

LaPorte High School
PL 221 PLAN
Spring 2009

I. Introduction:

A. LaPorte High School houses 1850 students in grades 9 through 12. Seventy-five percent of our students are bussed to school. LaPorte High School offers more than 160 course selection to students including AP, Dual Credit, Honors, and Vocational/Technical classes. CORE 40 is the base curriculum with 48 credits needed to graduate. Academic honors diplomas are strongly recommended. The student activities include 51 clubs or groups, 20 interscholastic athletic sports, and 3 intramural sports. Our students also produce cable video programming and theater productions. Music, speech, and drama students often compete at the state and national levels as well as produce local programs. Academic competitions are very active at LPHS. Students participate in 16 academic competitions, including Hoosier Spell Bowl, Hoosier Academic Super Bowl, United States Academic Decathlon, Science Olympiad, Indiana Math League, and American High School Math Exam.

School Snapshot: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=4741>

B. LaPorte High School curriculum is closely tied to the curriculum maps for the total school district. It is based on and aligned with the standards adopted by the Indiana State Board of Education. Teachers at LaPorte High School, under the direction of the building principal, provide enrichment of the curriculum with the assistance of district wide personnel.

Copies of the curriculum are available in the school office and at the district office, 1921 "A" Street, LaPorte, IN 46350. Appropriate parts of the curriculum are routinely distributed to parents. The LaPorte High School curriculum is organized into subject-matter areas and is located in the department offices and on the LPHS intranet to provide easy access for the teachers. Syllabi of individual courses are kept on file in the principal's office. Each department has aligned its curriculum with the Indiana State Academic Standards. Elective curriculum is designed to complement and support the expectations set by Indiana's Academic Standards, and Core 40 requirements. Respectful of LaPorte High School's academically diverse student body, course curriculums address the types of students, the learning levels of the students, and the multiple intelligences of the student body. The curriculum also helps students recognize the relevance of individual course work to today's world. All courses are designed to prepare students to meet the challenges of their futures. Therefore, all courses challenge students to move to a higher level: to analyze, to synthesize, to make connections, to evaluate, to discover. The LaPorte High School curriculum is designed to help students develop the skills to empower their lives.

C. LaPorte High School utilizes previous CTBS, ECA, local screening tests, 8th grade ISTEP scores and middle school testing program scores to properly place incoming freshman. ACT and SAT test scores are utilized at the upper grade levels. In addition, LPHS uses teacher-made tests and rubrics, tests taken from the textbook, subject matter final exams, writing exercises, and essential skill testing to complete the assessment program. LaPorte High School has also developed "Writing Across the Curriculum," a guide for teachers and students to standardize expectations for writing assignments throughout the school

II. The LaPorte Community Schools will be recognized among Indiana's highest achieving corporations by ensuring that all students reach their maximum academic potential, working in partnership with parents and the community to become productive and responsible citizens who are successful in a competitive global world.

The LaPorte Community School Corporation BELIEVES...

- All children can learn, we can teach all students, and there are no exceptions.
- All students will be challenged throughout their academic career to reach their maximum potential.
- Children are unique and their self-esteem will be fostered to become successful.
- In mutual respect in every interaction with students, staff, parents, and community.
- A positive attitude creates a successful working and learning environment.
- Personal and professional integrity is critical to the learning process.
- District employees are highly valued resources.
- Decisions will be information and data based in the best interest of students.
- Accountability for student achievement is critical.
- A collaborative team approach is essential to ensure high performance.
- In an environment in which continuous improvement is embedded in our culture.
- In a safe and secure learning environment.
- Diversity is an asset that is to be valued and respected.

Mission Statement:

The mission of LaPorte High School is to provide for every student a safe caring environment, where learning is enjoyable and relevant to the needs of an ever-changing world, thus empowering them to become responsible life-long learners.

Beliefs:

At LaPorte High School, we have the following areas of consensus:

- Almost all students are capable of high levels of learning. *Note: Schools must create the conditions so students can succeed.*
- The prevention of errors is more economical in terms of time and money than is the remediation of errors after students have learned incorrectly.
- Students will gain from learning opportunities that are open to all students as well as from opportunities geared to specific types of students or learning levels.
- Objectives of every unit of study, the learning activities, and the evaluation requirements for the unit should be clear to each student.
- Students who normally achieve at lower levels of difficulty and complexity can learn to achieve at higher, more sophisticated levels.
- Failure is only a temporary setback because successful learning is possible for all students. .
- Students grow, learn, and achieve primarily through validation and recognition of their strengths and achievements.
- Some students require more time to learn than do other students, but when given that time, all can be successful.
- We must take reasonable risks in order to enhance our program and progress.
- All decisions will be made on the basis of the most valid and current research data.
- Growth and change are natural and desirable phenomena.
- Consequences of students' actions should be consistent with our purpose and our mission.
- All of our programs and actions must be consistent with our purpose and our mission.
- Almost all students are capable of achieving at a higher level than is required.

III. Summary of data:**A. [Basic Data](#)**

B. Students are routinely tested on the Indiana State Standards in every course that has established standards. Teachers use these scores to select students for immediate remediation.

Pre-tests at the beginning of each course give teachers important information regarding previous knowledge of the class. Mid-term tests are given. This information is then utilized to determine possible interventions. At the end of each course a post-test is administered to determine student growth and achievement in that specific course. LaPorte High School also uses these diagnostic tests to regroup math and English classes in the first week of each trimester.

Improving and developing the writing skills of the LaPorte High School students is a school district goal. The English department has developed rubrics to be used in scoring writing samples from each student. These rubrics are aligned with the state scoring rubrics.

LaPorte High School also utilizes computer-aided instruction to accelerate learning for students who demonstrate a need for remediation. These scores are utilized to determine progress, remedial needs, and course selection. GBOT (Getting Back On Track) is a computer learning system utilizing EPIC to assist students in recovering credit.

C. Other information about educational programming and the learning environment (if you have conducted surveys of staff, students, or parents, climate audits, discipline data, etc.)

Surveys will be completed as part of the AdvanceED evaluation. Discipline data will be utilized to develop more efficient classroom management.

IV. Conclusions about the current educational programming, derived from an assessment of the current status of educational programming, including the following:

A. The district curriculum, under which LaPorte High School operates, is based on Indiana's Academic Standards. With the recent revision of the standards, realignment has become a major focus for teachers. As a result, the following actions have been taken:

- Corporation-wide curriculum maps are used by all teachers.
- All class curriculums are aligned with the Indiana Academic Standards and Curriculum maps.

- Focus will be directed to organizing an integrated plan that includes topics of study connected to state standards and demonstrate how various subject areas can be connected into meaningful curriculum.
- Collaboration to ensure that like classes are synchronized in terms of material covered throughout the trimester.

B. Teachers use the LPCSC Curriculum Maps to drive their instruction, to identify students for remediation, and to identify students for enrichment in those skill areas. LaPorte High School has also engaged in professional development to utilize the “Essential Nine” from **Classroom Instruction that Works** by Marzano. LPHS has also engaged in Summarization based upon Rick Wormeli’s research.

C. LaPorte High School uses Core 40 exit exams, and classroom pre-test, mid –terms, and post tests to drive the improvement of student academic performance. The data gathered from these resources is used to guide our staff in diagnosing areas in need of attention. We use the information to identify student strengths and weaknesses in order to provide appropriate instruction for students. Teachers meet as department level teams to create instructional goals and rubrics to increase student achievement. The teams assess test scores and create both individual instructional goals as well as school-wide goals for the purpose of increasing student achievement.

D. The LaPorte community is active in the school. Community groups active in LaPorte High School’s continuing development include P.T.S.A., Athletic Boosters, Music Boosters, and Academic Boosters. Community members serve on numerous committees including textbook adoption, vocational advisory, safe school, and school improvement. LaPorte High School facilities are used by various community groups including Purdue North Central, LaPorte Camera Club, LaPorte Saddle Club, and AAU groups. Our pool is open for swimming several times a week. LPHS is a G.E.D. testing site and there are Adult Evening School classes. LaPorte High School welcomes parent visitation and strives to make visitors feel welcome. LaPorte High School welcomes parent involvement and participation and would like to see it advance to new heights. The school calendar reflects the numerous opportunities that are available:

- A Registration Day for all to visit the school the week before school begins.
- Parent orientation prior to 8th grade course selection.
- Parent college financial nights.
- Parental involvement in the attendance and discipline procedures.
- Parent-Teacher Conferences.
- Grandparents/Special Friends day.

E. In an effort to prepare students for the future, LPHS has made great strides in integrating technology into our curriculum. In doing so, technology has become an everyday part of the learning process.

Our building is equipped with over 1000 computers used for administrative and educational purposes. All students have network server space and Internet privileges provided upon presentation of a signed Acceptable Use document. Most of our classrooms are equipped with Internet access, one teacher station, three student stations, and smart boards. Each teacher workstation is installed with RDS student management software, which offers teachers an easy way to send and retrieve attendance information through the network. Each teacher station also is installed with grade book software that is accessible to parents via the internet allowing parents to continuously monitor student progress

F. LaPorte High School operates under the Critical Incident Plan adopted by the LaPorte Community School Corporation. Elements of this plan include restricting access to the school, monitoring common areas with security cameras, and practicing all drills as required by law. Administrators are available at all times through electronic equipment. All visitors are directed to the main office upon entering the school by an entry monitor. The entry monitor has direct visual contact and video contact with the only entrance open during the school day and must unlock the door for each visitor. All doors have a magnetic alarm that alerts security personnel via pager if they are opened during the day. Teachers and staff are also alerted to the need to verify the status of visitors in the building who do not have a visitor’s pass..

Teachers and administration participate annually in reviewing the discipline and attendance policies to make necessary revisions. Therefore, all teachers are prepared to deal with discipline and attendance problems using these guidelines.

LaPorte High School operates under the Critical Incident Plan adopted for the LaPorte Community School Corporation. Elements of this program, as stressed for the school, include the following:

- Locking all exterior doors except the front door limits access to the school.
- Entrance door monitor on duty throughout the school day.
- Signs direct visitors to the office.
- Video cameras monitor the perimeter of the school and the inside 24 hours a day.
- Visitors must sign in, wear a visitor badge, and sign out. The badges are affixed with a sticker that changes color after 24 hours.
- Instruction in student safety is provided through the counselor as part of the curriculum. Student assemblies are used to relay Rules, Regulations, and Procedures to the student body.
- Teachers at LPHS are prepared to deal with discipline problems using a positive discipline approach. Discipline is to be just, fair, and private.
- Emergency drills are practiced regularly as outlined in the Critical Incident Plan.

G. The professional development program at LaPorte High School operates on two levels. First, the school participates in all corporation-planned activities. These activities have been predominantly focused on such areas as curriculum alignment, rubric development, committee work for the school-improvement plan, and departmental meetings. In the past, this time has been utilized to gain information on brain research, possible alternative schedules, cooperative learning, learning styles, multiple intelligences, and integrated curriculum to name a few. In addition, the school will continue a student mentoring program with lesson plans developed to improve consistency among mentor groups.

V. Student achievement objectives, derived from an assessment of the current status of educational programming, including the following:

A. Attendance Rate: A committee of administrators, teachers, parents and students in 1998-1999 developed The LaPorte High School attendance rules and regulations. They were designed to mirror the work world. They allow a student a specific number of "sick days" before they must make up lost class time. The rules and regulations were implemented in 1999-2000 and an immediate increase in our attendance was realized. Since inception LaPorte High School has maintained at least a 96% attendance rate. Attendance <http://mustang.doe.state.in.us/SEARCH/benchmark.cfm?subnum=0&hidden=4741&ip95=checked&istavg=checked&colobg=FFFFFF>

B. Percentage of students meeting academic standards under the End of Course Assessment program. TBD fall of 2010 when ECA results received.

C. Graduation rate. Grad Rate <http://mustang.doe.state.in.us/TRENDS/gradpie.cfm?schl=4741>

VI. Specific areas where improvement is needed immediately.

Areas of Concern: 2009 AYP results were not calculated. Improve ECA results to exceed state averages and address specific areas of low performance that will be identified from the 2010 ECA spring results.

Improvement Plan: LPHS will utilize the RDS module APS to track student performance on ECA tests. Students who attained a pass plus, pass, and did not pass will receive special consideration for advanced opportunities for learning through access to technology based learning systems such as Criterion writing and ALECKS math. Student progress will be monitored more frequently and strategies from Indiana's Response to Intervention will be employed to improve student achievement. Counselors will meet individually with every student who has not successfully passed ISTEP+GQE and map a plan for successful completion. LPHS will also utilize Response to Intervention strategies to insure successful completion of End of Course Assessments.

La Porte High School will continue to strive to improve attendance and Graduation Rate. GBOT, Student Mentoring Program, Study Island for select groups of students, participation in the APANGEA math program and increased focus on student progress by the guidance department in line with the Gold Star Counseling program will increase Graduation Rate.

VII. Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the education system.

Percentage of students scoring at or above grade level in E/LA and Math will increase each year for the next 3 years. High standards, assessments, and accountability, as well as effective use of resources will be used to accomplish these goals. (See School Improvement Action Plan).

VIII. Academic Honors Diploma and Core 40, including the following:

A. Provisions to offer courses that allow all students to become eligible to earn the Academic Honors Diploma. CORE 40 diploma as base, addition of AP classes, and dual-credit courses aligned with state colleges and universities.

B. Provisions to encourage all students to earn an Academic Honors Diploma or complete the Core 40 curriculum. Push for no general diplomas, All students begin Core 40 track. The general diploma is a last resort with parent sign off.

IX. Proposed interventions based on school improvement goals. (See School Improvement Action Plan)

- Continue to revise procedures for writing instruction.
- Continue the use of School wide mentoring program utilizing research from Ruby Payne
- Ongoing assessment through LPCSC Strategic Plan Goal #1
- Utilize and review What Works in Schools by Marzano.
- Wormlei's strategies on summarization will be used at the end of each lesson.
- Inform parents about ECA practice questions on the internet.
- Do more critical thinking activities transferring concepts from one concept to another.
- Include higher level thinking in all subject areas by continuing work with the Mentoring Minds "Critical Thinking Wheel".
- Teach for transfer using mental models. (Ruby Payne)

X. Professional development that is coordinated with proposed interventions and that supports sustainable school improvement efforts. Professional development is coordinated with proposed interventions and supports sustainable school improvement efforts. Staff development training will be directed to both technology and instructional delivery:

- Topics directly related to teacher needs in instructional delivery.
- Using Ruby Payne's materials to improve our cultural competency.
- Differentiation focus on all instructional delivery.
- Payne: Under-Resourced Learners
- Directly related to research on student mentoring
- **Classroom Instruction That Works** used with all staff members.
- Marzano: Building Background Knowledge for Academic Achievement
- Marzano: What Works in Schools
- Reading in the Content Areas
- Smart Cards : Mind Mapping, Multiple Intelligences Structures, and Thinking Questions
- Mentoring Minds "Critical Thinking Wheel"

(See School Improvement Action Plan)

XI. Statutes and rules to be waived.

XII. Three (3) year time line for implementation, review, and revision. A time line has been established. Annually the leadership team and the sub committees will review and revise the improvement plan for each goal. Data will be a key component to the improvement plan. The achievement of students will be reviewed annually by the principal, leadership team, teachers, parents and other stakeholders at LaPorte High School. The achievement review will include data from the

DOE, ISTEP+ data, and results of local assessments, ISTEP + GQE essential skill checklists, and CORE 40 exams and local assessments developed in conjunction with LPCSC Strategic Goal #1. Other secondary indicators will be information taken from observations from parents, teachers, and students.

<p>performance</p> <ul style="list-style-type: none"> * Students will learn to utilize Moodle sites * Students will learn to use various software as a means of completing English assignments *Core curriculum instruction is monitored for progress on a periodic basis to identify students who need additional assistance or greater challenges *In targeted supplemental supports, educators provide students not making adequate progress in the core curriculum with increasingly intensive instruction matched to their needs based on levels of performance and rates of progress. *Teachers will reassess and regroup frequently throughout the trimester. *APS system will be utilized to disaggregate ECA test information to identify groups with special needs. 		<p>Ongoing School Year</p> <p>Ongoing</p>	<p>Indiana’s Vision to Response to Intervention</p>	<ul style="list-style-type: none"> *In-services will be devoted to developing assessment models and the integration of technology to assist in interventions *Teachers will be trained to use data from APS to target specific areas and groups that need instructional attention to ensure student achievement
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<p>Intervention: Students will build academic background knowledge through classroom instruction in all subject areas.</p>	<p>Research/Best Practice:</p> <ul style="list-style-type: none"> *Blankenstein: <u>Failure is Not an Option</u> *Marzano: <u>Building Background Knowledge for Academic Achievement</u> *Blachowicz & Fisher: <u>Teaching Vocabulary in All Classrooms</u> *Marzano: <u>Classroom Instruction That Works</u> *Payne: <u>Hidden Rules of Class at Work</u> * Payne: <u>Under-Resourced Learners</u> * Summarization by Rick Wormeli
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Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<ul style="list-style-type: none"> *Provide for vocabulary development and application of writing skills across the curriculum. * Brain research and differentiated learning techniques will be used to structure each classroom in order to provide variety and individual instruction. * Vocabulary will be presented in each classroom from the LPHS prescribed vocabulary list utilizing both linguistic and non-linguistic models. *Continue the 6-Step Marzano Building Vocabulary Process to all high school staff. All teachers will be provided with folders that outline the Marzano process, templates for student practice, and large posters to chart vocabulary words. *Teachers will meet in departments to collaborate and come to consensus the key conceptual vocabulary words for their course(s). Words will be updated and revised annually. *Teachers will collect student samples and present them in future in-services. *LPHS will implement “teachers 	<ul style="list-style-type: none"> *Teachers *Department Chairs *Administrators *Principal 	<p>Ongoing</p> <p>Ongoing</p>	<p>LPCSC Strategic Plan Goal #2</p> <p>Corporation wide assessment program</p> <p>High School Redesign Recommendation</p> <p><u>Reading in the Content Areas by ASCD</u></p> <ul style="list-style-type: none"> *Anticipation guide *Story Impressions *Structured note taking * Save the Last Word for Me *Semantic Feature 	<ul style="list-style-type: none"> * Plan Period Meetings will be utilized to develop school wide strategies for vocabulary instruction. * Vertical articulation meetings will be utilized. *Teachers will use technology as a learning tool. *Best-practices research will be utilized. * Teachers will be trained to teach “Reading in the Content Areas” *Plan period meetings 1-5 will be utilized for the initial training. * Teachers will learn and use the 15 behaviors of mutual respect. <p>Training provided to set up</p>

<p>observing teachers”. Staff members will volunteer some on their plan time to view and give feedback to each other.</p> <p>* All teachers will use the strategies to teach reading in each content area.</p> <p>*Teachers will continue use “Mentoring Minds,” a wheel that centers around Bloom’s Taxonomy critical thinking levels.</p> <p>* Implementation of school wide student mentoring program</p> <p>*Mentor program will build positive relationships and trust with teachers</p> <p>*Teachers will become coach or advocate that helps each student in the group.</p> <p>*Mentor program will help students feel connected to school through the implementation of High academic expectation and rigor with support for learning, Positive adult-student relationships, and safety.</p> <p>*Departments will introduce the higher thinking levels to students by utilizing the Enlarged Thinking Wheel as a students’ tool. All classroom openers will purposely focus on higher level thinking. Students will be an integral part of lessons.</p> <p>*All staff will “Chunk” their classroom activities by posting the activity on the board with the proposed amount of time devoted to the activity.</p> <p>*The concept of Summarization will be introduced to all classrooms</p>	<p>School Personnel</p>	<p>Ongoing</p> <p>Ongoing School Year</p> <p>2010-2011</p>	<p>Analysis</p> <p>*The Discussion Web</p> <p>* SQR3</p> <p>Smart Cards</p> <p>Mentor Minds</p>	<p>the procedures of the program</p> <p>*Department meeting times will include discussion and sharing of Smart Cards and Mentoring Minds Wheels.</p> <p>All personnel involved will complete training sessions to insure a school wide mentoring plan and objectives</p> <p>Review Wormeli</p>
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GOAL: All La Porte High School students will demonstrate increased mastery in the Math Standards in each of the next three years.				
Support Data: Computation Number sense Problem Solving	Standardized Assessments: *End of Course Assessment data *AP test result data *SAT,ACT test result data	Local Assessments: Pre-test Post-test Chapter tests Administrative observations Study Island		
Intervention: Students will demonstrate increased mastery of all Mathematics Core Standards.		Research/Best Practice: *Marzano: <u>Building Background Knowledge for Academic Achievement</u> *Marzano: <u>What Works in Schools</u> *Reading in the Content Areas by ASCD *Payne: <u>Understanding Learning</u> * RTI research and implementation *Implementation of Ruby Payne Research		
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<p>*Provide math instruction based upon essential skills and Indiana Core Standards.</p> <p>* Utilize RTI strategies to guide instructional process</p> <p>*Core curriculum instruction is monitored for progress on a periodic basis to identify students who need additional assistance or greater challenges</p> <p>*In targeted supplemental supports, educators provide students not making adequate progress in the core curriculum with increasingly intensive instruction matched to their needs based on levels of performance and rates of progress.</p> <p>*Teachers will reassess and regroup frequently throughout the trimester.</p> <p>* Utilize a computerized instructional learning aide to facilitate student achievement for those lagging behind.</p> <p>*All math teachers will employ spiral review methodology in each class.</p> <p>* Bell-to-bell instruction will be expected in all classes</p> <p>* Students will be placed in differentiated learning groups according to mastery and provided instruction accordingly.</p> <p>* All math classes will review baseline information as a function of the spiral review.</p> <p>* Math department will adjust previous integration of ECA focus to curriculum based upon 2009 ECA results.</p> <p>* Math teachers will use the strategies to teach reading in each content area.</p> <p>* Math teachers will utilize the "Smart Cards." These file folders contain "Graphic Organizers" for teachers to utilize during any teaching time..</p> <p>* Math teachers will be use "Mentoring Minds," a wheel that centers around Bloom's Taxonomy critical thinking levels.</p> <p>*Math teachers will "Chunk" their classroom activities by posting the activity on the board with the</p>	<p>Teachers Department Chairs Administrators Principal</p> <p>Teachers</p>	<p>Ongoing</p> <p>2009-2010 School Year</p> <p>Ongoing</p>	<p>*Textbooks *Corporation & DOE information *Corporation Wide Assessment program *Pre tests</p> <p>* ALECKS * Study Island</p>	<p>* See Goal one staff development Activities column for ongoing activity</p> <p>* Vertical articulation meetings will be held.</p> <p>* Teachers will be trained in vocabulary instruction techniques, in differentiated-classroom instruction, in utilizing technology as a learning tool, and in best-practices research.</p> <p>*Staff will use ECA results and pretests to improve student performance.</p>

<p>proposed amount of time devoted to the activity.</p> <ul style="list-style-type: none"> * Implementation of school wide student mentoring program *Mentor program will build positive relationships and trust with teachers *Teachers will become coach or advocate that helps each student in the group. *Mentor program will help students feel connected to school through the implementation of High academic expectation and rigor with support for learning, Positive adult-student relationships, and safety. LPHS will participate in the APANGEA math program 	<p>School Personnel</p> <p>School Personnel</p>	<p>2009-2010 School Year</p>	<p>All personnel involved will complete training sessions to insure a school wide mentoring plan and objectives</p> <p>All personnel involved will complete training sessions to insure proper implementation of the program in Algebra</p>
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<p>Intervention: Students will demonstrate an increase in ability to decode word problems and apply strategies to problem solving</p>	<p>Research/Best Practice:</p> <ul style="list-style-type: none"> *Marzano: <u>Building Background Knowledge for Academic Achievement</u> *Blachowicz & Fisher: <u>Teaching Vocabulary in All Classrooms</u> *Marzano: <u>Classroom Instruction That Works</u> *Payne: <u>Hidden Rules of Class at Work</u> * Payne: <u>Under-Resourced Learners</u>
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Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<ul style="list-style-type: none"> *All teachers will include problem-solving questions as part of spiral review * Math teachers will incorporate reading strategies to decode word problems. * Math vocabulary will be presented in each classroom from the LPHS prescribed vocabulary list utilizing both linguistic and non-linguistic models. * Math teachers will review previously learned mathematics skills as part of daily instruction * Teachers will utilize direct instruction to model proper technique in problem solving. *Ruby Payne problem solving model will be used in all content areas. * All teachers will use the strategies to teach reading in each content area. * Students will self-assess. Periodically the teacher will ask students to describe in writing what topics they are have difficulty with. *Student journal writing will be encouraged and writing prompts will be suggested. * Emphasis for lesson planning will incorporate viewing the 	<ul style="list-style-type: none"> *Teachers *Department Chair *Administrators *Principal 	<p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> *Textbooks *Corporation & DOE information *Corporation Wide Assessment program *Pre- tests *Mid-terms <p><u>Reading in the Content Areas by ASCD</u></p> <ul style="list-style-type: none"> *Anticipation guide *Story Impressions *Structured note taking * Save the Last Word for Me *Semantic Feature Analysis *The Discussion Web * SQR3 <p>Smart Cards-Mind Mapping, Multiple</p>	<ul style="list-style-type: none"> *Vertical articulation meetings * Teachers will be trained in vocabulary instruction techniques * Teachers will be trained to teach “Reading in the Content Areas” * Teachers will learn and use the 15 behaviors of mutual respect.

<p>topic graphically, numerically, algebraically, and verbally as proposed by NCTM. *APS system will be utilized to disaggregate ECA test information to identify groups with special needs. * To attain computational fluency, calculator usage will be restricted in first year algebra. * Students will be asked to work in small groups to encourage use of math vocabulary. * Increase the Number of students taking the PSAT, SAT, and ACT tests *Formative assessments will be used frequently during the trimester to determine the level of learning. *Students will be provided opportunity to defend/explain their responses in class.</p>	<p>Administration, Guidance, Teachers</p>	<p>Fall 2010</p> <p>Fall 2010</p>	<p>Intelligences Structures, and Thinking Questions</p> <p>Mentoring Minds</p> <p>College Board, Posters. Announcements, Guidance meetings with students, Parent/student newsletter.</p>	<p>*Department Meetings will include discussion and sharing of Smart Cards and Mentoring Minds Wheels</p> <p>*Teachers will be trained to use data from APS to target specific areas and groups that need instructional attention to ensure student achievement.</p>
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