

Shawnee High School Continuous Improvement Plan 2018-2019

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Committee Members

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BELIEF STATEMENTS

We believe:

1. All students have a right and can learn when provided with a safe and appropriate learning environment.
2. All individuals should be treated with respect and fairness.
3. Respectful relationships between students and staff facilitates student learning.
4. A partnership between home, school, and the community should exist to successfully educate the learner.
5. Students need to be able to examine and use information constructively, in order to make wise life choices.
6. The school needs to develop and reinforce essential skills for every student to become successful students, lifelong learners and productive citizens.

VISION STATEMENT

We will strive to be a premier high school, which involves and empowers students, families, and community to become caring, competent, responsible citizens who value education as a lifelong learning process.

MISSION STATEMENT

Shawnee High School will work in partnership with families, community, and students to provide an optimum learning environment that produces students who are lifelong learners and responsible citizens.

Goal I: Increase student performance and achievement.

Performance Indicator: Shawnee High School will meet and exceed requirements of the Ohio End of Course exams, attendance, graduation rates, and local and state requirements for graduation.

Data Base: Attendance and graduation criteria on State report card, Read Theory Scores, End of Course Exam Scores, ACT Scores, ACT Work Keys Scores, SAT Scores, PSAT, and Accuplacer test results/experience

Data Analysis: Review new local report card, test results, and other criteria each year and make appropriate gains to meet standards and AYP.

Improvement Strategies	Responsibilities:	Resources:	Timeline:	Evaluation Procedures:
<p>1. Review each student's test results</p> <ul style="list-style-type: none"> • Determine bubble students. <ul style="list-style-type: none"> a. State Test Scores b. Grades c. College Entrance Tests d. College Aptitude Tests • Identify students who need intervention. <p>2. Students will demonstrate an understanding of effective responses to standardized questions. Teachers will use ACT/SAT-Style questions and integrate them in instruction 9-12.</p> <p>3. Students will develop, demonstrate, and communicate essential skills necessary for achievement. success in high school, college, and careers. <ul style="list-style-type: none"> a. Starting with 9th grade this year, Students will develop a flash drive/e portfolio/and other archiving of high school work developed during their four years at Shawnee High School. Students will create and store their work on the F drive or on One Drive. b. Teach students ethics and appropriateness of computer and electronic device use with regard to social media and other uses. c. Students will complete online learning and performance tasks and assessments. d. Students will demonstrate proficiency in use of the state testing calculator and/or graphing calculator. All students are recommended to have graphing calculator for personal use. e. Ninth and Tenth grade students will engage in Read Theory from readtheory.org as a means of identifying their baseline lexile reading score and will engage in lessons that will strengthen their reading comprehension and vocabulary. </p>	<p>Administrators Teaching Staff, Elem Prin. Academic Teams Departments</p> <p>Teaching Staff Departments CIP Team</p> <p>Teaching Staff CCR Committee Departments Advisory Teachers</p>	<p>DSL, Previous Tests, Course Grades, RTI Strategy Sheets</p> <ul style="list-style-type: none"> a. EOC Scores b. 8th Grade Ach. Scores c. PSAT, ACT, SAT, COMPASS, ACCUPLACER, ACT WORK KEYS d. Short Cycle Assessments e. Academic Team Discussions <p>Staff development on writing short answer, extended response, and multiple-choice questions. PSAT/ACT/SAT/ACCUPLACER</p> <p>Essential skills as defined by Shawnee Staff in professional development/ Defined College and Career Readiness Criteria</p> <p>word processing, databases, spread sheets, academic software and available online resources</p>	<p>Continual</p> <p>Continual</p> <p>Continual</p>	<p>All teachers report knowledge of student's performance within department group.</p> <ul style="list-style-type: none"> a. Dept. meetings to evaluate test scores b. Develop goals for individuals and groups c. Percentage of "interviewed students" who increase their scores on Ohio End of Course Assessments d. Teachers and counselors collaborate on best EOC retakes for students <p>Increased performance on SAT/ACT Increased student opportunities for internships</p> <p>Use of Microsoft One Drive - Staff and students need professional development Emails for all students - utilize and enforce</p> <p>Emails through Outlook server as they log in to Office 365 - Continue to implement and encourage Use of Edmentum - Online Learning - Specific training for department use Projects/Papers/Evidence of Learning for Student Portfolios</p> <p>Increased student achievement Reduced Office Referrals Reduction of failure rates Increase in graduation rates</p>

Goal II: Establish and maintain systems of support for student performance

Performance Indicator: Shawnee High School will create and maintain an advisory period, intervention programs and strategies, transition programs and other activities that include parents and community to meet the needs of all students.

Data Base: Attendance and graduation criteria on State report card, EOC Scores, ACT Scores, SAT Scores, PSAT, ACCUPLACER test results, ACT Work Keys Scores, Read Theory Scores, and grade data.

Data Analysis: Review new local report card criteria each year and make appropriate gains to meet standards and AYP.

Improvement Strategies By Priority:	Responsibilities:	Resources:	Timeline:	Evaluation Procedures:
<p>1. Maintain an Advisory period daily for the purposes of:</p> <p>A. Student goal setting through their Academic Plans.</p> <p>B. Student study time</p> <p>C. Student intervention/tutoring</p> <p>D. Development of student-teacher relationship for encouraging student success</p> <p>E. Meeting needs of individual students and grade levels</p> <p>F. Class Meetings - On Bullying/Student Success/Social Media-Sexting/etc.</p> <p>G. Establish Fridays as Club Days</p>	<p>Teachers</p> <p>Students</p> <p>Academic Teams</p> <p>Administrators</p>	<p>DASL Data</p> <p>Grade Data</p> <p>Standardized test results</p> <p>Teacher recommendations</p> <p>Research on teaching best practice</p> <p>College and Career Readiness skills</p> <p>Naviance</p>	<p>Continual</p>	<p>The Career and College Readiness Committee, along with the Continuous Improvement Team will develop Grade Level Task Lists which outline the tasks to be completed by each student each year.</p> <p>Teachers will develop and implement written protocols developed by the Career and College Readiness Committee with input from grade level teams</p> <p>Intervention homeroom teachers will monitor student success or failure; Students will be given .25 credits each year upon completion of the grade level task list.</p>
<p>2. Shawnee High School community uses Naviance/Ohio Means Jobs for development and monitoring of career and college planning.</p>	<p>CCR Committee</p> <p>Guidance counselors</p> <p>Departments</p> <p>Administration</p> <p>Academic teams</p> <p>Students and Parents</p>	<p>Edmentum/Ohio Means Jobs</p> <p>Instructional materials.</p> <p>Staff development</p>	<p>Continual</p>	<p>Teachers and counselors will be given several professional development sessions in using and implementing Edmentum/Ohio Means Jobs for students.</p> <p>Students and parents will be directed to use Edmentum/Ohio Means Jobs for a variety of activities and procedures including scheduling and the college application process.</p>
<p>3. Identify individual students with specific content knowledge and skills. Utilize the advisory period to meet those needs through pull outs and study sessions.</p>	<p>Counselors/ Psychologists</p> <p>Teachers</p> <p>Academic Teams</p> <p>Departments</p> <p>Students and Parents</p>	<p>Student records</p> <p>Interim reports</p> <p>Academic Teams</p> <p>EOC Results</p> <p>RTI Information/Protocols</p>	<p>Continual</p>	<p>Administration, counselors, and teachers will review student results and weigh against student surveys regarding standardized tests.</p>
<p>4. Continue proactive interaction/ counseling with students in jeopardy of failing using advisory/study hall pull outs</p>	<p>Counselors/ Psychologists</p> <p>Teachers</p> <p>Academic Teams</p> <p>Departments</p> <p>Students and Parents</p>	<p>Grade Data</p> <p>Student records</p> <p>Academic Teams</p> <p>Guidance counselors</p>	<p>Continual</p>	<p>Increased success in individual student grades and student achievement on standardized tests.</p>
<p>5. Maintain a Career-Based Intervention Program for at risk sophomore students for credit recovery and success in high school, college, and career.</p>	<p>CBIP Coordinator</p> <p>Guidance Counselors</p> <p>Administration</p> <p>CTC Administration</p>	<p>CBIP Curriculum</p>	<p>Continual</p>	<p>Increased success in individual student grades and student achievement on standardized tests.</p> <p>Increased engagement in classroom activities/school environment/ Plans to attend CTC in a vocational program</p>
<p>6. Use the FR/SO Teams to identify and create plan of intervention to meet certain needs of groups of students</p> <p>a. Develop and implement support groups targeting specific demographics.</p>	<p>Administration</p> <p>Guidance Counselors</p> <p>Select Freshmen/Sophomore students</p>	<p>Tutoring protocols</p> <p>Workshops</p>	<p>Continual</p>	<p>Credit Recovery</p> <p>Increased student achievement</p> <p>Reduced Office Referrals</p> <p>Reduction of failure rates</p> <p>Increase in graduation rates</p>

Goal II: Continued

Improvement Strategies By Priority:

7. Teachers and administration will establish and encourage communication protocols among teachers, students, and parents that are part of the support system to monitor and encourage students progress and success.

a. Teachers will produce and publish a course syllabus for each course at the beginning of the school year that outlines course material, classroom expectations and communication procedures.

b. Teachers will update grades regularly on Progress Book.

c. Teachers and counselors will routinely contact parents when students fall behind or begin to exhibit behaviors which impede learning and success in the classroom.

d. Teachers and administration will encourage student and parental use of Progress Book:

1. All departments will be encouraged to post material and links to course syllabi. Teachers will be encouraged to post updated information for students and parents on the parent access pages

2. Students will be instructed on Progress Book with certain protocol at the beginning of the freshmen year. Students will be encouraged to use Progress Book throughout their school career.

3. Parents will be instructed in Progress Book at the first Parent-Teacher Conferences each year. Parents will be encouraged to use Progress Book throughout their students career in school.

8. Read Theory accounts for their advisory students by grade level for ninth and tenth graders. Students will be given a diagnostic assessment and will be encouraged to log on and complete lessons regularly.

9. Junior and senior advisory students will be required to regularly complete online ACT/ACT Work Keys preparatory work using Edmentum.

Responsibilities:

Teachers
Administration
CIP Team
Counselors
Academic Teams

Teachers
Administration

Teachers
Administration
Teachers
Counselors

Teachers
Administration
Counselors
Office Secretaries

Teachers
Administration
Students

Teachers
Administration
Parents

Teachers
Administration
Students

Teachers
Administration
Students

Resources:

District Web Site
Progress Book/One Call Now
Community Consortium Booklet
Survey Team

Templates
SHS Teacher Handbook

Progress Book

One Call Now
Shawnee Calendar
Progress Book

Progress Book

readtheory.org
CCR Committee protocols
CCR Professional Development

ACT Prep

Timeline:

Continual

As Needed

Continual

Continual

Evaluation Procedures:

Teachers will share examples of communications with various stakeholders
Progress Book Usage Data
Mandatory Contacts during Parent-Teacher Conferences?

Syllabus notebook/Course of Study Notebook

Regular use of Progress Book (Review PB Report)
Increased communication with parents
Greater student achievement

- Possible Staff resource for Professional Development:
*Schoolology (K. Meeks could present)

- Need more PD for teachers on Progress Book and New Web pages

Teachers may use alternate methods to communicate with students and parents about assignments and class information - i.e., Schoolology, One Drive, etc.

Parent-Teacher Conference nights may be used to create Parent Mini-Institutes to inform parents

Higher reading levels as indicated by Read Theory
Increased scores on standardized tests
Greater student achievement

Goal III: Enhance curriculum and instruction to meet all students' needs.

Performance Indicator: Teachers will account for their use of content standards to guide instruction and will use research-based instructional pedagogy to drive instruction, focus on student achievement, and monitor student progress.

Data Base: Ongoing discussions with teachers and staff regarding instructional best practices and professional development needs.

Data Analysis: This indicator allows for teachers to personalize the learning process based on student needs.

Strategies	Responsibilities:	Resources:	Timeline:	Evaluation Procedures:
1. Faculty will develop appropriate questioning to align with state standards, the common core or national standards where applicable, using a variety of formats: multiple choice, short answer, and extended response and encouraging higher levels of complexity: higher order thinking skills (HOTS)	Departments Teachers Academic Teams Curriculum Supervisor Administration	Curriculum supervisor ODE Website and resources Online resouces Book studies School visits	Continual	Departments are able to provide examples of appropriate questions developed. Share at staff meeting. Courses of Study Notebook Increased student achievement on standardized tests Mindset Book Study Activity Notebook
2. Faculty will develop courses, courses of study, and course objectives to align with state standards, the common core or national standards where applicable. They will develop lessons that target specific learning objectives and use specific instructional strategies designed to facilitate student learning.	Teachers Administration Departments Academic Teams Building SLO Committee CIP Team Assistant Superintendent	Experts within each field Curriculum supervisor Administration Department Chairpersons eTPES	Continual	Departments are able to provide examples of appropriate questions developed. Share at staff meeting. Courses of Study Increased student achievement on standardized tests
3. Faculty will identify strengths and weaknesses in their assessments by collecting and analyzing data. a. Utilize data to identify areas of focus for SLO and SMART goals each year. b. Define progress and outcomes for students that are measurable, attainable, and rigorous.	Teachers Administration Departments Academic Teams Building SLO Committee CIP Team Assistant Superintendent	Experts within each field Curriculum supervisor Administration Department Chairpersons eTPES	Continual	SLO Reviews/Discussions with Departments Increased student achievement Higher student grades Increased standardized test scores
4. Develop and implement a professional development plan with each staff member that will involve the creation of individual professional growth goals. Professional development will be provided in areas of need for individual teachers or teams.	Teaching staff Administration CIP Team Success Team Survey Team	eTPES	Continual	Departmental discussions Purposeful and valuable evaluation process Staff Discussions Academic Team Discussions
5. Create and provide a professional discussion and professional development plan with the school community for the future of technology use and instruction	Teaching staff Tech Team Administration CIP Team CCR Committee	Etech Conf. SOITA MVECA Individual Prof. Develop.	Continual	Discussions with peers on new strategies. Discussions with peers on strategies implemented. Principals will document use of new strategies on formal and informal observations. Sharing at Staff Meetings - <i>Teachers need to take care of laptops/Need more PD on technology issues</i> <i>Required Usage of One Drive/Sharepoint/Office 365</i>
6. Continue to develop and implement performance assessment tasks aligned with state and/or national standards as a means to show student knowledge and skill outside paper and pencil testing/assessments	Departments Teachers Academic Teams OPAPP teachers/leaders	Online Curriculum Resources OPAPP Documents/Rubrics Business/College Partnerships	Continual	Discussions with peers on new strategies. Discussions with peers on strategies implemented. Principals will document use of new strategies on formal and informal observations. Sharing at Staff Meetings
7. Prepare for Ohio End of Course Tests a. Write one SLO for Content b. Write one SLO Building Goal for literacy with provisions for reading and/or writing - Suggested/Encouraged	Teachers Adminstration	ODE Guidelines Building SLO Protocols	Continual	Increased student achievement Higher student grades Increased standardized test scores

Goal III: Continued

Improvement Strategies by Priority:

8. Faculty will arrange for outside involvement of community resources including . . .speakers, tutors, visitations, and guest instructors

9. Staff dialogues concerning what student achievement will look like when content standards outcomes have been met.

10. CIP Team establishes teams of teachers to explore initiatives and programs that may be utilized at Shawnee High School:

a. Success Team - Team of teachers that seeks out high achieving schools to discover systems and programs that allow for high achievement. Seeks out resources that may increase teacher productivity and success.

b. Survey Team - Team of teachers that develops and implements a comprehensive communication strategy to determine current perceptions of all stakeholders, provides feedback to the CIP team for adjustments to the action plan, and helps to market the initiatives and programs currently offered at Shawnee High School.

11. Under the guidelines established for credit flexibility in accordance with state mandates, all teachers of all disciplines will establish and create end of course tests and/or performance assessments in alignment with the state standards/curriculum for each course offered.

a. Additionally, courses will be created and offered to individual students to market and encourage their talents in specific areas, using an independent study format/protocol while justifying it through the credit flex program.

12. As specific personnel allows, Shawnee High School will offer college credit courses through the College Credit Plus Program with the intent of offering enough coursework in specific areas so the students have the opportunity to complete a general associate's degree.

Responsibilities: Who will do what?

Teachers
Administration

Departments
Teachers
Curriculum Coordinator
Administration

Administration
CIP Team
Success Team
Survey Team

Administration
Teachers
Counselors

Administration
Teachers
Counselors
CCPlus Teachers

Administration
Teachers
Counselors
CCPlus Teachers

Resources: Including funding sources

Chamber of Commerce
Straight A Grant Resources
FUSE
YouMedia
Junior Achievement

Walkthrough Data
Observation Data
Lesson Plan Reviews
Course of Study Reviews
Vertical Team Discussions

School visits
Online research and resources
Use of Edmentum/Ohio Means Jobs
One Call Now
Parent-Teacher Conferences

Ohio Department of Education
Shawnee High School Credit Flexibility Program

Ohio Department of Education
Shawnee CC+ Program
Clark State Comm. College

Timeline:

Continual

Continual

Pilot

Continual

As Needed

Evaluation Procedures:

Synopsis of teacher dialogues.
Staff meeting agendas and discussions
Department Meeting agendas and discussions

- We need to develop these further/ask for volunteers/committee members - Encourage staff members at staff meetings, evaluation conferences

- Variety of surveys created using Office 365 Forms as a means to collect data about student input/interest/needs, staff input/interests/needs, community, etc.

Departments will scrutinize each end of course assessment under a list of standards that must be met.

Survey team will poll teachers about what professional development topics they would like to engage in; building can add building-wide goals and priorities as well

Goal IV: Establish and maintain a school climate and environment that promotes learning, fairness, respect, and safety while engaging in dynamic communication protocols with all members of the school community.

Performance Indicator: 90% of Shawnee High School Spring Surveys report progress in programming, learning, fairness, respect, safety and communication.

Data Base: Data from surveys taken at the end of each school year

Data Analysis: Positive school environments encourage learning.

Improvement Strategies By Priority:	Responsibilities: Who will do what?	Resources: Including funding sources	Timeline:	Evaluation Procedures:
1. Administer a building survey to all students and staff concerning a variety of important issues involving the school climate and environment, including but not limited to: safety, respect and fairness.	Survey Team Administration Teachers CIP Team	Time to revise and evaluate previous years survey. Survey Monkey/Office Forms One Call	Annually at Semester	Survey Team Data shared at staff meetings and CIP Team Meetings Staff participation in meeting. Staff and Student practice/documented Share and Practice Ideas - Prof. Development
2. Review building security plan. a. Implement safety procedures and recommend strategies to support a positive learning environment. b. Conduct regular drills and review them in committee to make adjustments	Administrators CIP Team Building Advisory Committee Building Administration Building Advisory Board	Staff Meeting Administrative Meetings Building Safety Survey Results	Continual	Strategies for lockdown calls?? List of strategies submitted to Superintendent and appropriate personnel, including a. Evacuation Notebook(s) b. Scanned EMA's c. Flashlights d. First Aid Kits Reduced issues in building
3. Develop & implement strategies for fair and respectful environment. a. Peer Groups b. Freshmen Advisory Board c. Senior Leaders d. Student Council	Administration Counselors Teachers	School Safety Hotline Safe and Drug Free System Resource Deputy Guest Speakers	Continual	
4. Teachers will increase communication to parents and community regarding school, student, or class information using the internet, email, online newsletter, and other similar methods.	Administration Counselors Teachers	Jostens Leadership program? Girls/Boys/Grief Groups	Restart	Implementation of Peer Group program - Part of Girls/Boys/Grief Groups created by Guidance Department (Need to set specific days for groups) Reduction in verbal conflicts Reduction in disciplinary referrals
5. HS will promote school/parent/teacher communication by developing and implementing a variety of informational meetings. Meetings may include but are not limited to PSAT, ACT study/preparation, 8th Grade Orientation, College Fair, Financial Aid Night, College Credit Plus, etc.	Administration Counselors Teachers	Shawnee HS App One Call Now District Newsletter Facebook Twitter Shawnee Web Calendar	Continual	Parents and students report knowledge of activities and programs Increased involvement in activities and programs
6. HS will create and conduct a variety of informational presentations and formats for communication of events, activities, and programs. Examples include Student representation to the BOE, MS recruitment of students, science demonstrations, PTO informational meetings, 8th Grade Orientation, and Activity booths.	Administration Counselors Teachers CIP Team Success Team	Clark County Counselors Financial Aid experts College Admissions Directors Shawnee Web Calendar	Continual	Parents and students report knowledge of activities and programs Increased involvement in activities and programs
	Administration Counselors Teachers Students	C-S Board of Education C-S PTO's Variety programs Shawnee Web Calendar	Continual	Parents and students report knowledge of activities and programs - Surveys-Forms Increased involvement in activities and programs Decrease in students enrolling elsewhere