

Elkhart Central High School

NCA *2009*



# **School Profile**

## **School Improvement Plan**

Elkhart Central High School  
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## **Introduction**

The city of Elkhart, with a population of 51,874, is located in north-central Indiana, approximately 102 miles east of Chicago and 130 miles north-northeast of Indianapolis. Elkhart Central High School serves an attendance district encompassing central, south-central, and northeastern portions of Elkhart, as well as the town of Bristol. Central's sister high school, Elkhart Memorial, serves the north, west, and west-central portions of Elkhart.

Elkhart Central's enrollment of approximately 1,840 students is served by 110 certified faculty members and 26 classified and paraprofessional staff members in 13 departments.

School Nickname: The Blue Blazers

School Mascot: "Mr. B"

School Colors: Blue and White

Principal: Frank Serge

Vice Principal: Matt Werbiansky

Assistant Principal: Kelly Berheide

Assistant Principal: Andrew Briddell

Assistant Principal : Phil Stillson

Athletic Director: Ted Foland

NCA Steering Committee Members:

Andrew Briddell, Assistant Principal, Ex-officio Member

Tamara Gonzalez

Jason Grasty – Faculty chair

Lisa Munoz

Frank Serge, Principal, Ex-officio Member

Carol Shetler

Nico Valentijn

Matt Werbiansky, Vice Principal, Administrative Chair

Jami Williams

## **Our Motto**

Knowledge is the foundation for a successful life.

## **Our Mission Statement**

The mission of Elkhart Central High School is to teach all students to think critically, to excel academically, to adapt to change, and who are prepared to be innovative and responsible leaders in society.

## **Our Core Beliefs**

- Students need to be challenged and motivated in order to reach their highest potential.
- Students are responsible for their own successes and failures.
- Student assessment procedures should focus on knowledge mastered and objectives met.
- All students can learn; however, rates and styles of learning will vary.
- Teachers and students perform best in a safe, secure and supportive environment.
- It is the responsibility of the professional staff to make decisions regarding individual and collective educational programs.
- All students will be provided equal access to educational experiences.
- Parents and other community members are essential partners with the school.
- Extra-curricular activities are important complements to a student's school experience; however, those activities should not impede academic progress.

## **Our Desired Student Outcomes**

### **Knowledge and Competence**

A graduate of Elkhart Central High School will demonstrate knowledge and competence by his/her ability to do the following:

- follow directions
- effectively communicate orally and in writing
- think critically and make informed decisions
- read and comprehend
- seek and use resources for lifelong learning
- utilize technology
- develop on-going cultural awareness
- appreciate the fine arts
- exhibit computation skills
- choose a healthy lifestyle
- constructively resolve conflicts

### **Personal Fulfillment**

A graduate of Elkhart Central High School will continually pursue personal fulfillment by doing the following:

- learning to respect self and others
- being responsible and accountable
- developing a system of values based on honesty, empathy, integrity, and tolerance

### **Citizenship and Stewardship**

A graduate of Elkhart Central High School will demonstrate citizenship and stewardship by doing the following:

- working cooperatively
- working as a caring, responsible global citizen
- participating in community service
- understanding our democratic form of government

## Unique Local Insights

### Staff Survey Information:

A staff survey developed at the district level designed to solicit information on how teachers view their classrooms, their perceptions of the school, and their perceptions of the general climate was administered. Nearly 100% of the staff responded. Following are results pertinent to the school improvement process:

1. I provide instruction about the writing process in my classroom:

Almost never or never:	12%
Monthly	8%
2-3 times a month	26%
Weekly	25%
Daily	20%
Not a teacher	9%

Of significance here is that only 45% of the teaching staff provide instruction about the writing process on a daily or weekly basis. Twenty percent of the staff does this either on a monthly basis, almost or never.

2. I have students write in my classroom

Almost or never:	6%
Monthly	7%
2-3 times a month	13%
Weekly	30%
Daily	35%
Not a teacher	9%

Of significance here is that 65% of the teaching staff have students write on at least a weekly basis.

## Parent Survey Information:

A parent survey developed at the district level designed to solicit information representing their beliefs about our school was administered. The survey was administered at one of the parent/teacher conference sessions. Slightly over 100 families responded to the survey. Following are the results pertinent to the school improvement process:

1. The school has clearly defined academic goals that focus on student learning and achievement.

Strongly Agree	14%
Agree	59%
Neutral	23%
Disagree	1%
Strongly Disagree	3%

2. Teachers stress learning and achievement as a priority for their students.

Strongly Agree	14%
Agree	65%
Neutral	14%
Disagree	3%
Strongly Disagree	3%

Of significance here is that a majority of our parents agree or strongly agree that Elkhart Central does a good job of defining academic goals and stressing achievement for our students.

### **Student Survey Information:**

The Guidance Department administers a survey to the senior class every year. Following are the results of a portion of that survey.

1. My education at Central has prepared me for post secondary education:

Strongly Agree	35%
Agree	45%
Neutral	18%
Disagree	1%
Strongly Disagree	1%

2. My education at Central has prepared me for attaining my career goal:

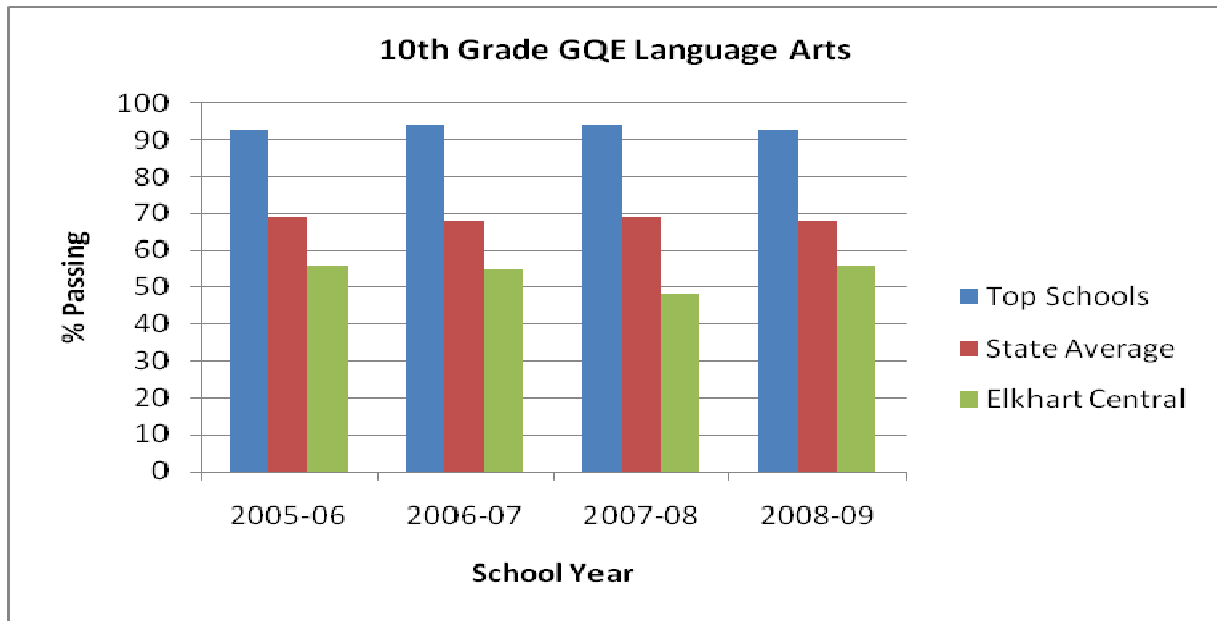
Strongly Agree	26%
Agree	42%
Neutral	27%
Disagree	4%
Strongly Disagree	1%

3. My education at Central has prepared me for life:

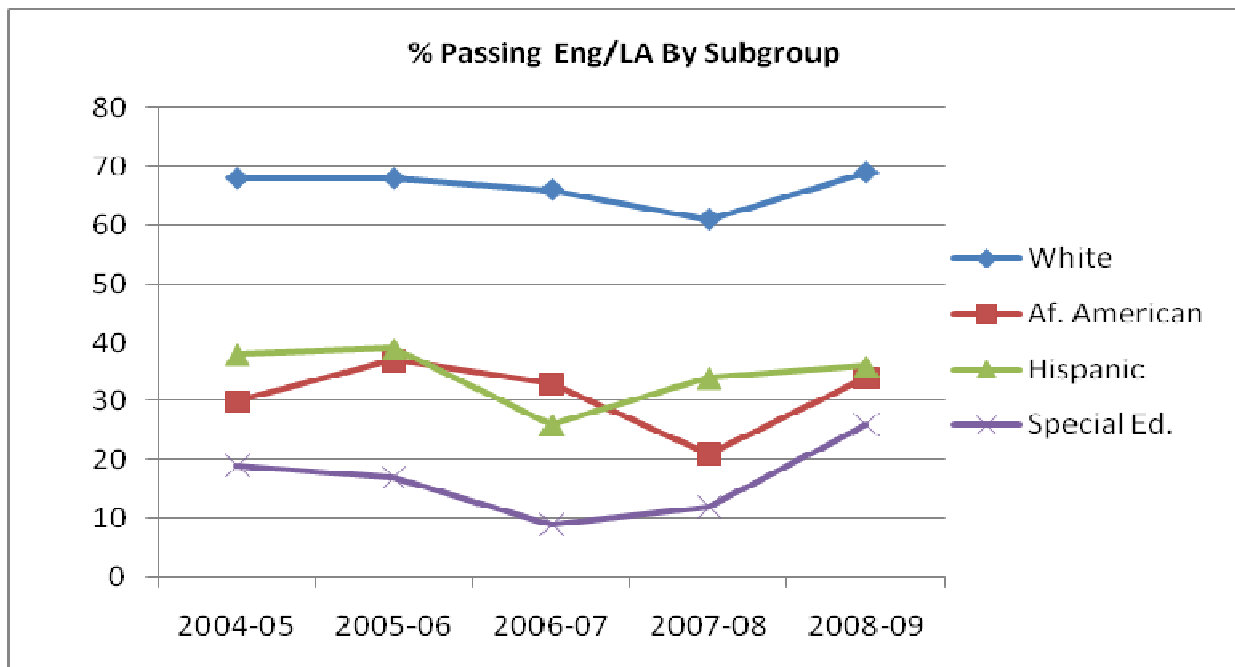
Strongly Agree	29%
Agree	44%
Neutral	22%
Disagree	4%
Strongly Disagree	1%

These results strongly indicate that a majority of students feel that they are well prepared for whatever post secondary plans they may have.

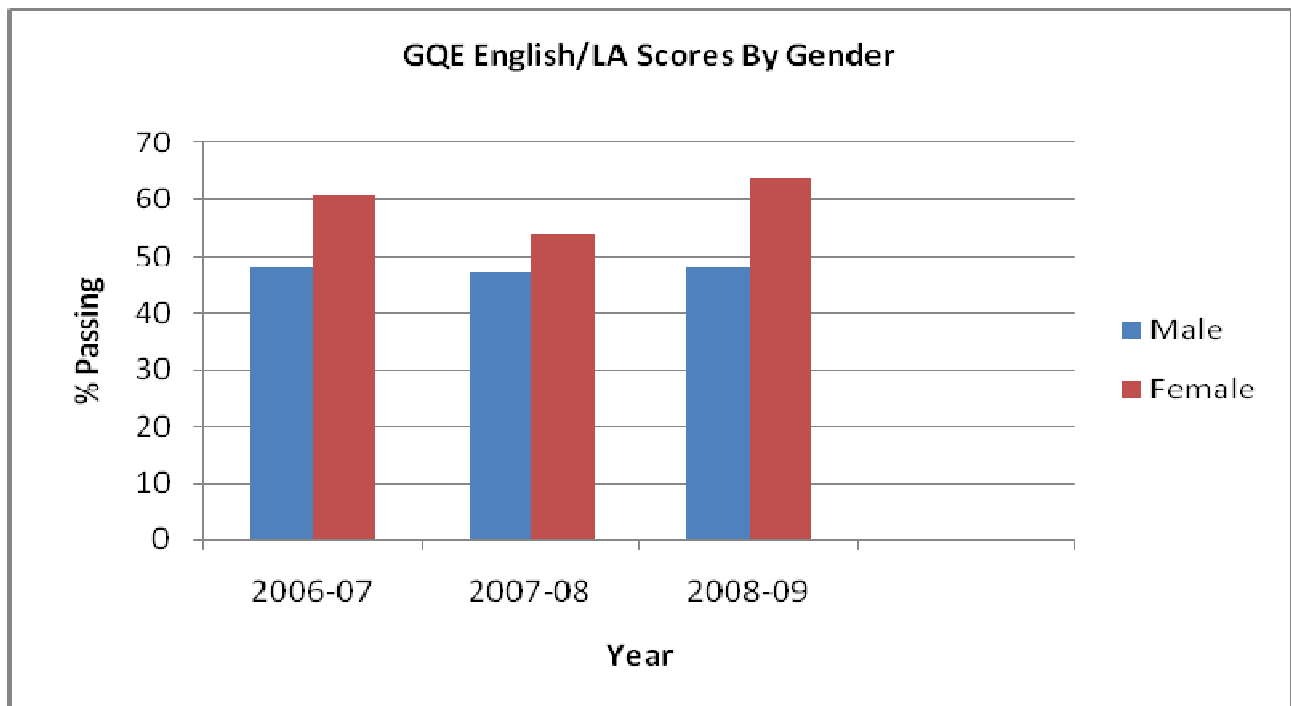
## Student Data



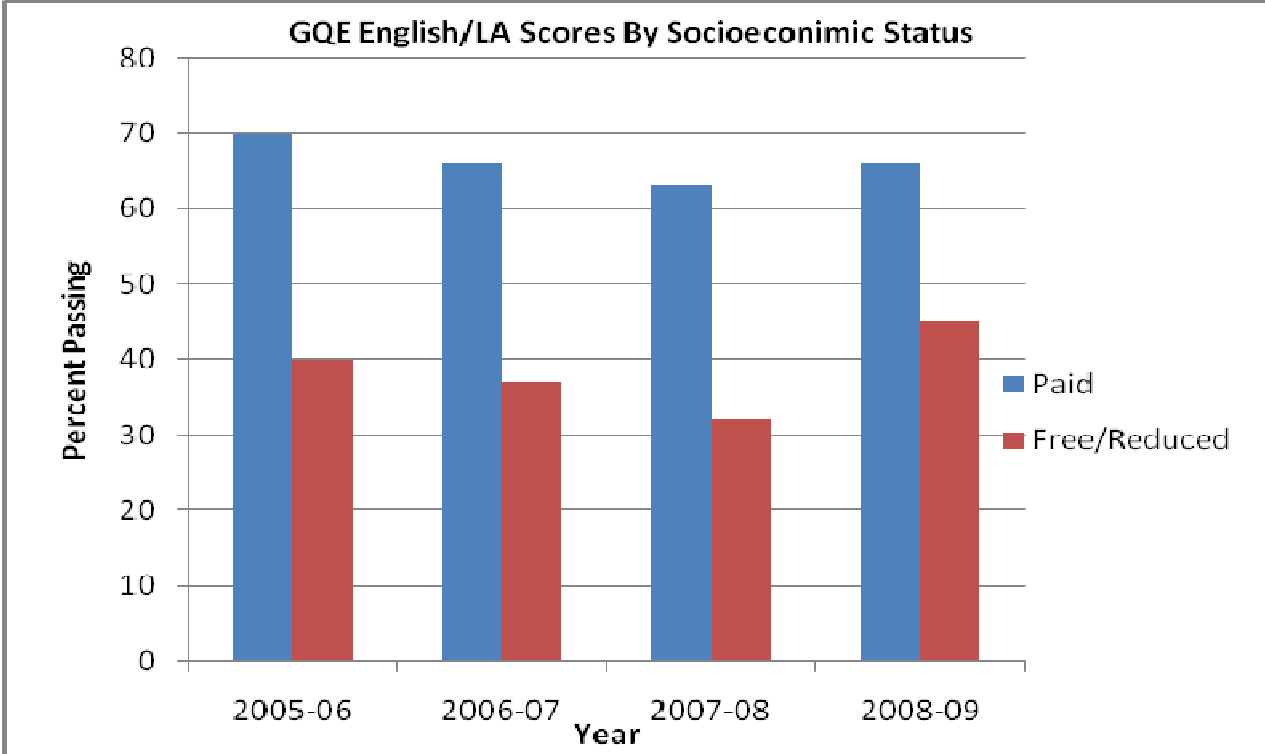
Our overall ISTEP scores for English/Language Arts have declined slightly from 2005 to 2007, but increased in 2008



The disaggregated scores for English/Language Arts indicate that Caucasian students displayed a slight decrease in the percentage of students passing from 2004-05 to 2006-07. The Hispanic population showed a similar trend with a decrease. The decrease in 2002-03 can be attributed to a greater number of Hispanic students taking the test that particular year. The African American and Special Education populations have shown a decline in the percentage of students passing from 2004 to 2007. Comparing 2006-07 to 2007-08, our Caucasian and African American student scores declined while our Hispanic and Special Education scores increased noticeably. All subgroups increased in 2008-09.

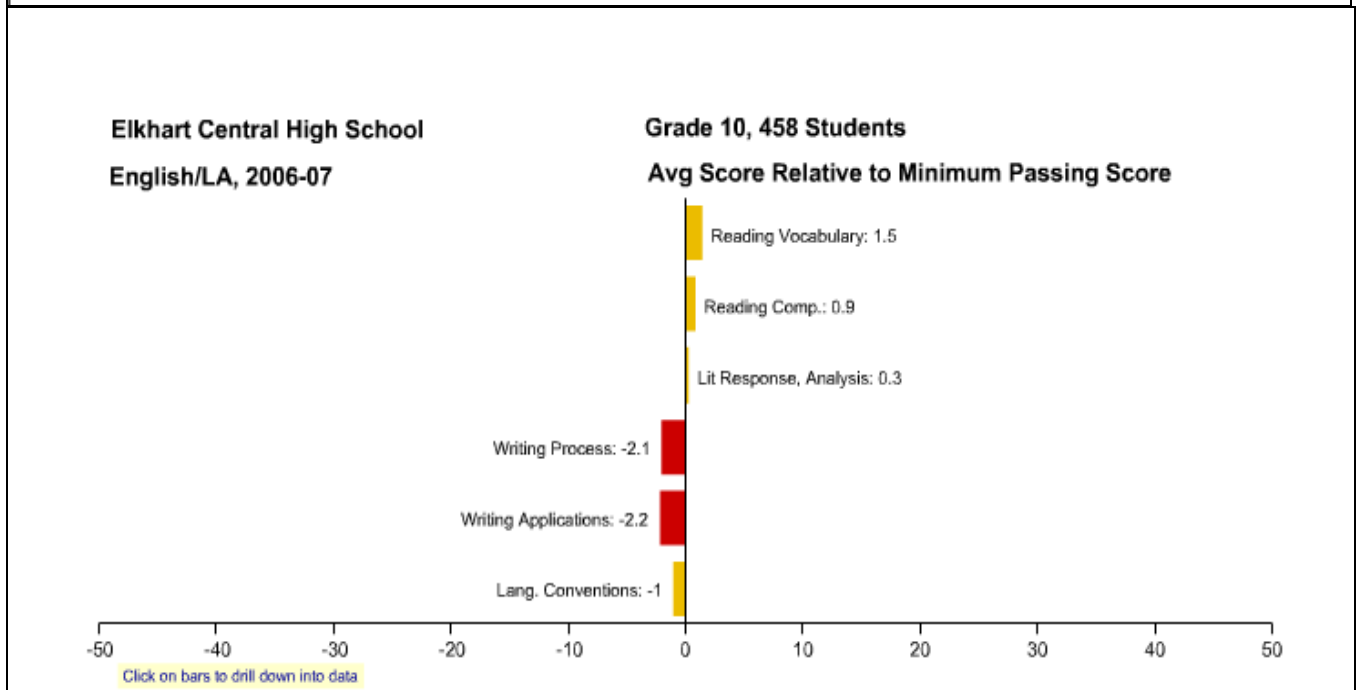
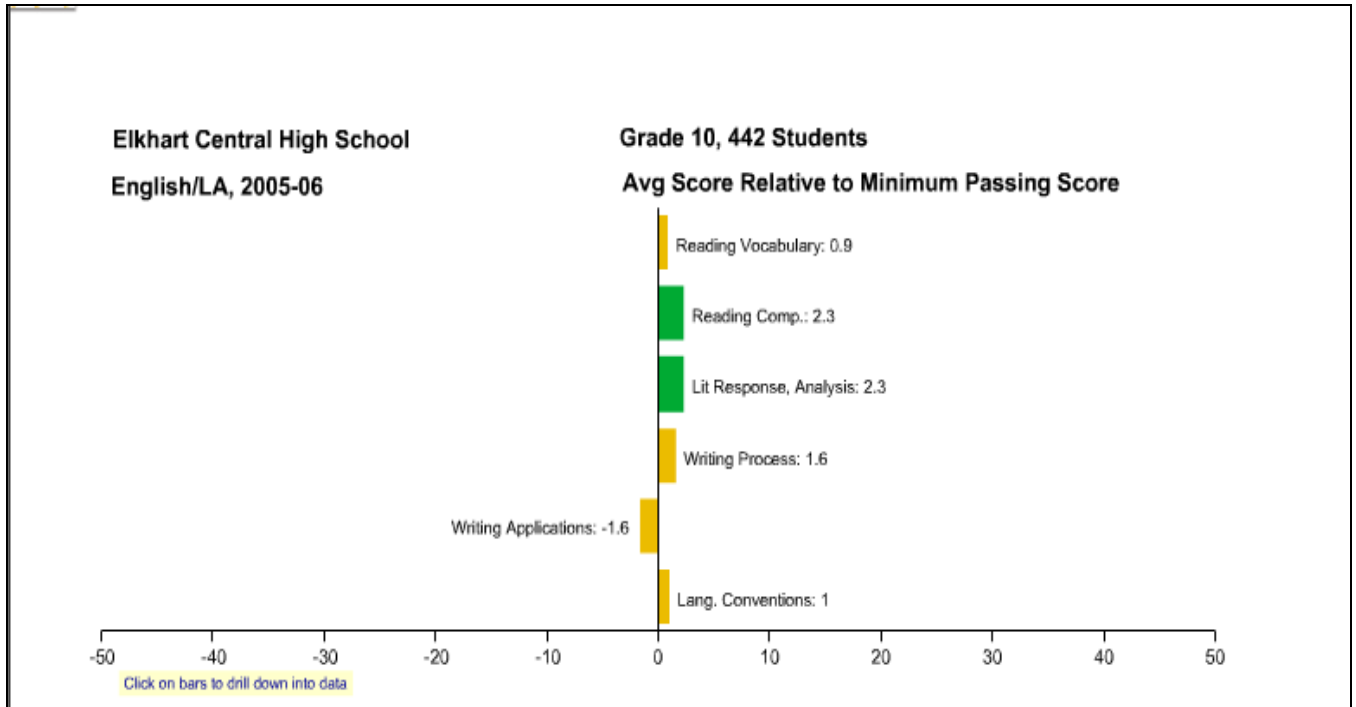


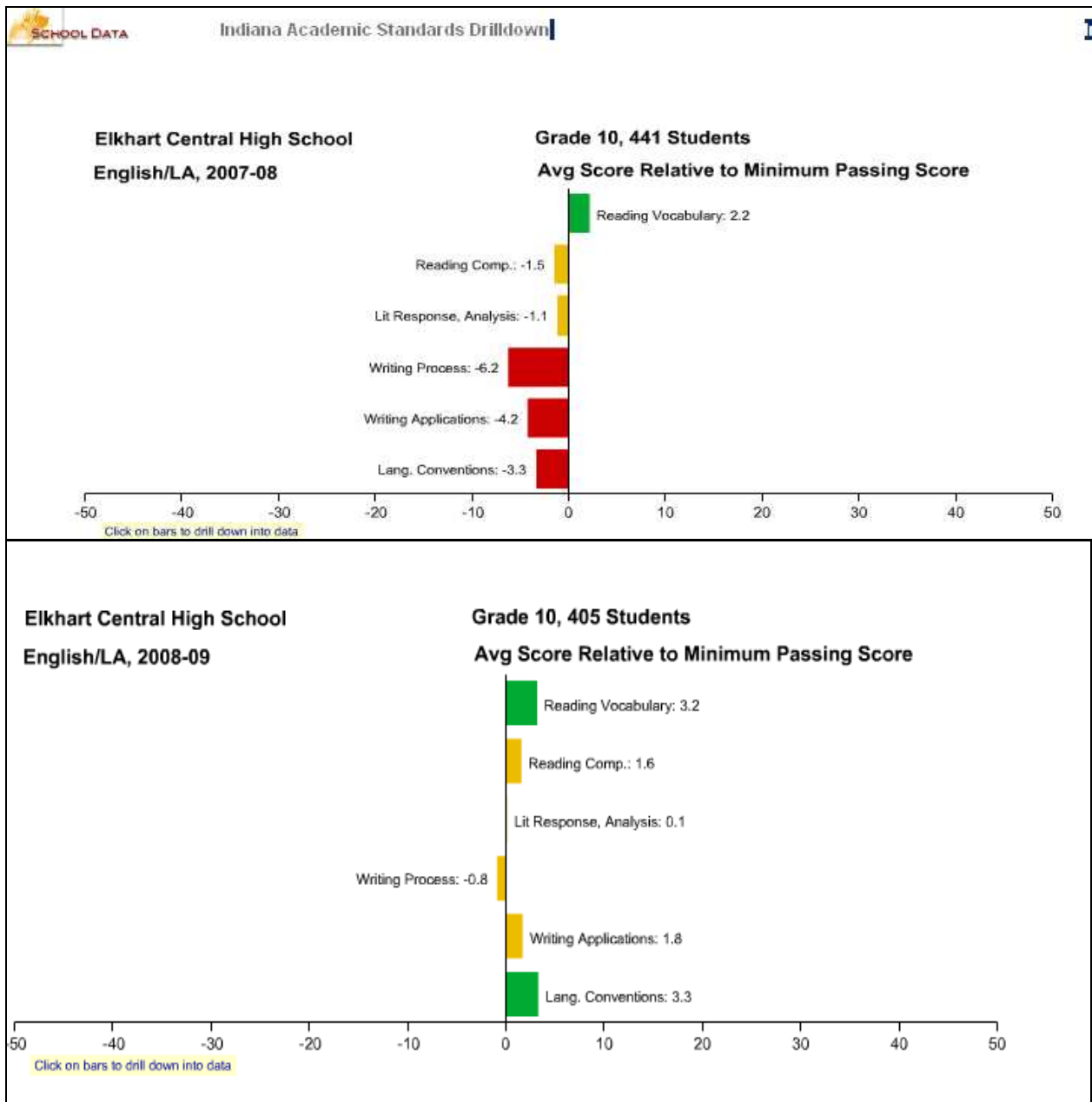
The disaggregated scores for English/Language Arts indicate a stable passing rate for males over the last three years. The percentage of females passing has decreased from 2006 to 2008, but significantly increased in 2009.



The disaggregated scores for English/Language Arts indicate that both paid lunch and free/reduced lunch students showed a slight decrease from 2005 to 2008. The 2008-09 data indicate a significant increase in both paid and free/reduced. As in the past, those students on free/reduced lunch pass the GQE at a significantly lower rate than for those students on paid lunch.

The following three graphs indicated the need for a writing application goal for the student body. There has been a steady decline over the past three years in the average score relative to minimum passing score as it relates to writing applications. From 2005 to 2008 Central students have consistently scored below the average on this standard. The fourth graph, 2008-09 data, indicates that our students improved on this standard.



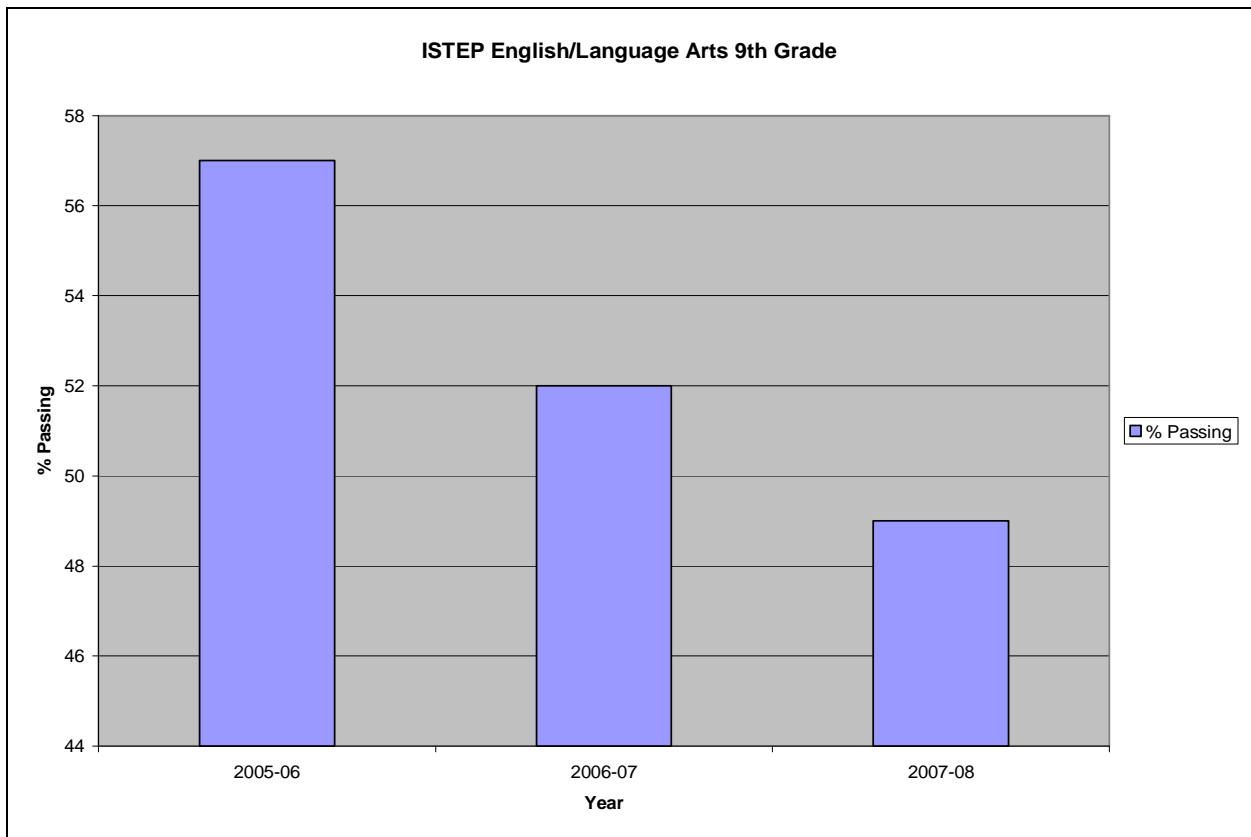


When trying to determine why students are not more successful in writing applications and English/Language Arts overall, the staff identified several data points illustrating that a significant percentage of the incoming ninth grade students are below proficient levels in English/Language Arts skills. NWEA Reading RIT scores for current eighth grade students were analyzed. A RIT score below 219 indicates that students are below grade level in reading and that there is a very low likelihood that the student will pass the ninth grade ISTEP. Currently, 52% of the eighth graders who will be attending Central next year have an NWEA Reading RIT score below 219. This follows a trend of declining

scores over the past two years. In 2005-06 36% of the group was below proficiency, and in 2006-07, 39% of the group had a RIT score of 219 or below.

SRI Lexile Scores (a reading assessment) for the same group of students were analyzed. 209 of the 456 current eighth graders are classified as basic or lower in reading level. This translates to 46% of this group entering high school below proficiency.

The following graph illustrates the percentage of ninth graders meeting the standard on the ISTEP English/LA portion.



There was a significant decrease in the percentage of ninth graders who met proficiency when comparing 2005-06 to 2006-07. This trend continues with a decrease in 2007-08. This is another indication that an increasing number of students are entering high school deficient in the English/LA skills needed to be successful on the GQE.

## Academic Information

The staff at Elkhart Central High School consists of over 150 certified, classified, and support staff who work diligently at providing a quality educational experience for its students. Part of that work includes providing for a variety of instructional opportunities for our students. When surveyed, our staff responded to the following question:

*A variety of teaching strategies are used in the classroom.*

Strongly Agree:	12%
Agree	62%
Neutral	15%
Disagree	11%
Strongly Disagree	1%

This indicates that a vast majority of the teaching staff recognize the importance of utilizing a variety of instructional strategies in the classroom. These include cooperative group work, lecture, inquiry method, Socratic seminars, project-based learning, and others.

Central High School provides for a variety of extracurricular and co-curricular activities in which students can become involved. These include the following groups:

- Academic Decathlon (I.A.C.E.)
- Athletics
- Bands – Marching, Concert, and Jazz
- Blazer Chorale
- C.H.A.M.P. (Central High Activities for Motivated People)
- Chess Club
- Class Council for Each Class (Senior, Junior, Sophomore, Freshman)
- Close Up Washington
- Communications Club
- Concert Choir
- Creative Writing
- Decathlon (I.A.C.E.)
- Drama Club
- Key Club
- Math Club/Indiana Math League
- Men's Choir
- Model United Nations

National Honor Society  
Newsmagazine  
Orchestras  
Project XL  
Quiz Bowl  
Scholastic Art Awards  
Science Olympiad  
Shades of Blue Show Choir  
Ski Club  
Society for a Better Earth  
Speech Team  
Spell Bowl (I.A.C.E.)  
Spirit Club  
Student Council  
Super Bowl (I.A.C.E.)  
Superintendent's Student Advisory Council  
Vocal Jazz Ensemble  
Women's Choir  
Yearbook  
Youth Art in Elkhart

## **Focus Group Information**

In order to fully involve teachers, paraprofessionals, and community members in the process of evaluating the school profile and planning for the stated goal, staff members utilized a focus group format. Groups were formed to specifically discuss the following question:

*How can the focus of the communication goal be narrowed so that interventions and assessments can be streamlined?*

In synthesizing the information gathered from all of the focus groups, it became evident that a majority of the staff identified a need to establish a writing goal for all of the students. Although other forms of communication are important, our staff felt that a writing goal would provide the best foundation for impacting the academic success of the student population.

Even though reading was another potential goal topic, the staff felt that a focused writing goal would have the most significant impact on improving student achievement.

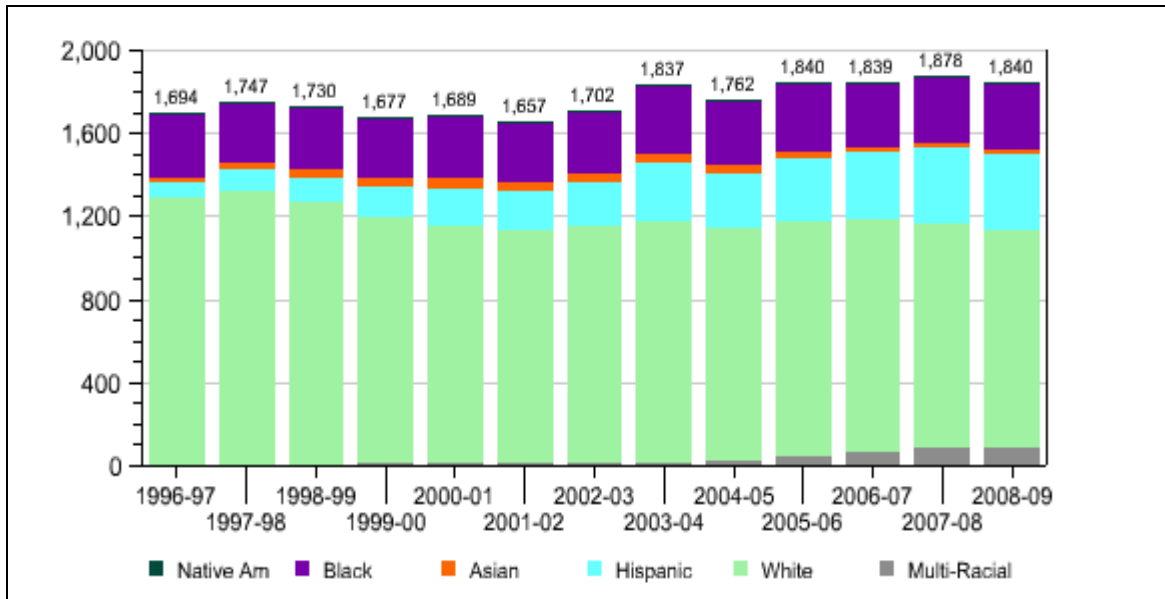
This has been the focus of our efforts over the past three years and we feel that our efforts are generating positive results as indicated by our student performance data.

## **Elkhart Central Community Profile/Demographic Information**

The constituency of Elkhart Central High School consists of one half of the city of Elkhart, the village of Bristol, and the rural area located between Elkhart and Bristol. From 1980 to 2000, the population of Bristol has remained relatively stable, increasing by barely 100 inhabitants to its present size of 1,382 people. Elkhart, by contrast, has grown significantly from 41,395 inhabitants in 1980 to 43,627 in 1990 and to a population of 52,896 by 2000. At this time, Elkhart Community Schools is the fifth largest school district in the state of Indiana. Two thirds of the adult population has achieved at least a high school diploma with one third of that group receiving some post secondary education. One third of the adult population has less than a high school education.

Elkhart and the surrounding area are strongly manufacturing and production based, mostly in the area of recreational vehicles, modular homes, and related industries. Eight of the top 25 employers in Elkhart County are solely based in the city of Elkhart, and six others have major production facilities in Elkhart. Five percent of the population is self-employed or employed by the government; the remainder of employees are private wage or salaried workers. The number of workers employed by the manufacturing sector roughly equals the number of employees in retail, service, transportation, public utilities, and private sectors combined.

Elkhart Central High School provides a broad offering of educational opportunities that can meet the needs of the various student populations it services. A very rigorous and advanced curriculum is offered for students who wish to pursue post-secondary education at the college/university level as well as curricular programs designed to prepare the non-college bound student for entrance into the workforce, a career in the military, or a continuation of their education at the trade school or junior college level. Elkhart has the advantage of having access to one of the best career center programs in the state of Indiana. Many students receive practical education in a variety of fields that lead directly into job opportunities immediately after graduation. Regardless of the path a student chooses, Elkhart Central High School is prepared to provide the educational opportunities necessary to prepare that student for the next phase of his/her educational career.



When analyzing Elkhart Central’s population demographics, it is obvious that there has been a steady increase in the Hispanic population over the last nine years. Currently, that percentage is 20.2%. This trend seems to be stabilizing, but it is still a major change from the late 1990’s.

Performance Data					
Year	Attendance Rate	Graduation Rate	Free Lunch Count	Reduced Lunch Count	Free Lunch Percent
1995-96	95.8%	79.8	317		20%
1996-97	96.1%	86.3	347	78	20%
1997-98	96.7%	85.9	385	80	22%
1998-99	96.6%	81.8	321	81	19%
1999-00	96.4%	85.4	285	90	17%
2000-01	96.5%	93.6	344	95	20%
2001-02	95.1%	86.7	424	115	26%
2002-03	92.9%	86.4	426	110	25%
2003-04	92.3%	88.3	502	115	27%
2004-05	93.3%	83.5	510	123	29%
2005-06	90.5%	58.9	582	153	32%
2006-07	92.3%	68.1	602	185	33%

In analyzing the socioeconomic data, specifically those students on free lunch, there has been a significant increase in this population. Over the past six years, the number of these students has increased from 17% of the population to over 32%.

These factors are significant when considering the impact that limited English proficiency and poverty have on the academic success of the students impacted by these factors.

## **School Improvement Goal for Elkhart Central High School**

Based on the above stated factors, and after analysis of student performance data, Central High School is continuing with the following school improvement goal:

*All students will demonstrate improvement in writing applications across the curriculum.*

Triangulation of data that supports the need for a writing goal:

- Point 1: ISTEP (GQE) test data.
- Point 2: Elkhart Central High School Focus Group Information. (Pg. 16)
- Point 3: Desired student outcomes. (Pg. 5)

Analysis and conclusions:

- Strong writing skills are essential for a successful and fulfilling life.
- Writing is important in every area of the curriculum.
- The staff is committed to implementing strategies to improve and sustain effective writing skills.

For a student to be able to demonstrate skill in writing applications, the following characteristics should be evident:

- Demonstrates an understanding of the audience for which they are writing.
- Integrates sufficient supporting details to justify an argument.
- Integrates appropriate vocabulary into the writing.
- Modifies sentence structure throughout the writing.
- Demonstrates the ability to focus on a topic or thesis.
- Structures writing in a logical order.

## **School Improvement Plan**

See Appendix A for action plan sheets.

## **Baseline/Benchmark Information**

Following is the baseline information from which Elkhart Central will begin its new accreditation cycle and the benchmarks for improvement.

## **District wide writing essay**

The first district-wide writing essay will be utilized as a data point for evaluating the success of our school improvement interventions. This essay has been administered yearly for the past two years and will be graded using a common scoring rubric. This is a rubric with which our staff is very familiar. A great deal of effort has been placed in insuring that our staff displays a high level of inter-rater reliability. This will be compared to the final district-wide writing prompt given in the third trimester.

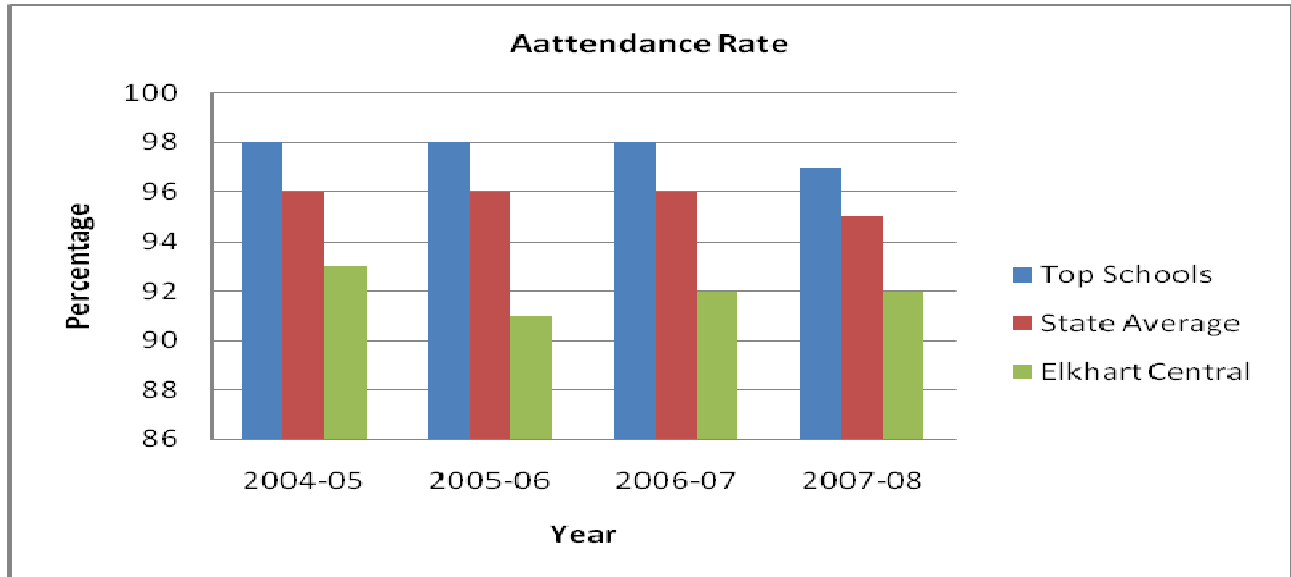
## **Fall 2006-07 ISTEP GQE**

The GQE scores for the 2006-07 school year indicate that 55% of the tenth grade students at Elkhart Central met the state standard on the English/Language Arts portion. With this as the baseline for the next accreditation cycle, the faculty hopes to increase the percentage of students meeting state standards on the English/Language Arts portion of the GQE by 1% next year.

## **Testing Transition**

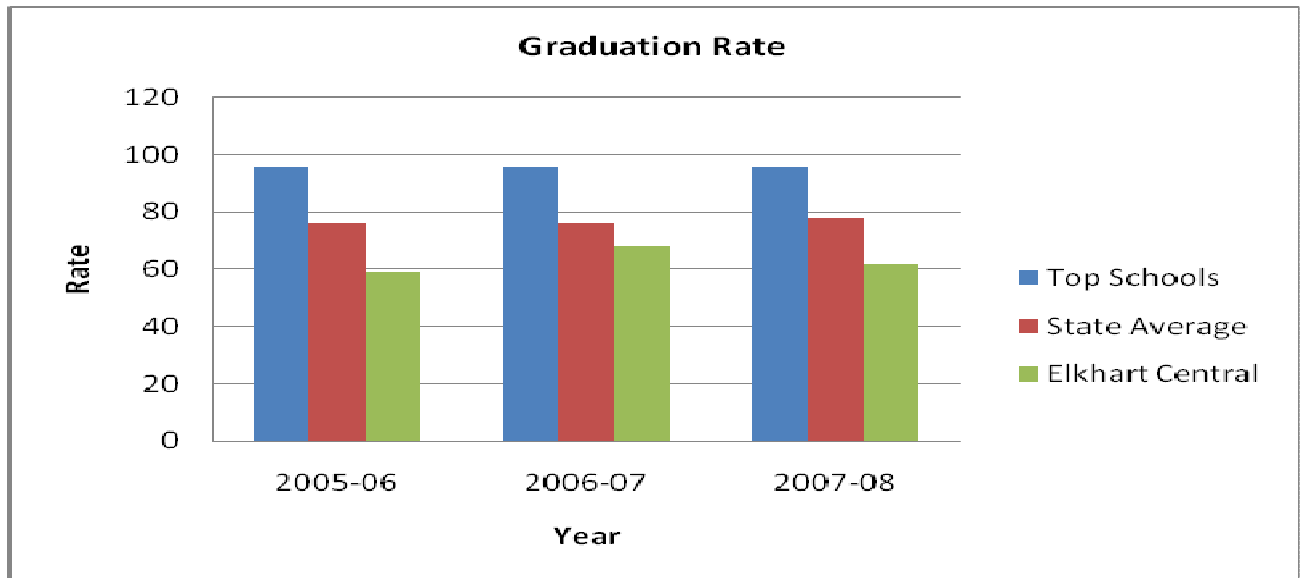
In 2009-10, the state of Indiana will transition from the 10<sup>th</sup> grade ISTEP (GQE) to end of course assessments (ECA) as the primary standardized assessment for graduation.

## Attendance Rate



The attendance rate from 2003 to 2005 fluctuated slightly between 92% and 93% with a fairly significant drop to 90.5% in 2006. From 2006-07 to 2007-08 the rate has stabilized at about 92%.

## Graduation Rate



With the new procedure for calculating the graduation rate, Elkhart Central's declined to 59% in 2006. Our rate did increase to 68% in 2007, and fell to 62% in 2008.

## Baseline/Benchmark Summary Chart

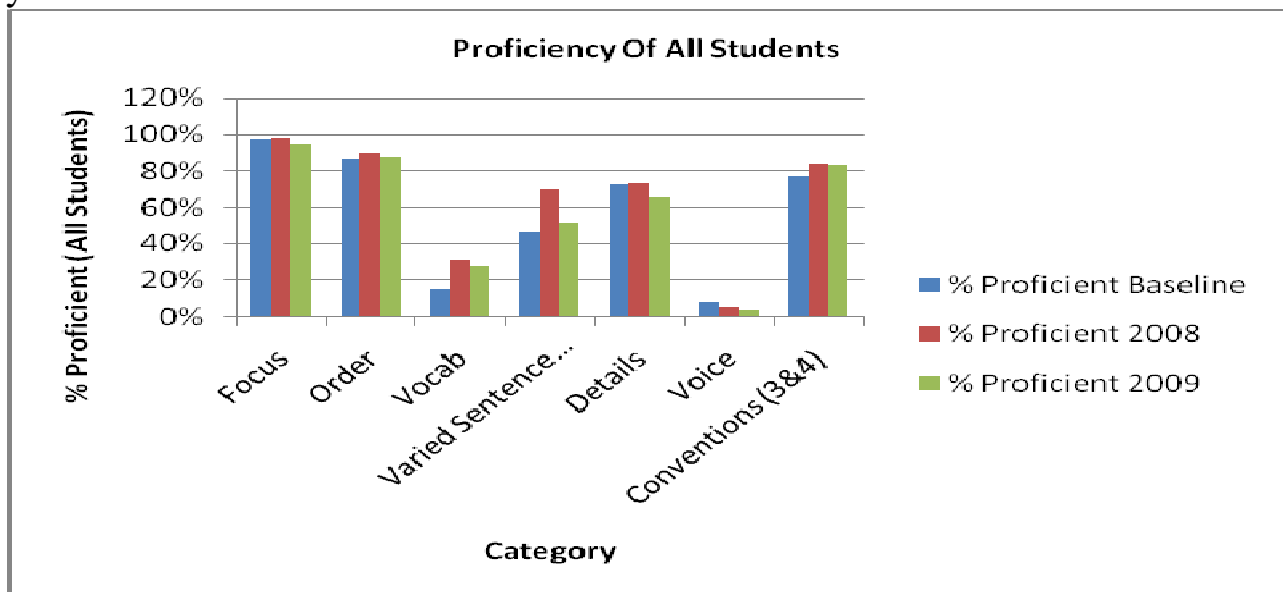
TBD = To Be Determined

	Baseline (06-07)	Benchmarks (07-08)	Benchmarks (08-09)	Benchmarks (09-10)
<b>Attendance</b>	90%	95%	TBD	TBD
<b>Graduation Rate</b>	68%	69%	TBD	TBD
<b>GQE</b>	55%	56%	55%	TBD
<b>Essay</b>	See Below	See Below	See Below	TBD

Baseline scores for the district wide writing prompt are based on the percent of student's proficient on the following categories:

1. Focus on the topic
2. Logical order
3. Challenging vocabulary
4. Varied sentence patterns
5. Details
6. Voice
7. Conventions

Baseline scores for the district wide writing prompt from the first trimester of the 07-08 school year, along with student performance data for the next two years are as follows:



## Professional Development Plan

Central High School's professional development programming has been geared toward addressing the immediate, as well as the long term educational and instructional needs of our various student populations. Based on a variety of student achievement measures, including end of course assessment (ECA) scores, graduation rates, and local assessment measures, the following areas were identified as high priority needs:

- Closing the achievement gap which exists in our African American and Special Education student populations.
- Improving the success rate of these same student sub-groups on our academic measures of success.
- Improving the cultural competency of our teachers, administrators, and support staff.
- Address the practices, procedures and cultural awareness issues that cause an over identification of African American students in Special Education in selected categories. Will also address the issue of the disproportionate number of suspensions in this group by increasing professional development, making necessary adjustments in procedures, and increasing the monitoring of the data.
- Increasing the "bank" of best practice instructional strategies that our teaching and support staff can use to increase the academic success of all Central High School students.

Our professional development activities over the past few years have focused on addressing the needs mentioned above. In developing these activities, special care is taken in formulating programs that are research-based and that emphasize the improvement of student learning and performance. The latest educational literature, as well as resources at the university/college level, is utilized. Educational experts who are on staff at Central High School are also utilized. Staff development activities have included the following:

- The teaching staff was provided the opportunity to work departmentally to compile instructional practices that have proven to be successful in their classrooms. These can be shared within the departments as well as with the teaching staff as a whole.
- Teachers were given release time to develop course matrices that specifically delineate concepts to be taught as well as the sequencing of those concepts. All course matrices are designed so that the concepts are aligned with the Indiana Academic Standards.

- Several staff development sessions have been devoted to increasing the staff's ability to work with minority (African American, Hispanic and Special Education) students with the expectation that, over time, progress can be made at closing the achievement gap that exists with these groups. The services of Mr. Mark Bryson, of Bryson and Associates, were contracted to work with staff members on these issues. A general session with him on how the staff can affect the academic success of these student sub groups was conducted. Much emphasis was placed on the use of differentiated instruction as a means of meeting the specific educational needs of students. Also discussed were instructional strategies that would increase academic achievement as well as improvement of classroom discipline. There was also great emphasis placed on gaining an understanding of different cultures and how they interrelate in a school setting.
- The staff engaged in a book study focusing on the development of the adolescent brain. Teachers utilized Barbara Strauch's book The Primal Teen as the main resource for this study. Administrators met with small groups of teachers on a monthly basis to discuss specifics of each chapter and also to share ideas that have proven to be successful in relating to adolescents. Every staff member was assigned an administrator with whom to meet.
- Staff has had training in the use of the PLATO program, an instructional tool utilized to aid students who have struggled in the traditional classroom setting. Several staff members have received advanced PLATO training made available to teachers currently utilizing this technology in their classroom.
- Staff will continue to receive in-service training on cultural competency by utilizing local experts as well as presenters such as Gary Howard and William Jenkins.
- Job embedded professional development will be utilized to deliver information to staff throughout the school year. This capability is a result of ECHS moving to a semester schedule with a collaboration period for all instructional staff built into the school day.

**Central High School has implemented the following in its school improvement/professional development plan.**

- **Restructuring of administrative team:** The administrative team has been restructured, with one administrator given the full time responsibility of data collection and management. He serves as a liaison between the principal and the teaching staff. This person monitors the implementation of the data team process and also serves as a facilitator for the teaching staff.

- **District wide audit of curriculum:** Elkhart Central has participated in a district wide audit of the mathematics curriculum during the 2006-07 school year. Learning Point Associates conducted the audit. English/Language Arts will follow accordingly. Curriculum mapping for Language Arts, K-12, is ongoing and should be completed by the end of the 2009-10 school year.
- **District-wide staff development initiative:** The entire staff is part of a district wide initiative in conjunction with The Leadership and Learning Center. Each staff member has completed three different components as of summer 2007. These sessions include data team analysis and training, unwrapping standards to better focus instruction in the classroom, and effective teaching strategies. This will be an ongoing process, especially for new staff members.
- **Continuation of Freshmen Academies:** Elkhart Central High School has established two freshmen academies of eighty ninth grade students each, staffed with four instructors in the following core areas: mathematics, science, English and reading. Two paraprofessionals serve as support to the team and provide valuable assistance with remediation. The students in these groups were chosen by evaluation of test scores, grades, and teacher recommendations. The students operate on a six period day with the first four periods focusing on the core areas. One period is dedicated to support and remediation while the last period is an elective. One of the major goals is to reduce the drop out rate by encouraging students to be successful with emphasis on teacher support and good parent communication. Beginning with the 2009-10 school year, there will be five freshman academies encompassing all ninth grade students.
- **Continuation of Freshmen Honors Academy:** The ninth grade honors academy, comprised of approximately 125 students, will continue. It will be staffed with four instructors in the following core areas: mathematics, biomedical sciences, English and Industrial Technology. This will provide an opportunity for high ability students to flourish in the academy format.
- **Literacy initiative:** Elkhart Central High School receives consulting and professional development services through a district literacy coach and through support from the district's curriculum and instruction department.
- **Dedicated time for data analysis:** Utilizing the collaboration period, teachers will meet in subject specific groups for the purpose of analyzing student performance data. They will meet with their peers for the purpose of evaluating the progress of their students. Improvement strategies are brainstormed, discussed, and implemented.

- **Double blocking selected classes:** Specific courses have been double blocked for specifically identified students. Locally designed pre-test and post-test measurements are utilized to assess student achievement.
- **Multiple assessments used in all classes:** All subject areas are involved in a pre and post test process in order to systematically evaluate student achievement and instruction. Data are analyzed and shared with colleagues in order to share ideas and to improve instruction in the classroom.
- **Data team leaders:** There are currently sixteen data team leaders identified to facilitate the process in their respective subject areas. All leaders have been trained in the data team process through The Leadership and Learning Center.
- **Differentiated Instruction:** Elkhart Central has committed to providing professional development opportunities for all of its staff members to attend conferences and workshops focusing on differentiated instruction. Staff members feel that this is a crucial tool in improving student achievement that all teachers should have.
- **ECHS “Summer Camp” program:** Staff will work with targeted students in an eight week summer program which will focus on improving ECA (end of course assessments) scores in mathematics and English/Language Arts.

Based on input and recommendations from Elkhart Central’s NCA visitation team, ECHS will continue with the following in the professional development plan:

## I. Professional Development

### A. Activities

1. Professional development in the use of scoring rubrics utilized in the implementation of the school wide writing intervention across all curricular areas.
  - a) Literacy coach will work with all staff members on the use of the “Simple Six” scoring rubric for English/Language Arts and the “Simple Four” scoring rubric for all other content areas.

- b) Literacy coach will assist staff in developing appropriate content related writing prompts. These prompts will be structured so that critical thinking is incorporated in developing the final product.
- c) Each administrator will be assigned a portion of the teaching staff. The administrator will be responsible for insuring that each staff member is accountable for appropriately implementing all interventions.
  - i) Staff members who have been identified as needing additional support will be provided assistance through the following: Departmental peers who have demonstrated proficiency in implementing the interventions will provided individual assistance to those in need, additional support from the literacy coach assigned to our building, and additional support from the Elkhart Community Schools curriculum and instruction department.

## 2. Differentiated professional development.

### a) New Staff

- i) Comprehensive in-servicing on the implementation of the writing interventions. This will include content specific writing prompt development and use of the “Simple Six” plus conventions scoring rubric for English/Language Arts and the “Simple Four” plus conventions scoring rubric for all other content areas.

### b) Existing staff

- i) Review of current intervention processes and maintenance in the use of appropriate scoring rubrics.

B. Evaluation of professional development program

1. Evaluation will occur at the end of each term by analyzing the student performance data listed below.

- a) Content specific writing prompts done school wide.
- b) Analysis of interim assessments done in all subject areas.
- c) Analysis of English department writing prompts.
- d) Analysis of standardized assessments which include ISTEP, NWEA and SAT scores.

## **Appendix A:**

- **Action plan sheets for school improvement plan.**

<b>Goal: All students will demonstrate improvement in writing applications across the curriculum.</b>				
<b>Support Data:</b> -ISTEP + GQE -NWEA	<b>Standardized Assessment:</b> -GQE -NWEA 9 <sup>th</sup> grade scores		<b>Local Assessment:</b> -District wide writing scores 9-12	
<b>Intervention:</b> -All students will perform monthly writing assignments that will be scored using a common scoring rubric.	<b>Benchmark:</b> -Students will demonstrate an increase on the writing applications standard on the GQE		<b>Research/ Best Practice Resources</b> -Dr. Ray Smith, Professor of English, Indiana University, Bloomington. .	
<b>Activities:</b>	<b>Person(s) Accountable:</b>	<b>Timeline Begin-End:</b>	<b>Resources:</b>	<b>Staff Development:</b>
-Students will be given content specific writing prompts on which to write. These prompts will be given on a monthly basis.	-Teachers	-Fall 2007 and beyond	-Content specific writing prompts	-Staff will be in-serviced in the process by in house experts and by our district literacy coach.
-Teachers will debrief students on their writing after scoring the writing samples using a common scoring rubric.	-Teachers	-Fall 2007 and beyond	-Common scoring rubric developed by staff (Simple 4+1)	-Teachers continue to use a common scoring rubric as well as improving inter-rater reliability when scoring writing samples.

<b>Goal: All students will demonstrate improvement in writing applications across the curriculum.</b>				
<b>Support Data:</b> - ISTEP (GQE) - Focus Group Info - Desired Student Outcomes	<b>Standardized Assessment:</b> - ISTEP (GQE)		<b>Local Assessment:</b> - District wide writing scores 9-12	
<b>Intervention:</b> - All students in English classes will be instructed in the use of the Simple Six writing technique.	<b>Benchmark:</b> - A score of four out of six is considered passing.		<b>Research/ Best Practice Resources</b> -Kay Davidson, developer of <u>The Simple Six</u> technique .	
<b>Activities:</b>	<b>Person(s) Accountable</b>	<b>Timeline Begin-End</b>	<b>Resources:</b>	<b>Staff Development</b>
- All students write three district essays over the course of two trimesters. These are scored with a common rubric utilizing Simple Six techniques.	-Teachers and Students	-Fall 2006 and beyond	-Simple Six scoring rubrics  -Literacy coach	-Teachers received professional development on the use of the Simple Six rubric.  -Teachers added annotations to the Simple Six scoring to make the grading more objective.
-All English/LA students are required to write three major essays per term.	-Teachers and Students	-Fall 2007 and beyond		-Teachers received professional development from ECS literacy coach assigned to our building.
-Simple Six scoring will be utilized on every writing assignment in every English/LA class.	-Teachers and Students	-Fall 2007 and beyond		-Collaborative scoring exercises will occur two to three times throughout the year.

<b>Goal: All students will demonstrate improvement in writing applications across the curriculum.</b>				
<b>Support Data:</b> -ISTEP (GQE) -Focus Group Info -Desired Student Outcomes	<b>Standardized Assessment:</b> -ISTEP (GQE) -SRI		<b>Local Assessment:</b> -Content area writing scores -District essays	
<b>Intervention:</b> -Implementing “Read 180” computer based literacy program with targeted 9 <sup>th</sup> graders	<b>Benchmark:</b> -Increase in number of students proficient on Simple Six writing technique		<b>Research/ Best Practice Resources</b> -Dr. Ted Hasselbring, Vanderbilt University	
<b>Activities:</b>	<b>Person(s) Accountable:</b>	<b>Timeline Begin-End:</b>	<b>Resources:</b>	<b>Staff Development:</b>
-Targeted students will utilize this computer-based program as a supplement to the regular English 9 curriculum.	-Teachers and Students	-Fall 2007 and beyond	-“Read 180” computer software -Printed information and audio books	-Teacher training will occur in June of 2007 with ongoing professional development to support implementation.
-Students will engage in whole group instruction.	-Teachers and Students	-Fall 2007 and beyond		
-Students will engage in small group activities that include software utilization, modeled and independent work, as well as direct instruction.	-Teachers and Students	-Fall 2007 and beyond		

<b>Goal: All students will demonstrate improvement in writing applications across the curriculum.</b>				
<b>Support Data:</b> -ISTEP (GQE) -Focus Group Info -Desired Student Outcomes	<b>Standardized Assessment:</b> -ISTEP (GQE) -SRI		<b>Local Assessment:</b> - <b>Content</b> essay writing -District essays	
<b>Intervention :</b> -Implementing “Plugged Into Reading” program with targeted 9 <sup>th</sup> grade students	<b>Benchmark:</b> -Increase in number of students proficient on Simple Six writing technique		<b>Research/ Best Practice Resources:</b> -A Vision for Action Research in Middle and High School Literacy: A Report to Carnegie Corp. of New York. Developed by Dr. Janet Allen, University of Central Florida.	
<b>Activities:</b>	<b>Person(s) Accountable:</b>	<b>Timeline Begin-End:</b>	<b>Resources:</b>	<b>Staff Development:</b>
-Teacher “Read-Alouds”: Teacher directed reading instruction. Teacher reads, students listen.  -Shared reading: Teachers read, students follow the text.  -Guided reading: Students read while teachers guide the process.  -Independent reading: Students read independently.	-Teachers and Students  -Teachers and Students  -Teachers and Students  -Teachers and Students	-Fall 2007 and beyond  -Fall 2007 and beyond  -Fall 2007 and beyond  -Fall 2007 and beyond	-Novels  -Audio books  -Graphic organizers	-Initial training will occur in June 2007 with ongoing professional development throughout the school year.

<b>Goal: All students will demonstrate improvement in writing applications across the curriculum.</b>					
<b>Support Data:</b> -ISTEP (GQE) -Focus Group Info -Desired Student Outcomes		<b>Standardized Assessment:</b> -ISTEP (GQE)		<b>Local Assessment:</b> -Content area writing scores	
<b>Intervention:</b> -All 9 <sup>th</sup> grade students will be placed into a 9 <sup>th</sup> grade Learning Academy		<b>Benchmark:</b> -All students in the Learning Academy will earn at least 12 credits during their freshmen year.		<b>Research/ Best Practice Resources:</b> -Overview of research indicated that students involved in small learning communities demonstrate an increase in academic performance. Kathleen Cotton, Research Associate, Northwest Regional Educational Lab.	
<b>Activities:</b>		<b>Person(s) Accountable:</b>	<b>Timeline Begin-End:</b>	<b>Resources:</b>	<b>Staff Development:</b>
-Students will be grouped with a team of four teachers. The subjects will include Algebra 1, Biology, English, and Reading.		Teachers and Students	-Fall 2007 and beyond	-Current 9 <sup>th</sup> grade curriculum matrices for identified subjects, state standards	-Identified instructors will be provided professional development time to develop structure and sequencing for instruction in the core areas.

<b>Goal: All students will demonstrate improvement in writing applications across the curriculum.</b>					
<b>Support Data:</b> -ISTEP (GQE) -Focus Group Info -Desired Student Outcomes		<b>Standardized Assessment:</b> -ISTEP (GQE)		<b>Local Assessment:</b> -Content area writing scores	
<b>Intervention:</b> -Targeted 9 <sup>th</sup> grade students will be placed into a 9 <sup>th</sup> grade Honors Academy		<b>Benchmark:</b> -All students in the Honors Academy will earn 14 credits during their freshmen year.		<b>Research/ Best Practice Resources:</b> -Overview of research indicated that students involved in small learning communities demonstrate an increase in academic performance. Kathleen Cotton, Research Associate, Northwest Regional Educational Lab.	
<b>Activities:</b>		<b>Person(s) Accountable:</b>	<b>Timeline Begin-End:</b>	<b>Resources:</b>	<b>Staff Development:</b>
-Students will be grouped with a team of four teachers. The subjects will include Honors Algebra 1 and Honors Geometry, Biomedical Sciences, English, and Industrial Technology.		Teachers and Students	-Fall 2008 and beyond	-Current 9 <sup>th</sup> grade curriculum matrices for identified subjects, state standards	-Identified instructors will be provided professional development time to develop structure and sequencing for instruction in the core areas as well as in-servicing on teaching high ability students.