

Logan City School District School Improvement Plan Format

School: Logan High

Year: 2011-12

Goal #1 Language Arts Common Core – Secondary: include areas of implementation: Teachers will increase Argumentative Writing and the use of Informational Texts, as outlined in the common core by 10% across all content areas.

Goal#2 Math Common Core: Math department will implement with Secondary Math 1 and Secondary Math honors for 9th grade students for 2011-12 school year. We will follow the 3 year state common core plan.

Goal #3 ESL Implementation Plan: Use Trustlands funds to reinstate aides in the ESL program and enhance learning opportunity for ESL students.

Goal #4 (If desired): “To empower every freshman with the tools they need to start their high school career in a positive fashion by passing their classes and progressing to college and career readiness.”

Objective	Actions	Measurable Outcomes	Responsibility	Timeline	Professional Development (PD)*	Technology to be Used
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<p>Goal #1 To create expert thinking and complex Communication Using writing as outlined by common core</p> <p>Goal #2 Have Math 1 and Math 1 (H) in the schedule for 9th graders to prepare for Math II next year.</p> <p>Goal #3 To provide access to regular core classes. Provide afterschool tutoring to struggling ESL students.</p> <p>Goal #4 Provide mentors for at risk 9th graders</p>	<p>Goal #1 Review of Common Core. Introduce goal of (10% increase) in use of writing. Collect evidence of use of Argumentative Writing and Informational Texts.</p> <p>Goal #2 Math department will develop curriculum for new math core, including scope & sequence. Math department will collaborate on pedagogical changes needed to teach new core.</p> <p>Goal #3 Aides will go into core classes and support ESL student as directed by ESL teachers. University students will provide after school tutoring.</p> <p>Goal #4 Intervention Specialist will coordinate with mentors and administrators concerning intervention used with at risk students weekly. Mentors meet with students weekly to offer support and monitor attendance, grades, and behavior.</p>	<p>Goal #1 Self report by teachers of 10% increase in Argumentative Writing and Informational Texts Drop –In’s Get ACT Composite Score to 21 2% gain in % proficient of LA CRT’s 2% gain in pass rate of AP tests.</p> <p>Goal #2 In absence of valid CRT, teachers will report on student progress based on department common formative assessments.</p> <p>Goal #3 10% increase in % proficient on LA CRT’s “beginning” and “developing” ESL students.</p> <p>Goal #4 To have 10% fewer freshman failing classes.</p>	<p>Goal #1 Administration Teachers Counselors Staff Parents Students</p> <p>Goal #2 Math Department Administration Students Parents Counselors</p> <p>Goal #3 Administration ESL Instructor ESL Aides Teachers</p> <p>Goal #4 FIT Specialists Mentors Administration Teachers Parents Students</p>	<p>Goal 1, 2, 3, & 4 2011-12 School Year</p>	<p>Goal #1 Jeff Wilhelm Common Core Training Thinking Maps Department Meetings Workshops</p> <p>Goal #2 Math Common Core Training State UCTM Conference Department Collaboration</p> <p>Goal #3 SIOP training for staff Common Core training in Language Arts</p> <p>Goal #4 Weekly meetings with mentors.</p>	<p>Projections Smart Board Document Cameras Clickers UTIPS Excel ALEKS IPads</p>
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* A detailed description of all Professional Development Activities will need to also be filled out. Form attached.

Logan City School District School Improvement Plan Questions

Please answer the following questions as part of the development of your School Improvement Plan. These need to be turned in with your SIP on September 30, 2011.

- 1. How will the Common Core affect the structure of your school? Please provide supporting documents, data, etc.** We have restructured our Math offerings to bring them in line with the new State Standards. Our entire department heads and Language Arts teachers attended the Core Academy this summer and are implementing the writing strategies into their instruction. 3 professional development sessions will provide further support to the teachers.
- 2. How will you use late starts, early outs, faculty meetings, and other times to support your school goals? Please attach a preliminary plan that includes dates and topics of planned professional development.** 3 of the 9 professional development days will be centered on Common Core writing. In addition each department will use late start Wednesdays to develop curriculum that will be built around the Common Core Standards.
- 3. Give detail to your professional development plan and how it supports the achievement of your SIP goals. Use the Vela template provided by Annette Brinkman. Please be thorough in filling out a form for each of the professional development sessions you hold.** See Profession Development Schedule. A Vela template will be used for each session.
- 4. How will you assess the success of your professional development?** Seeing an increase in Argumentative Writing and Informational Texts across all content areas. Use of strategies provided in the SIOIP training.
- 5. How will you utilize teacher goal setting in the evaluation process to support the SIP?** As two part of the teacher professional development plan they are linking two goals in the area of literacy, numeracy, and language learners. This supports our SIP.
- 6. How are you using paraprofessionals to support the SIP?** Due to budget cuts all paraprofessionals were eliminated. We opted to use Truslands money to hire two ESL aides. They will be used to support the ESL goal.
- 7. What will the role of your community council be in supporting the SIP? How will you get out information to your community?** During the community council meeting in September the SIP will be presented to the council for their approval and vote of support. Trust land funds will be approved by the community council.
- 8. How will you ensure communication between parents, teachers, students, and stakeholders regarding Common Core implementation and its connection with the school's SIP.** Community Council, faculty meetings, staff training, department meetings, and teacher instruction.
- 9. List your teachers that are provisional. Describe the support you will be giving them at the building level, include the mentor's name. Also state the need you have from the district for assistance with your provisional teachers.** Eye coordinator is very important to assist us in providing the support for our provisional teachers.

10. How are you utilizing your Land Trust funds to meet your SIP goals? Have Land Trust Budget sheet attached. Trustland funds are being used to hire .4 math teachers to reduce the math teacher's loads as we move to the new math formats. Paraprofessional will be hired to assist us as we move to an inclusive ESL program. Also a coordinator has been hired to facilitate the FIT program.

11. Describe how your Responsive School Teams are being utilized to meet your SIP goals. RST/Focus groups are concentrating on North West Accreditation process of data collection and writing Accreditation documents.

12. How did you involve the community, including parents, in the development of the plan?
Community Council

13. Describe your ESL service pattern for each level. State where your service gaps are and how you are dealing with them.

Entering (Pre-Emergent) – Pull-out classroom 3 periods with Sydne Wamsley as instructor with para professional support.

Beginning (Emergent) – Pull-out classroom 1 to 2 periods with para professional assistants in selected classes.

Developing (Intermediate) – 1 period of pull-out with para professional support in selected classes.

Expanding (Advanced) – Monitoring progress in regular classes.

Bridging (Fluent) – Monitoring student progress

Insufficient aides to cover all classes. We are no longer able to provide before or after school tutoring for ELL's students. Lack of parent liaison has cut back on parent contact.

14. State by name the teachers who have had SIOP training. Describe how you are monitoring their use of the strategies. Kirk Allen, Dan Cox, Doug Snow, Sydne Wamsley, Troy Blauer, Isaac Reeder, Jerry Hodginkson, and Bo Roundy. "Drop-ins" classroom observations to observe and monitor SIOP teaching methods.

15. What training or support will you need in providing ESL service support to both students and teachers this year? A full session of professional development will be utilized to introduce, train, and remind teaching staff of the SIOP protocol.