

Harrison High School Action Plan 2007-2008

Goal #1:
Sixty-five percent (65%) of Harrison tenth grade students will pass with 2008 English/Language Arts ISTEP+, a 3% increase from 2006 scores including making safe harbor in the Free Lunch subgroup

Goal #1 Strategy A

	Baseline Data	Indicators of Success	Documentation
Identify and implement research-based instructional strategies in English/Language Arts that are grade level appropriate and address the needs of all students, including Free Lunch populations.	<ul style="list-style-type: none"> • Scores from September 2006 ISTEP GQE • Learning Point audit suggests need for differentiation in instruction • Ed Ease Parent Access tracks failures in Language Arts • Adequate Yearly progress data 2006 • PL221 Performance Report • Data of course grades of 2006-07 school year 	<ul style="list-style-type: none"> • Data shows scores on September 2008 test are improved • Instruction utilizes teaching techniques to accommodate all learning styles and includes group work, student choice on assignments, and culturally diverse assignments • Reading strategies to address comprehension are included in all subject areas of the curriculum 	<ul style="list-style-type: none"> • Data of course grades during 2007-08 year • Observations of classroom instruction • Lesson plans from general ed and special ed teachers
Challenges <ul style="list-style-type: none"> • Poor attendance affects student performance in classes. • Students who do not participate in class and do not turn in homework often fail. 	Supports <ul style="list-style-type: none"> • Teachers are working together to develop reading strategies in subject areas. • Sustained silent reading program promotes reading. • After school help sessions support students who need tutoring and homework help. 		

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Goal #1:

Action:			Completion Time Line			Financial Resources	Person Responsible
			1 st Semester	2 nd Semester	Summer		
Action Coding: Continuing Effort (C), New Effort (N), Modified Effort, (M)			Timeline Coding: Develop (D), Implement (I), Evaluate (E), Monitor (M)				
1.A.1	C	Continue sustained silent reading for students and faculty to develop reading habits of students, including Free Lunch Subgroup	Implement	Implement		None	Principals and Teachers
1.A.2	N	Implement reading and writing strategies across the curriculum from the Read-Up! Initiative. (Jacobs, Heidi Hayes. (2006). <i>Active Literacy Across the Curriculum</i> . Larchmont, NY: Eye on Education)	Implement	Implement		EVSC Workshops	Teachers led by Department Heads
1.A.3	C	Utilize analysis of data from standardized and teacher-generated assessments to plan research-based instruction to address the needs of all students including Free Lunch subgroup (Schmoker, Mike. (2006). <i>Results Now</i> . Alexandria, VA: ASCD).	Implement	Implement		None	Principals and Teachers
1.A.4	C	Identify and Implement strategies to differentiate instruction to address the needs of students, resulting in closing the achievement gap of Free Lunch subgroup (MGT Study of Evansville-Vanderburgh School Corporation)	Implement	Implement		Purchase professional reading materials \$400.00	Principals and Teachers

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Goal #1 Strategy B

Design, deliver, and support professional development opportunities that enhance administrator and teacher understanding and use of research-based instruction and assessment and standards-based curriculum.	Baseline Data	Indicators of Success	Documentation
	<ul style="list-style-type: none"> • PL221 Plan • Adequate Yearly Progress data • PL 221 Performance Report 	<ul style="list-style-type: none"> • Lesson plans include research based strategies • Curriculum/pacing guides provide the framework for developing lessons 	<ul style="list-style-type: none"> • Observations and walkthroughs of classes • Teacher lesson plans • Completed evaluation sheets of professional development sessions
Challenges <ul style="list-style-type: none"> • Consistent use of teaching strategies by all curriculum areas • Providing individual attention to teachers as needed 		Supports <ul style="list-style-type: none"> • Administration and teachers working during faculty meetings and professional development • Professional learning groups of faculty working in subject areas 	

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Action:			Completion Time Line			Financial Resources	Person Responsible
			1 st Semester	2 nd Semester	Summer		
Action Coding: Continuing Effort C, New Effort (N), Modified Effort (M)			Timeline Coding: Develop (D), Implement (I), Evaluate (E), Monitor (M)				
1.B.1	C	Continue Read Up! and Chris Tovani professional development for teachers in all curriculum areas to enhance student learning in language arts of all students, resulting in closing the achievement gap of Free Lunch Subgroup (Tovani, Chris. (2002). <i>I Read It, But I Don't Get It</i> . Portland, Maine: Stenhouse Publishers)	Implement	Implement		EVSC workshops provided	Supervisors, Principals, Dept Heads and Teachers
1.B.2	C	Utilize professional reading groups to share research based instruction and teaching techniques, such as Socratic Seminars and brain based instruction (Blankenstein, Alan. (2004). <i>Failure is Not an Option</i> . Thousand Oaks, CA: Corwin Press, Inc.	Implement	Implement		Purchase materials for professional reading	Principals and Teachers
1.B.3	N	Provide professional development opportunities for teachers of subjects within curriculum areas to discuss and share lesson plans to encourage reading and critical thinking skills (Schmoker, Mike. <i>Results Now</i> . (2006). Alexandria, VA: ASCD).	Develop	Implement		None	Dept Heads and Teachers
1.B.4							
1.B.5							

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Goal #1 Strategy C

Utilize assessments to measure growth of English/Language Arts skills of all students including Free Lunch subgroup	Baseline Data	Indicators of Success	Documentation
	<ul style="list-style-type: none"> • PL 221 school plan • Data of course grades during 2006-2007 school year • PL 221 Performance Report 	<ul style="list-style-type: none"> • Data from ISTEP+ indicates growth in English/Language Arts scores • Data of course grades show a decrease of failures 	<ul style="list-style-type: none"> • Data of course grades during 2007-2008 school year • Survey of Sustained Silent Reading program • ISTEP+ GQE scores for 2007-2008
Challenges <ul style="list-style-type: none"> • Attendance and student attitudes may affect ISTEP+ scores each year 		Supports <ul style="list-style-type: none"> • Teachers work diligently to provide instruction in the classroom to improve skills needed for ISTEP+ • Principals and teachers study data in faculty meetings 	

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Action:			Completion Time Line			Financial Resources	Person Responsible
			1 st Semester	2 nd Semester	Summer		
Action Coding: Continuing Effort C, New Effort (N), Modified Effort (M)			Timeline Coding: Develop (D), Implement (I), Evaluate (E), Monitor (M)				
1.C.1	N	Utilize data drill down spreadsheet to monitor the progress of students in ISTEP+ standards (Johnson, Ruth. (2002). <i>Using Data to Close the Achievement Gap</i> . Thousand Oaks, CA: Corwin Press, Inc.	Implement	Implement		None	Principals and Teachers
1.C.2	C	Utilize ISTEP+ scores and course grades to direct and evaluate remediation and instruction resulting in closing the achievement gap of the Free Lunch Subgroup (Johnson, Ruth. (2002). <i>Using Data to Close the Achievement Gap</i> . Thousand Oaks, CA: Corwin Press, Inc.	Implement	Implement		None	Principals and Teachers
1.C.3	C	Utilize data collected from surveys such as NAEP exam and surveys such as sustained silent reading surveys to develop alterations in instruction (Jacobs, Heidi Hayes. <i>Active Literacy Across the Curriculum</i> . Larchmont, NY: Eye on Education.	Implement	Implement		None	Principals and Teachers
1.C.4							

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Goal #2:
Fifty-eight percent (58%) of Harrison tenth grade students will pass the Mathematics ISTEP+ in 2008, a 3% increase from 2006 including making safe harbor in the Black subgroup

Goal #2 Strategy A

Identify and implement research-based instructional strategies in mathematics that are grade level appropriate and address the needs of all students including black populations.	Baseline Data	Indicators of Success	Documentation
	<ul style="list-style-type: none"> • Scores from September 2006 ISTEP GQE • Learning Point audit suggests need for differentiation in instruction • Ed Ease Parent Access tracks failures in Mathematics courses • Adequate Yearly Progress data 2006 • PL 221 Performance Report 	<ul style="list-style-type: none"> • Data shows scores on September 2008 test are improved • Instruction utilizes teaching techniques to accommodate all learning styles and includes group work, student choices on assignments, and culturally diverse assignments • Mathematic strategies to address problem solving are included in all subject areas of the curriculum 	<ul style="list-style-type: none"> • Data of course grades during 2007-2008 year • Observations of classroom instruction • Lesson plans from general ed and special ed teachers
Challenges <ul style="list-style-type: none"> • Poor attendance affects student performance in classes • Students who do not participate in class and do not turn in homework often fail. 		Supports <ul style="list-style-type: none"> • Teachers are working together to develop mathematics strategies in subject areas • After school help sessions support students who need tutoring and homework help 	

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Goal #2:

Action:			Completion Time Line			Financial Resources	Person Responsible
			1 st Semester	2 nd Semester	Summer		
Action Coding: Continuing Effort (C), New Effort (N), Modified Effort, (M)			Timeline Coding: Develop (D), Implement (I), Evaluate (E), Monitor (M)				
2.A.1	N	Implement Read Up! Strategies to increase reading comprehension in mathematics (Jacobs, Heidi Hayes. (2006). <i>Active Literacy Across the Curriculum</i> . Larchmont, NY: Eye on Education)	Implement	Implement		EVSC workshop	Teachers led by Dept. Heads
2.A.2	C	Utilize analysis of data from standardized and teacher-generated assessments to plan research-based instruction to address needs of all students including Black subgroup (Schmoker, Mike. (2006). <i>Results Now</i> . Alexandria, VA: ASCD)	Implement	Implement		None	Principals and Teachers
2.A.3	C	Identify and implement strategies to differentiate instruction to address the needs of students, resulting in closing the achievement gap of the Black subgroup (MGT Study of Evansville-Vanderburgh School Corporation)	Implement	Implement		None	Principals and Teachers

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Goal #2 Strategy B

Design, deliver and support professional development opportunities that enhance the administrator and teacher understandings on standards-based curriculum, research-based instruction, and assessment	Baseline Data	Indicators of Success	Documentation
<p>Challenges</p> <ul style="list-style-type: none"> • Consistent use of teaching strategies by all curriculum areas • Providing individual attention to teachers as needed 			<p>Supports</p> <ul style="list-style-type: none"> • Department heads working with teachers as instructional leaders • Administration and teachers working during faculty meetings and professional development • Professional learning groups of faculty working in subject areas

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Action:			Completion Time Line			Financial Resources	Person Responsible
			1 st Semester	2 nd Semester	Summer		
Action Coding: Continuing Effort C, New Effort (N), Modified Effort (M)			Timeline Coding: Develop (D), Implement (I), Evaluate (E), Monitor (M)				
2.B.1	C	Provide professional development opportunities for subjects within curriculum areas to discuss and share lesson plans to encourage mathematical and critical thinking skills of students, resulting in closing the achievement gap of the Black subgroup (Schmoker, Mike. (2006) <i>Results Now</i> . Alexandria, VA: ASCD).	Develop	Implement		None	Dept Heads and Teachers
2.B.2	C	Utilize professional reading groups to share research based instruction and teaching techniques such as learning styles and activity based instruction (Schmoker, Mike. (2006). <i>Results Now</i> Alexandria, VA: ASCD)	Implement	Implement		Purchase materials for professional reading	Principals and Teachers
2.B.3	C	Provide professional development opportunities to analyze ISTEP+ data drill down spreadsheet to identify specific students and standards that need remediation including the Black subgroup	Implement	Implement		None	Principals and Teachers
2.B.4	C	Develop supplementary class materials to be used in mathematics classes to address the ISTEP+ standards prior to the Fall 2007 test	Implement	Implement		Cost of producing materials	Dept Heads and Teachers
2.B.5							

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Goal #2 Strategy C

Utilize assessments to measure growth of mathematics skills of all students including the Black subgroup	Baseline Data	Indicators of Success	Documentation
	<ul style="list-style-type: none"> • PL 221 school Improvement plan • Data of course grades 2006-2007 school year • PL 221 Performance Report • Course grades in 2006-2007 school year 	<ul style="list-style-type: none"> • Data from ISTEP+ indicates growth in mathematics scores 	<ul style="list-style-type: none"> • Data of course grades during 2007-2008 school year • ISTEP GQE scores for 2007-2008
Challenges <ul style="list-style-type: none"> • Attendance and student attitudes may affect ISTEP+ scores each year 		Supports <ul style="list-style-type: none"> • Teachers work diligently to provide instruction in the classroom to improve skills needed for ISTEP+ • Principals and teachers study data in faculty meetings 	

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Action:			Completion Time Line			Financial Resources	Person Responsible
			1 st Semester	2 nd Semester	Summer		
Action Coding: Continuing Effort C, New Effort (N), Modified Effort (M)			Timeline Coding: Develop (D), Implement (I), Evaluate (E), Monitor (M)				
2.C.1	N	Utilize data from drilldown spreadsheet to monitor the progress of students in ISTEP+ standards including the Black subgroup	Implement	Implement		None	Principals and Teachers
2.C.2	C	Utilize ISTEP+ scores and course grades to direct and evaluate remediation and instruction (Schmoker, Mike. (2006). <i>Results Now</i> . Alexandria, VA: ASCD)	Implement	Implement		None	Principals and Teachers
2.C.3	C	Analyze data from teacher-generated assessments to measure the success rate of mathematics students resulting in closing the achievement gap of the Black subgroup	Implement	Implement		None	Principals and Teachers
2.C.4							

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Goal #3:
The on time graduation rate of the 2009 seniors will improve 3% or more over the 2006 graduation rate.

Goal #3 Strategy A

Identify and implement research based academic support program that address the needs of all students including students who are at risk of not graduating on time	Baseline Data	Indicators of Success	Documentation
	<ul style="list-style-type: none"> • Graduation rate of class of 2006 • Attendance rate of class of 2006 • Rate of Core 40 diplomas • Grade distribution 	<ul style="list-style-type: none"> • Data of graduation rate for the class of 2007 and 2008 shows improvement • Attendance rate for the class of 2007 and 2008 is improved • Rate of Core 40 diplomas is improved 	<ul style="list-style-type: none"> • Attendance rates • Suspension and expulsion rates • Classroom observations
Challenges <ul style="list-style-type: none"> • Poor attendance affects students' ability to graduate on time • Providing individual attention to students who are at risk of on time graduation • Concern of lack of parent involvement in academic support of students 		Supports <ul style="list-style-type: none"> • Teachers and counselors work closely with students to ensure academic success • Parents and students utilize online attendance and gradebook • Social worker supports academic and family needs of students 	

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Goal #3:

Action:			Completion Time Line			Financial Resources	Person Responsible
			1 st Semester	2 nd Semester	Summer		
Action Coding: Continuing Effort (C), New Effort (N), Modified Effort, (M)			Timeline Coding: Develop (D), Implement (I), Evaluate (E), Monitor (M)				
3.A.1	C	Principals and teachers identify and implement strategies with teachers to differentiate instruction in classes throughout the curriculum to provide increased opportunities for success (Downey, Carolyn. (2004) <i>The Three-Minute Classroom Walk-Through</i> . Thousand Oaks, CA: Corwin Press).	Implement	Implement		EVSC workshops	Principals and Teachers
3.A.2	C	Provide after school tutoring program to support the academic needs of students	Implement	Implement		Money for snacks (Ira Neal)	Principals and Teachers
3.A.3	C	Incorporate Schlechty's ten design qualities within lesson planning to provide opportunities for engaging work (Schlechty, Phillip C. (2001). <i>Shaking Up the School House</i> . San Francisco, CA)	Monitor	Monitor		None	Principals and Teachers

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Goal #3 Strategy B

Design, deliver and support professional development opportunities that enhance the administrator and teacher understandings on standards-based curriculum, research-based instruction, and assessment	Baseline Data	Indicators of Success	Documentation
	<ul style="list-style-type: none"> • DOE Benchmark Data • PL 221 Plan • Adequate Yearly Progress data • PL 221 Performance Report 	<ul style="list-style-type: none"> • Data of instructional strategies utilized in classroom which address standard based instruction • Teachers will encourage student revision of lessons without adverse consequences for failure 	<ul style="list-style-type: none"> • Observations and walkthroughs of classes • Lesson plans of teachers
Challenges <ul style="list-style-type: none"> • Consistent use of teaching strategies by all curriculum areas 		Supports <ul style="list-style-type: none"> • Department heads working with teachings as instructional leaders 	

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Action:			Completion Time Line			Financial Resources	Person Responsible
			1 st Semester	2 nd Semester	Summer		
Action Coding: Continuing Effort C, New Effort (N), Modified Effort (M)			Timeline Coding: Develop (D), Implement (I), Evaluate (E), Monitor (M)				
3.B.1	C	Utilize professional development opportunities to analyze data including attendance, student grades in specific subject areas, and data from surveys such as the NAEP test and post graduate surveys (Schmoker, Mike. (2006). <i>Results Now</i> . Alexandria, VA: ASCD).	Implement	Implement		None	Principals and Teachers
3.B.2	N	Utilize Site Council input to implement opportunities for parent involvement in the academic success of students (EVSC School Community Handbook)	Develop	Implement		None	Principals and PL221 committee
3.B.3	C	Utilize professional reading groups to share research based instruction and teaching techniques to address academic and emotional needs of students (Blankstein, Alan. (2004). <i>Failure is Not an Option</i> , Corwin Press, Thousand Oaks, CA) .	Implement	Implement		Cost of purchasing professional reading materials	Principals and Teachers
3.B.4							
3.B.5							

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Goal #3 Strategy C

Utilize assessments to measure the success rate of students based on on time graduation	Baseline Data <ul style="list-style-type: none"> • Graduation rate of class of 2006 • PL 221 school plan including DOE Benchmark data 	Indicators of Success <ul style="list-style-type: none"> • Data of graduation rates for the classes of 2007 and 2008 show improvement • Attendance rates for the classes of 2007 and 2008 show an increase of regular attendance • Number Core 40 diplomas shows increase 	Documentation <ul style="list-style-type: none"> • Attendance rates • Course grades of classes
Challenges <ul style="list-style-type: none"> • Data reflects students still in school but not on-time graduation • Mobility of students hinders consistency of classroom instruction 		Supports <ul style="list-style-type: none"> • Counselors and teachers track students carefully and study graduation rates to revise curriculum and counseling 	

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Action:			Completion Time Line			Financial Resources	Person Responsible
			1 st Semester	2 nd Semester	Summer		
Action Coding: Continuing Effort C, New Effort (N), Modified Effort (M)			Timeline Coding: Develop (D), Implement (I), Evaluate (E), Monitor (M)				
3.C.1	C	Utilize attendance rate data to monitor the increase or decrease of attendance issues that may affect on time graduation (Johnson, Ruth S. (2002). <i>Using Data to Close the Achievement Gap</i> . Thousand Oaks, CA: Corwin Press, Inc.)	Implement	Implement		None	Principals and Teachers
3.C.2	C	Utilize disciplinary data such as suspension and expulsion rate to monitor the on time graduation rate (Johnson, Ruth S. (2002). <i>Using Data to Close the Achievement Gap</i> . Thousand Oaks, CA: Corwin Press, Inc.)	Implement	Implement		None	Principals and Teachers
3.C.3	C	Utilize post graduate feedback to design and implement guidance and academic support needs <i>Using Data to Close the Achievement Gap</i> . Thousand Oaks, CA: Corwin Press, Inc.)	Implement	Implement		None	Principals and Teachers
3.C.4							