has identified power standards and essential information</td>
</tr>
<tr>
<td><strong>Common Assessments</strong></td>
<td>Department only utilizes common assessments for final exams</td>
<td>Department has <strong>some</strong> common, formative assessments in place</td>
<td>Department has developed several common formative and summative assessments</td>
</tr>
<tr>
<td><strong>Interventions</strong></td>
<td>Department is “it or miss” with interventions for struggling students</td>
<td>Department has established <strong>some</strong> commonly used interventions for struggling students</td>
<td>Department has sever commonly used interventions in place to reinforce learning and support struggling students</td>
</tr>
</tbody>
</table>


School Information

School Name: Lawrence Central High School
County/Corp/School #: 5275
Address: 7300 East 56th Street
          Indianapolis, IN 46256
Phone: (317) 964-7400
Fax: (317) 543-3348
Name of Principal: Mr. Rocco Valadez
Principal's e-mail address: roccovaladez@msdlt.k12.in.us
Grade levels included in school: 9-12
FORM D

1. **What is your school’s vision toward which this Professional Development Program will lead?** (The vision may be taken from your school improvement plan or created for this document.)

   The hope at LCHS is that our professional development plan will lead to more effective instruction to address reading comprehension and writing. Nearly 50% of our freshmen read well below grade level; it is understood that all staff must learn how to address literacy issues in the classroom. Improved reading comprehension and academic vocabulary acquisition must be the priority for our students. Students in grades 9 and 10 will improve reading comprehension. We are expanding the writing goal to include a more broad-based literacy goal. We also understand that helping our teachers improve their skills in differentiating instruction will also significantly improve achievement. Data trends show that writing has been an area of weakness for several years. With a long-term focus on improving writing instruction across all curricular areas and on training all staff members in the 6+1 Traits of writing, it is our hope that writing achievement will improve dramatically in the next couple of years. All English teachers have been trained in Readers/Writers Workshop. This method elicits student interest in reading. All students will be administered the SRI in the fall and spring. Data will be analyzed and provided to teachers of all disciplines. This effort gives teachers more insight into their students’ reading abilities so differentiation in the classroom occurs. In May, 2014, seniors’ reading levels will determine if they are reading at, above, or below grade level.

2. **What is (are) the goal(s) of your Professional Development Program?**
   1. Improve literacy – reading and comprehension and vocabulary acquisition
   2. Improve writing across the curriculum
   3. Review 6+1 Traits of Writing
   4. Improve student engagement through improved and differentiated instruction
   5. Improve literacy skills for all students
   6. Incorporate balanced math
   7. Incorporate the Equity process in all facets of learning and instruction

3. **How will all staff members be involved in continuous learning? How will continuous learning be embedded in practice?**

   Governance and Leadership charts demonstrate LCHS’s commitment to continuous learning. Teachers will receive professional development through professional learning communities from 7:45-8:30 three mornings a week. Teachers will create common assessments, collect student data, analyze data, and use data results to drive instruction. Teacher collaboration in common subject PLC’s provides opportunities for sharing best practices.
4. **How will professional development increase cultural competency in the school’s educational environment?**

   Much of our emphasis in differentiating instruction is on giving student choice as well as on making instruction relevant and engaging. Course-based learning communities will be asked to assess curriculum and instruction in terms of cultural relevance. The Equity team will lead initiatives to reinforce cultural competency in the classroom and school. We will build relationships with our stakeholders – students, parents, faculty, community, administration, and P.A.S.S. group.

**Professional Development Program ’13-'14**

Lawrence Central will utilize the following avenues for professional development in order to meet both district and school-specific goals:

* PLC curricular work by course-based learning communities to continue work on identifying power standards, creating benchmark assessments and culturally responsive curriculum.
* PLC meetings to continue staff development in the areas of reading comprehension and writing across the curriculum, differentiation, academic vocabulary, technology, and balanced math.
* PLC’s will evaluate instruction based data collection
* Rely upon the Equity Team to ensure our policies and practices are equitable for all
* Encourage support of our P.A.S.S. group and Parent-Faculty organization

**PLC Objectives for 2013-2014**

**Goals**

- Ensure that all students increase their reading comprehension and application of academic vocabulary as measured by SRI and End of Course Assessments
- Ensure a culturally responsive curriculum that is directly aligned with Indiana State Standards
- Ensure continuous improvement of instruction in all core areas as measured by common formative and summative assessments
- Improve student achievement through proper instructional match
- Ensure continued quality professional development in 6+1 Traits of Writing, cultural competency, differentiation of instruction and literacy.
- Develop reading comprehension and vocabulary based learning activities
- Ensure that all students will increase their level of engagement in authentic learning through vocabulary application
- Literacy Enrichment through reading and writing across the curriculum
Departments will collaborate with one another to serve the instructional needs of students.

- Increase the number of students passing the English, Algebra I, and Biology End of Course Assessments.
- Increase the number of students enrolling in Advanced Placement, Advanced College Placement, and Dual Credit courses.
- All students will graduate in 4 years.

**Objectives**

- All PLC’s will complete written team protocols.
- All PLC’s will unwrap standards and identify power standards.
- All PLC’s will complete common assessments for each grading period.
- All PLC’s will develop standards-based units/lessons.
- All PLC’s will document and analyze data to improve teaching and learning.
- All PLC’s will learn and utilize strategies for reading across the curriculum including academic vocabulary.
- PLC’s will share successful strategies for student engagement, authentic instruction, reading comprehension, and vocabulary.
- All PLC’s will be educated in the Four Agreements and Six Conditions of Equity.

**APPENDIX I**

**Definitions**

- SRI Scholastic Reading Inventory
- RTI Response to Intervention
- SAT Scholastic Aptitude Test
- ACT American College Test
- PSAT Preliminary Scholastic Aptitude Test
- ACP Advanced College Placement
- AP Advanced Placement
- DC Dual Credit
- P.A.S.S. Parent Assisting Students for Success
- ECA End of Course Assessment (Algebra I, English 10, Biology)
- PLC Professional Learning Community
APPENDIX J

Professional Development Technology Opportunities

July 25th: Skyward 911 – Attendance, Discipline, Grades (What new staff must know to “get started” here at LC)

August 15th: PROMETHEAN Board – Introduction for new users

August 16th: My Big Campus

August: Excel Spreadsheet Data Collection by Department

August: Clickers

August: Standards for Success/RISE

August: SRI

August: Lexia

September: Naviance

September: Remind 101

September: Google docs

December: ECA

May: ECA

Year Long: Pilot for Data Dashboard

Year Long: One on One devices
APPENDIX K: Technology as a Learning Tool – submitted electronically on DOE-RR
APPENDIX L: Safe and Disciplined Learning Environment – submitted electronically on DOE-RR

APPENDIX M:

Professional Development Program Approval

I, Kari Bordner, as the exclusive representative, by signing this document, demonstrate my support for the Professional Development Program submitted by Lawrence Central High School.

_____________________________  __________________________
Signature                               Date

Kari Bordner, LEA President or Designee
Name (typed)
As a member of the Lawrence Central School Improvement Committee, I understand and endorse the school improvement plan.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rocco Valadez</td>
<td>Principal</td>
<td></td>
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<tr>
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<tr>
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<td>J. Tilden Brown</td>
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<tr>
<td>Deborah Messigner</td>
<td>AIS ED Teacher</td>
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