

HSHS Professional Learning Team Plan –Fall 2009-2010 Schedule

Desired outcomes for 2009-2010

Working in our Professional Learning Teams we will:

Improve our relationship building capacity with our students through the sharing of ideas.

Monitor educational progress of each student so we can then develop and implement strategies for improvement.

Through guided discussions, continue to review our current grading practices and how those practices impact students and student learning.

Make sure everything we do is meaningful, purposeful, productive and is impacting student learning.

Items due first semester:

Team Feedback Forms by Friday weekly to department administrators

Norms and On-line Grading Practices Survey (due by September 30)

SMART Goals (due by Dec. 2)

Date	PLC Big Idea	Purpose of Meeting	Essential Questions/Outcomes
8-26-09	Collaborative Culture Focus on Learning	Review Board Policy and go over PLT expectations	30 Minutes: -Complete understanding by all staff concerning PLT Board Policy and expectations -Show the PLC Video 30 Minutes: -Break out into individual PLTs for first meeting
9-02-09	Collaborative	Full of Review of	Complete understanding by all staff concerning HSHS PLT Plan and

	Culture	PLT Plan by department chairs	expectations. (Department chairs will relay to entire department where they are to meet to go over the PLT Plan.) -If time remains, breakout into individual PLT's afterwards.
9-09-09	Collaborative Culture Focus on Learning	Develop PLT Norms Look at Essential Learnings Share Best Practices Collaborative Planning	Re-establish your team norms. Due to department administrator by Sept. 30. How do you foster a climate/culture in your PLT where members hold each other accountable? Are you going to hold each other accountable? What does that look like? How will your PLT respond when norms are not met? Post your daily objective on board/overhead/front of room - for each class, everyday. Forms/activities to develop Norms on Staff Share.
Date	PLC Big Idea	Purpose of Meeting	Essential Questions/Outcomes
9-16-09	Collaborative Culture Focus on Learning	Develop PLT Norms Look at Essential Learnings Share Best Practices Collaborative Planning	Continue to work on team norms. Make sure your PLT fully understands the reason for norms and the PLT Plan. Complete the team assessment. Share results as a PLT. Team Assessment Form on Staff Share.

<p>9-23-09</p> <p>Interims go out</p> <p>Formative Assessment Week</p>	<p>Focus on Results</p>	<p>Data Analysis</p> <p>Review Formative Assessment Data</p> <p>Discuss the idea of a Data Wall</p> <p>Look at Essential Learnings</p> <p>Share Best Practices</p> <p>Collaborative Planning</p>	<p>Review the school mission statement and school goal. Review SIP Goals. Review all data from 08-09 school year.</p> <p>What can you/we do better to support student achievement and reach the goal?</p> <p>What is your PLT going to do differently this year?</p> <p>How is your PLT going to collect and use data?</p> <p>How will grading practices play a part in this data?</p> <p>How will the updated Late Work Policy/Directed Tutorials affect grading and how will these areas affect achievement?</p> <p>Discuss the idea of using Data Walls in your classroom. How do you think Data Walls can promote increased student achievement? What would a Data Wall look like/consist of?</p> <p>Complete on-line Grading Practices Survey by 9-30-09</p>
<p>9-30-09</p> <p>Norms due to department administrator</p> <p>Complete on-line Grading Practices Survey</p>	<p>Focus on Learning and Results</p>	<p>Data Analysis</p> <p>Look at Essential Learnings</p> <p>Share Best Practices</p> <p>Collaborative Planning</p>	<p>Continue discussion from 9-23-09 and on how you can use your formative and summative assessment data to increase student learning.</p> <p>Have you agreed to look at the results as a team? What can you celebrate? What areas of student learning do you need to continue to support or re-teach? How will you do that?</p> <p>Worksheets on “Questions to Guide Student Learning, Clarify Essential Learnings and Develop Interventions” are on the Staff Share. Use these questions every time you are reflecting on data, assessments and overall student success.</p>

Date	PLC Big Idea	Purpose of Meeting	Essential Questions/Outcomes
10-07-09	Focus on Results	Data Analysis Look at Essential Learnings Share Best Practices Collaborative Planning	<p>Continue discussion from 9-23-09. What outcomes did you find after the data analysis of the 08-09 data and the first formative assessment data?</p> <p>What changes will your PLT make to continue to support and improve student learning?</p> <p>Review the questions: What do we want students to learn? How do we know when they have learned it? What do we do when they haven't learned it? What do we do when they already know it?</p> <p>Worksheets on “Questions to Guide Student Learning, Clarify Essential Learnings and Develop Interventions” are on the Staff Share. Use these questions every time you are reflecting on data, assessments and overall student success.</p> <p><i>Continue the discussion on the use of Data Walls. If anyone is interested in sharing information with the staff on Data Walls they currently use in their classroom, please email Ms. Bryant by Oct. 14. We can have these Data Wall presentations on the Dec. 2 Early Release Day.</i></p>
10-14-09	Focus on Learning	Grading Look at Essential Learnings	<p>How do we know what/when students have learned? What role does grading play in determining what students know or have learned?</p> <p>Does your grading measure learning outcomes (objectives met) or student behaviors?</p>

		Share Best Practices Collaborative Planning	How will the updated Late Work Policy/Directed Tutorials affect grading and how will these areas affect achievement? Is grading consistent in your PLT - Is every student's achievement measured using similar criteria? The purpose of this week's PLT time is to further discussion on grading. This year, our focus is on late work, and further finding resources and mechanisms of support for students before just deducting points. Schools place so much emphasis on grades that it is important to continue to examine the validity and accuracy of our grading practices. We will continue to refine our focus on late work throughout this school year, as we focus on Fix 2: Don't deduct points for late work; provide mechanisms of support. We will continue to discuss all of our grading practices as we work accurately reflect student achievement in all capacities.
Date	PLC Big Idea	Purpose of Meeting	Essential Questions/Outcomes
10-21-09 Early Release SMART Goals are due to your department administrator by 12-02-09.	Focus on Results and Learning Collaborative Culture	SMART Goals Presentation by SIP on SMART Goals Steps of Intervention to include in SMART Goals-presentation by Intervention Committee	Begin to establish SMART goals for your classes using assessment data (learning inventories, pre-assessment data, formative assessment data, EOC data, interim reports, Blue Diamond data, etc. Create one or two goals only. Work on continued revision of the common assessments for your subject area. Have you had a conference with each student and made parental contact with those who are struggling? What steps is your PLT taking to assist struggling students? Are you utilizing the Intervention Plan by checking student's progress at the three week intervals? Gather input from your PLT members of how to remediate/address

		<p>Focused work in PLTs to develop SMART Goals</p> <p>Team Building Activities</p>	<p>specific problems of struggling students.</p> <p>SMART Goals will be due to your department administrator by December 2.</p> <p>SMART Goal templates and examples are on the Staff Share.</p>
<p>10-28-09</p> <p>Formative Assessment/Mid-term Week</p> <p>Quarter ends on Oct. 29</p>	Focus on Results	<p>SMART Goals</p> <p>Review Formative Assessment/Mid-term Data</p> <p>Look at Essential Learnings</p> <p>Share Best Practices</p> <p>Collaborative Planning</p>	<p>Continue working on and complete your SMART goals.</p> <p>Look at formative assessment/mid-term data for clues as to where students are achieving and not achieving. Ask yourself the basic PLC Questions: “How do we know when our students have/have not learned?” “What do we do when they have learned?” “What do we do when they have not learned?”</p> <p>“Types of Assessments” sheet on Staff Share. Review Types of Assessments when looking at data. Remember to utilize the worksheets on Guiding Questions as well.</p>
Date	PLC Big Idea	Purpose of Meeting	Essential Questions/Outcomes

<p>11-04-09</p>	<p>Focus on Results</p>	<p>SMART Goals</p> <p>Review All Data, including end of quarter grades</p> <p>Look at Essential Learnings</p> <p>Share Best Practices</p> <p>Collaborative Planning</p>	<p>Continue to work on developing your PLT's SMART Goals.</p> <p>Review student's end-of-quarter progress.</p> <p>Review the Intervention Plan. Where do your student's fall? Are any of your students falling between the cracks? Review any "63 Contracts" you had to administer as a PLT. How can the PLT collectively help these students?</p> <p>Is your PLT on target for the first 9 weeks? What is working? What is not working?</p> <p>Have parent contacts been made frequently for struggling students?</p> <p>Evaluate Directed Tutorials? Are they working? Are your students showing up? Are Directed Tutorials helping your student's grades? Are they turning in their late work?</p> <p>Begin to post the SMART goals in the data area of your classroom as you complete them.</p> <p>Review SMART Goals often with your PLT and students.</p>
<p>11-18-09</p> <p>SMART Goals due to your department administrator by December 2.</p>	<p>Focus on Results and Learning</p> <p>Collaborative Culture</p>	<p>SMART Goals</p> <p>Review All Data</p> <p>Look at Essential Learnings</p> <p>Share Best Practices</p> <p>Collaborative Planning</p>	<p>Finalize and post your PLT's SMART Goals.</p> <p>*Be sure to go through all the questions listed above as a PLT when finalizing your SMART Goals.</p>
<p>12-02-09</p>	<p>Focus on</p>	<p>SMART Goals</p>	<p>Take a close look as a school at individual PLT's SMART Goals and share</p>

Early Release	Learning and Intervention	<p>Gallery Walk of SMART Goals as a school</p> <p>Literacy Presentation</p> <p>Team Building Activities</p>	<p>successes/outcomes thus far.</p> <p>Take time to review literacy strategies as a school to ensure continued student success across disciplines.</p> <p>Focused time in PLT's to incorporate literacy strategies in your curriculum.</p> <p>Review of everything done so far this semester during PLT time. ("Temperature Check").</p>
Date	PLC Big Idea	Purpose of Meeting	Essential Questions/Outcomes
<p>12-09-09</p> <p>Interims go out</p> <p>Formative Assessment Week</p>	Focus on Results and Learning	<p>Review Formative Assessment Data</p> <p>Review Intervention Plan</p> <p>Look at Essential Learnings</p> <p>Share Best Practices</p> <p>Collaborative Planning</p>	<p>What progress have your students made from the first quarter?</p> <p>Has your PLT followed the steps in the Intervention Plan by checking student's progress every 3 weeks?</p> <p>Have you monitored your students on "63 Contracts"? Have you contacted parents in the final stretch of the semester?</p>

12-16-09	Collaborative Culture	<p>Norms</p> <p>Look at Essential Learnings</p> <p>Share Best Practices</p> <p>Collaborative Planning</p>	<p>Review your PLC's Norms.</p> <p>How are you fostering a climate/culture where all members of the PLT hold each other accountable?</p> <p>Do you need to revisit your norms?</p> <p>Are you sharing ideas, best practices, assessments, labs/activities, etc. as a PLT to ensure success for all students?</p> <p>Complete the team assessment again. Share the results with your PLT.</p> <p>Have the results changed from the beginning of the semester?</p> <p>Team Assessment Form on Staff Share.</p>
Date	PLC Big Idea	Purpose of Meeting	Essential Questions/Outcomes
01-06-09	Collaborative Culture	Grading Practices Analysis	<p>It's the final leg of the race. What can you do in the last lap to ensure your students cross the finish line? "Just in time intervention!"</p> <p>Have you modified your instruction, assessments, etc. as a PLT based on data to ensure students are successful?</p> <p>Have you taken a close look at your grading practices to ensure that the grade represented accurately reflects current levels of mastery of each and every student in your class? If it does not, what can you do to fix it?</p>
Two weeks until the end of the semester	Focus on Grading	Review of instruction, assessments, and interventions	

		<p>Look at Essential Learnings</p> <p>Share Best Practices</p> <p>Collaborative Planning</p>	<p>Ultimately, how do you decide if a student has mastered the essential learnings agreed upon by your PLT?</p> <p>How accurate are your student's grades?</p> <p>Take a look at Guiding Questions worksheets and Types of Assessment worksheets on Staff Share again.</p>
<p>01-13-10</p> <p>Last PLT Wed. of the Fall Semester/Exams Start Friday, Jan. 15. Exam Review day 01-14-09.</p>	<p>Focus on Learning</p>	<p>Data Analysis/Review</p> <p>SMART Goals</p> <p>Review steps in the Intervention Plan</p> <p>Look at Essential Learnings</p> <p>Share Best Practices</p> <p>Collaborative Planning</p>	<p>Take a close look at your PLT's SMART Goals.</p> <p>Are you going to meet your SMART Goals for the first semester?</p> <p>Earlier this semester, you were asked to look at what your PLT would do differently this year? Has your PLT adhered to this commitment thus far?</p> <p>What challenges have you faced that you were not expecting?</p> <p>What strategies can your PLT put in place to tackle these challenges next semester?</p> <p>How can the administrative team support you in facing these strategies?</p> <p>What resources do you need?</p> <p>Has your PLT done everything possible to ensure student success this semester? If not, what is missing? Has the Intervention Plan been helpful? Where does this plan need to be tweaked to ensure student success and help PLTs along the way?</p>
<p>01-20-09</p>			<p>EXAMS-NO LATE ARRIVALS!!! GOOD LUCK TO ALL OF YOUR STUDENTS!!!</p> <p>SIP Survey on PLT Plan. PLTs will give feedback on the first semester PLT Plan.</p>

Table of Contents

- ***Grading Procedures*** ***Section 1***
- ***Grade Recovery "63" Contract (Example)*** ***Section 2***
- ***Late Work Policy*** ***Section 3***
- ***Formative Assessments*** ***Section 4***
- ***HOT (Hawks on Task) Bell Schedule /Tutorials*** ***Section 5***
- ***Directed Tutorial Schedule*** ***Section 6***
- ***HOT Lunch Duty Schedule*** ***Section 7***

- ***HOT Lunch Duty Diagrams for Commons Area*** ***Section 8***
- ***Intramural Schedule*** ***Section 9***
- ***Morning and Afternoon Duty Schedule*** ***Section 10***
- ***Advisory*** ***Section 11***
- ***HSHS Honor Code*** ***Section 12***

GRADING PROCEDURES

8/12/09 11:40 AM

Grading Procedures

In all courses with an End-of-Course test, the EOC shall count as 25% of the student's grade per WCPSS board policy.

In all courses without an End-of-Course test (VOCATs or teacher-made exam), the final exam shall count as 20% of the student's final grade.

Teachers **MUST** adhere to the following formulas to calculate students' grade:

Courses with an EOC

Final Grade:	1 st Quarter Average	37.5%*
	2 nd Quarter Average	37.5%
•	Final Exam	25.0%

$$\text{Final Grade} = .375(1^{\text{st}} \text{ Quarter Average}) + .375(2^{\text{nd}} \text{ Quarter Average}) + .25 (\text{Final Exam})$$

Note: You should use the 3rd and 4th quarter averages to calculate the second semester final grade for each course based on the same formula above.

Courses without an EOC, including CTE Post Assessments and Teacher-Made Exams/Assessments

Final Grade:	1 st Quarter Average	40.0%*
	2 nd Quarter Average	40.0%
•	Final Exam	20.0%

Final Grade= .40(1st Quarter Average) + .40(2nd Quarter Average)+ .20(Final Exam)

Note: You should use the 3rd and 4th quarter averages to calculate the second semester final grade for each course based on the same formula above.

These averages should include a mid-term assessment that should count as a test grade, not to exceed more than 10% of the 1st and 3rd quarter averages. A MIDTERM MUST BE ADMINISTERED AT THE END OF THE 1ST AND 3RD QUARTERS IN EVERY COURSE.

Additional Facets of the HSHS Grading Policy:

The grading scale for HSHS will be the same as it reads in WCPSS Board Policy as far as what constitutes an A, B, C, D and F.

Homework can count no more than 15% of the overall grade, per the HSHS Homework Policy. Please decide as a department how much it will count in each of your departmental areas. (Department Chairs are to make sure you let Ms. Bryant know what your department's homework % amount will be by **5:00 PM on Thursday, August 20, 2009.**)

When determining your grading percentage scale as far as how much each item will

count (i.e. tests are 30%), all teachers of the same subject area should have the same grading percentage scale. These can be adjusted for honors or AP level classes.

Example: All standard level English I teachers have the same grading percentage scale. All honor's level English I teachers have the same grading percentage scale. All AP Language teachers have the same grading percentage scale. These grading scale breakdowns by percentage should be reflected in each teacher's syllabus.

All department chairs will review the subject area grading percentage scales before they are sent home with students on the first day of school. If a department chair has a concern, he/she will bring this concern to Ms. Bryant. **Ms. Bryant must have a copy of all syllabi with the grading percentage scales by 5:00 PM on Thursday, August 20, 2009. DEPARTMENT CHAIRS MUST REVIEW BEFORE IT IS TURNED INTO MS. BRYANT. NO SYLLABI CAN BE HANDED OUT TO STUDENTS OR PARENTS UNTIL THEY ARE APPROVED BY MS. BRYANT. PLEASE DO NOT HAND OUT SYLLABI AT THE STUDENT/PARENT VISITATION.**

No grade can be attached to any task, including extra credit work, unless it supplies evidence of achievement of a learning target. (i.e. Bringing in an extra copy of a novel for extra points; donations; community service; bringing back progress reports or report cards signed...all of these are items **cannot** have a grade attached to them in any fashion.)

For the 1st and 3rd quarter average, if a student receives lower than a 63 average, he/she can **earn** the right to have this grade changed to a 63 if he/she passes the second quarter of the respective semester with at least a 70. The student and parent will sign a contract indicating the steps the student will take to meet this goal. If the goal is met, the original grade for the 1st or 3rd quarter will be changed to a 63. If the student falls short of the contract guidelines and does not pass the second quarter for the respective semester, the original grade stands. **Teachers must contact the parent if this situation occurs. The parent must be contacted and asked to sign off on the contract at the end of the 1st or 3rd quarter. A copy of the contract and a letter MUST be mailed home. A parent conference is strongly recommended, but it is not required. (A copy of an example of the Grade Recovery "63" Contract is on page 4 of the PLC Plan. Please modify as needed to fit your subject area and send a personalized letter with the copy of the contract.)**

For all assignments turned in, except tests and quizzes, the lowest grade that a student can receive is a 60, unless it is turned in outside the timeline defined in the Late Work Policy. A student may then receive a zero on an assignment. (Refer to the Late Work Policy) **Students will receive the grade they earn**

on all assessments in the form of tests or quizzes. Grades can range from 0 to 100. (Students may earn a grade above 100 if extra credit points are allowed on a test or quiz.)

Cheating and academic misconduct WILL NOT be tolerated at HSHS. Starting the 2009-2010 school year, any student caught cheating on any assignment will be able to re-do an alternate assignment, with the highest possible grade being a 69. He/she will also be referred to the appropriate administrator for consequences as outlined in the discipline policy. All students will be held accountable to follow the guidelines/expectations as stated in the HSHS Honor Code.

****If there is an extenuating circumstance in any of these situations, please utilize your professional judgment when dealing with individual students in any of these situations.***

*****Remember, grades must communicate the CURRENT LEVEL of achievement!!! (Please remember this very important statement when averaging grades!!!)***

Grade Recovery "63" Contract

8/12/09 11:40 AM

Grade Recovery "63" Contract (Example)

Passing _____ is required in North Carolina in order to receive a high school diploma. This contract is to address the low achieving performance of _____ in world history class this quarter. It will address what needs to be done in order to improve _____'s grade to a satisfactory level and move on to the next level of _____. If all aspects of this contract are met then I will raise _____'s first quarter grade from a _____ to a 63 F, providing them with a mathematical chance of passing this class for the semester.

According to the contract:

The STUDENT agrees to:

Come to class and be on time;

Bring all materials to class – notebook, pens, pencils, etc.

Complete all classwork and homework on time;

No head down and no sleeping;

Attend after-school sessions on _____ when possible;

Attend HOT Lunch Directed Tutorial sessions weekly.

The PARENT agrees to:

Follow up at home to see that assignments are being completed;

Use SPAN to check on the academic progress in this class.

The TEACHER agrees to:

Be available for help before and after school and during HOT Lunch Directed Tutorials;

Supply the student with a calendar of assignments every Monday;

Update the student's grade in SPAN by the end of every week.

Progress will be assessed at the interim reporting period and at the end of quarter two. Consequences for not fulfilling this contract include the retention of the original average along with the possibility of failing this class, which would cause the student to need to repeat this class and to fall behind in graduation requirements. The student's efforts to solve this problem will be considered complete when the students' current average rises above 70 % for the 2nd quarter of the semester.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

LATE WORK POLICY

8/12/09 11:40 AM

Late Work Policy

Late work definition = Late work is defined as an assignment that a student has submitted late, not an assignment that has been done to make-up work accrued during absences. **Late work does not pertain to tests, quizzes, or labs done in class, but assignments done outside of class: homework, take-home tests, projects, etc.**

Students may turn in work late, with a penalty of 8 points off for each day they turn in an assignment late. The floor for grading completed work is a 60.

- 1 day late- highest grade possible is a 92
- 2 days late- highest grade possible is an 84
- 3 days late- highest grade possible is a 76
- 4 days late- highest grade possible is a 68
- 5 or more days late- grade is a 60.

Late work can be turned in by subject area up until the day that department is to give their formative during each formative assessment week. These dates are reflected on page 5 and 6 of the PLC Plan. For example, if Johnny misses his first homework assignment, he has until he takes the first formative to turn it in. His grade will reflect the penalties stated above. **If a student does not turn in his/her late work by the designated day by department during formative week, the assignment will receive a grade of zero at this time.**

Note: Even though quizzes, tests and class work can be made up for full credit; each of these assignment will also receive a grade of zero if they are not made up by the day that department is to give their formative during each formative assessment week.

Directed Tutorials:

Any student that has late work to make up, including quizzes, tests and projects, will be assigned Directed Tutorial time with the teacher he/she needs to make up work with during HOT Lunch until the assignment is made up. He/she will receive a HOT Lunch Tutorial slip indicating the date and time of his/her tutorial. If he/she does not attend the scheduled HOT Lunch Tutorial, he/she will receive consequences as outlined on page 8 of this PLC Plan.

FORMATIVE ASSESSMENTS

8/12/09 11:40 AM

Formative Assessments

Formative Assessments and Grade Cut-offs:

For 2009-2010, HSHS will administer formative assessments every 4.5 weeks, or four times each semester, in the following courses: Algebra I, Geometry, Biology, Earth Science, Physical Science, Chemistry, English I, English II, English III, English IV, World History, Civics and Economics, US History, Computer Applications I, Digital Communications, Principles of Business, Foods I, Spanish I & II, French I & II and Latin I & II.

Data will be evaluated by PLC Groups looking at the number of students making above or below a 77 on the various formative assessments. This information will help us to focus our attention on students who need it most. PLC Groups will also evaluate the top missed questions on each formative for increasing instructional practices, decreasing error in test questions and continual improvement of our formative assessments.

Academic vs. Honors

Whether academic and honors or AP students take similar formative assessments will be a department-based decision.

Time frame

In order to have consistency throughout the various school years, it is imperative that the formative assessments be spaced evenly, every 4.5 weeks to maintain this spacing in subsequent years in order to prohibit teachers from having to re-write tests every year. In order to maintain this order, each course will give 3 formative assessments (the 2nd assessment being the mid-term) and a final (summative assessment) exam, for a total of **4 assessments**. Each teacher should also highly consider giving a pre-test/benchmark assessment within the first two weeks of school. Each formative week should follow this order:

(No formatives are given on Wednesdays due to Early Release!)

Monday- English, Special Programs, Fine Arts

Tuesday- Math, Second Languages, ESL

Thursday- Science, PE

Friday- Social Studies, CTE **(Except on the week of Oct. 26-29, in which these formatives will be given on Thursday as well due to the Teacher Workday on Friday, Oct. 30.)**

Here are the dates for the 2009-2010 school year:

Fall 2009:

Sept. 21-25 Formative Assessment #1

Oct. 26-29 Formative Assessment #2 (Mid-term)

Dec. 7-11 Formative Assessment #3

Jan. 15-22 Summative Assessment (Final Exam)-**follow the exam schedule (TBD) for when each exam is to be given, not the formative assessment schedule. January 14 is the Exam Review Day, and January 22 is the Exam Make-Up Day.**

Spring 2010:

Feb. 22-26 Formative Assessment #1

Mar. 22-26 Formative Assessment #2 (Mid-term)

April 26-30 Formative Assessment #3 **(One week earlier than normal due to conflicts the first two weeks of May with AP Exams.)**

June 3-9 Summative Assessment (Final Exam)-**follow the exam schedule (TBD) for when each exam is to be given, not the formative assessment schedule. June 2 is the Exam Review Day, and June 9 is the Exam Make-Up Day and the last day for students.**

Interim Dates for 2008-2009 (Always on Wednesdays!!!)

Quarter 1: Sept. 23

Quarter 2: Dec. 9

Quarter 3: Feb. 24

Quarter 4: May 5

Interims MUST go out to all students in all classes on the days listed above. NO EXCEPTIONS!!!

The "Big 5 Exit Standards"

In addition to the formative assessment schedule, all teachers of the "Big 5" which includes, English I, Algebra I, Biology, Civics and Economics and US History will be required to utilize the Blue Diamond formative assessments as well. **These do not replace the high quality assessments we already have in place in the schedule above. They are in addition to those assessments and will provide us with data to let our teachers know how our students are doing relative to other students in the district.** Each teacher of a Big 5 area will receive training on how to utilize Blue Diamond, and each school will receive the equipment, including grading scanners, that will allow them to fully implement this program. Each test is very short in length, and it is another way to assess how our students are performing in the classroom. **All Big 5 teachers are REQUIRED to give all Blue Diamond Assessments based on the schedule given out at the beginning of the school year. Our SPC will scan all bubble sheets and return them to the appropriate teacher. All Blue Diamond Assessments MUST be scanned in order to record all data appropriately. See Mr. Burleson or Ms. Bryant with any questions.**

H.O.T. (HAWKS ON TASK) LUNCH BELL SCHEDULE

8/12/09 11:40 AM

HOT (Hawks on Task) Lunch Bell Schedule

Regular Daily Schedule: Monday, Tuesday, Thursday and Friday

• 7:25-8:53	1 st Period	A Lunch (10:26-10:56)
• 8:58-10:26	2 nd Period	A Tutorial (10:56-11:22)
10:26-11:22	HOT Lunch	
• 11:27-12:55	3 rd Period	B Lunch (10:52-11:22)
• 12:58-2:28	4 th Period	B Tutorial (10:26-10:52)

*Note that a bell will ring at 10:54 AM to indicate that students should move to/from Tutorial/Lunch. Class periods will be 88 minutes long.

Advisory Bell Schedule: 2nd and 4th Wednesdays

7:25-8:32	1 st Period	
• 8:37-8:56	Advisory	A Lunch (10:08-10:38)
• 9:01-10:08	2 nd Period	A Tutorial (10:38-11:04)
10:08-11:04	HOT Lunch	
• 11:09-12:16	3 rd Period	B Lunch (10:34-11:04)
• 12:21-1:28	4 th Period	B Tutorial (10:08-10:34)

*Note that a bell will ring at 10:36 AM to indicate that students should move to/from Tutorial/Lunch. Class periods will be 67 minutes long. Advisory is 19 minutes long. **Students are released at 1:28.**

Regular Wednesday Schedule: 1st, 3rd and 5th Wednesdays

7:25-8:38 1 st Period	A Lunch (9:56-10:26)
8:43-9:56 2 nd Period	A Tutorial(10:26-10:52)
9:56-10:52 H ^{OT} Lunch	
10:57-12:10 3 rd Period	B Lunch (10:22-10:52)
12:15-1:28 4 th Period	B Tutorial(9:56-10:22)

*Note that a bell will ring at 10:24 AM to indicate that students should move to/from Tutorial/Lunch. Class periods will be 73 minutes long. **Students will be released at 1:28.**

Students will be split by last name. Students with last name A-J (Group A) will go to lunch first; and students with last names K-Z (Group B) will go to Directed Tutorials or another approved location first. At the midway bell, the groups will switch.

Directed Tutorials:

Teachers will have the autonomy to assign H^{OT} Lunch Directed Tutorials to any student who they deem needs additional academic assistance in their class. Teachers will determine based on assignments/grades specific to their class which students need to attend these tutorials to improve their academic progress in their course. There is no cut off or grade threshold; however, if a student is failing a teacher’s class, the teacher **MUST** assign him/her to H^{OT} Lunch Directed Tutorials.

Teachers **MUST** assign students to attend H^{OT} Lunch Directed Tutorial if a student has late work to turn in, including quizzes, tests and/or projects.

Each time a student is assigned to attend a HOT Lunch Directed Tutorial with a teacher, he/she will receive a HOT Lunch Directed Tutorial slip indicating the date and time he/she is to attend. (Both the student and teacher will have a copy of this slip.) If the student misses a tutorial time, he/she will then be assigned lunch detention with that teacher in order to fulfill his/her tutorial obligation. If he/she does not attend the lunch detention; the teacher will then double the lunch detention. If the student still does not attend the lunch detentions, the teacher will refer the student to administration for refusing to attend both tutorials and detention.

Note: With each detention assigned, the teacher MUST contact the parent to make them aware that their student has been assigned detention for failure to attend HOT Lunch Directed Tutorials. Administration will assign consequences as noted in the discipline guidelines for failure to attend a teacher assigned lunch detentions if the student has to be referred. The administrator will also contact the parents.

Additional Information on the HOT Lunch Schedule:

Students may be located in the following areas during the lunch period: cafeteria/commons area, classrooms (Directed Tutorials), West Wing Courtyard, locker bay areas, intramurals, the media center and off campus for lunch if they are a junior or senior and have a lunch pass.

Students may eat/drink in the following areas: Cafeteria, West Wing Courtyard, classroom and the locker bays. **If trash becomes an issue in the locker bay areas, the privilege of eating in this area will be taken away, and students may only socialize in this area.**

Students have **five minutes (change from 08-09)** after the lunch period to return to their third block class.

Club advisors may choose to hold club meetings during the lunch period. Club advisors will coordinate their own schedule if they wish to have these meetings. The auditorium will also be available for seminars, presentations and assemblies during the lunch period as well.

Teachers will offer Directed Tutorials for 26 minutes twice a week by department during the lunch time frame. A schedule of the Directed Tutorials is included in the PLC Plan. Teachers may open their rooms up to students during additional times outside of their scheduled Directed Tutorials as well.

The PE Department will offer intramurals during both lunch time frames every day, except Friday.

Students must sign up daily, and they may participate in intramurals until the midway bell each day. At this point, the students must switch out to allow the students in B Lunch an opportunity to participate.

Seniors and juniors who have gotten permission and have their lunch pass may leave campus for lunch for the entire 56 minutes if they choose to do so. Their lunch passes will be checked as they leave campus by our SRO's. If they do not have their lunch pass, they cannot leave campus for lunch. They are expected to leave campus quickly and return in time to eliminate the chance of being given a tardy to third block.

All teachers must have at least one office hour per week to meet with students/parents. **Office hours CANNOT take place during the lunch period.** Office hours can either be before or after school in no less than 30-minute increments. They can be held at different times on different days of the week. Office hours can start no earlier than 6:50 AM.

Directed Tutorial Schedule

Department
Math
English
Science
Social Studies
Fine Arts
CTE
Second Languages/ ESL
Special Programs

Healthful Living					
Department	Monday	Tuesday	Wednesday	Thursday	Friday
Math	Tutorial B	Supervision	PLC	Tutorial A	Supervision
English	PLC	Tutorial B	Supervision	Supervision	Tutorial A
Science	Supervision	Tutorial A	PLC	Supervision	Tutorial B
Social Studies	Tutorial A	Supervision	Tutorial B	PLC	Supervision
Fine Arts	Supervision	Tutorial A	Tutorial B	Supervision	PLC
CTE	Supervision	PLC	Tutorial A	Tutorial B	Supervision
Second Languages/ESL	PLC	Supervision	Supervision	Tutorial B	Tutorial A
Special Programs	PLC	Tutorial B	Supervision	Tutorial A	Supervision
Healthful Living	Intramurals	Intramurals	Intramurals	Intramurals	PLC