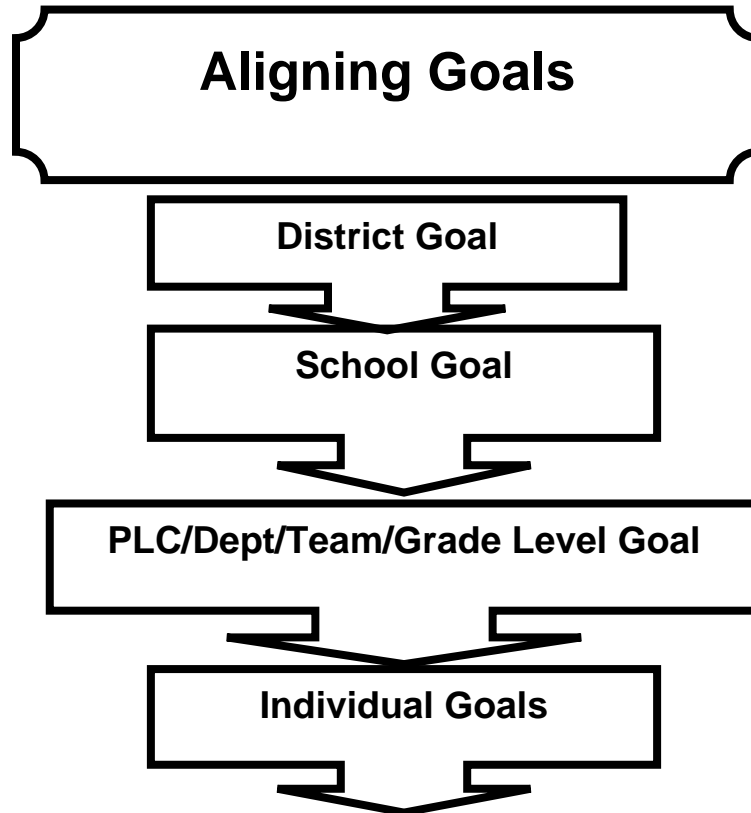
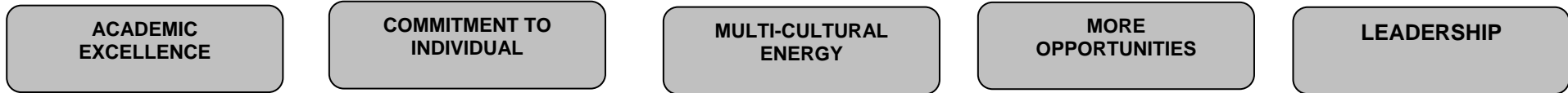


<b>Site Plan Visits:</b> Sept. <input type="checkbox"/> Nov. <input type="checkbox"/> Feb. <input type="checkbox"/> Apr. <input type="checkbox"/>	<b>Staff Mtg. Reviews:</b> Sept. <input type="checkbox"/> Nov. <input type="checkbox"/> Feb. <input type="checkbox"/> Apr. <input type="checkbox"/>	<h2 style="text-align: center;">2008-09 District 742 School Improvement Plan</h2> <p style="text-align: center;"><b>School:</b> <span style="border: 1px solid black; padding: 2px;">Technical High School</span></p> <p style="text-align: center;">Our mission is to prepare all learners, in partnership with their families and community, to live and contribute within a changing and diverse world.</p>	<b>Leadership Team Members:</b> Roger Ziemann Krisi Lain Ben Thell Brenda Blackmore Lowell Haagenson Eileen Marshall Mattea Decker Kerry Kopp Christine Blauer Stacie Vos Kate Adams
<b>Principal Mtg. Review</b> Sept. <input type="checkbox"/> Nov. <input type="checkbox"/> Jan. <input type="checkbox"/> March <input type="checkbox"/> Oct. <input type="checkbox"/> Dec. <input type="checkbox"/> Feb. <input type="checkbox"/> Apr. <input type="checkbox"/>			

**The foundation of District 742's effectiveness is based on the following core values:**



## GOAL #1 & 2

### Excellence and Equity

With academic excellence and equity held as our district standard, make significant improvement in student learning of reading and mathematics.

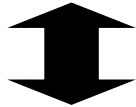


School: **TECHNICAL HIGH SCHOOL**

## District Supports

- Learning Bridges Software
- Vertical Teaming for ALL
- Integrated Service Delivery Model (ISDM)
- Curriculum Team
- Professional Development and Funds
- Teacher Leader Funds

## School Goal



**SMART Goal:** The percentage of students in grades 10 (Reading ) and grade 11 (Math) who will score at a proficient level will increase from 39.4% to 44%(Math) and from 68.25% to 72% (Reading) by Spring of 2009 as measured by the MCA II test results.

Evidence of Need:

**MCA II results in grade 10 and 11 from 2007-2008.**

ACTION STEPS (Goal #1 & 2)	EVIDENCE OF ACTION	PROF DEVELOPMENT	RESOURCE ALLOCATION
<p>What: Identify students not making adequate yearly progress in Math and Reading. Focus on Bubble students.</p> <p>How Often: Once a month</p> <p>Who Involved: All Departments, Staff Development Team, Principal's Professional Learning Team, Targeted Services Teachers, Reading Team</p> <p>Report In November:</p> <p>Report In February:</p> <p>Report In April:</p>	<ol style="list-style-type: none"> <li>1. Each Department will develop goals to increase reading and math skills in our students. (Completed during Back to School Workshop Time.)</li> <li>2. A list of students not making adequate yearly progress will be generated using Viewpoint data. (Early Release - Due Oct. 1<sup>st</sup>)</li> <li>3. Specific interventions will be developed for these students. A list of students and interventions will be turned in by October 1<sup>st</sup>.</li> <li>4. Formative assessments will be developed to monitor student progress.</li> </ol>	<p>Ongoing training in how to use Viewpoint and Perspective</p> <p>Teacher requested training in different strategies</p> <p>Language Arts - Six Trait Writing Strategies</p> <p>Training on Formative and Summative Assessments</p> <p>Advanced Viewpoint Training</p>	<p>Workshop Time</p> <p>Faculty Meetings (Once a month)</p> <p>Department Meetings (Once a month)</p>

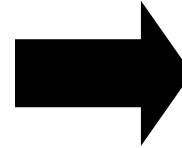
<b>ACTION STEPS (Goal #1 &amp; 2)</b>	<b>EVIDENCE OF ACTION</b>	<b>PROF DEVELOPMENT</b>	<b>RESOURCE ALLOCATION</b>
<p>What: Begin Discussion on restructuring lower math level classes and designing new course to support students to accomplish Algebra II concepts.</p> <p>How Often: Once a month</p> <p>Who Involved: The Math department volunteered to begin this process immediately. All departments will be asked to consider this and those interested will have options for next year. Guidance and administration</p> <p>Report In November:</p> <p>Report In February:</p> <p>Report In April:</p>	<ol style="list-style-type: none"> <li>1. <b>Research supporting best practice options to increase the length of time on concepts vs. moving to lower math.</b></li> <li>2. <b>Review data on the impact keeping one teacher for the year.</b></li> <li>3. <b>Look at "Trailer" courses or other options to keep students moving forward in math.</b></li> <li>4. <b>Review and discuss credit issues.</b></li> <li>5. <b>Review and implement shadow math courses for ELL students</b></li> <li>6. <b>Look at the use of study halls to teach additional skills.</b></li> <li>7. <b>Continue to add more SPED/Math Co-teacher partnerships</b></li> </ol>	<p><b>Workshops on Math Strategies</b> <b>Conferences</b></p> <p><b>Continued Coteaching training and support</b></p>	<p><b>Staff Development time designated to reviewing schedule options and best practice strategies.</b></p> <p>Math Department Meetings</p> <p>Develop additional committee of teachers to look at schedule options that promote student achievement.</p>

<b>ACTION STEPS (Goal #1 &amp; 2)</b>	<b>EVIDENCE OF ACTION</b>	<b>PROF DEVELOPMENT</b>	<b>RESOURCE ALLOCATION</b>
<p>What: Increase our total enrollment of advance level (Level One)/college prep/ AP Course by 35% of under represented population as identified by the Access and Tame Grant.</p> <p>How Often: Once a week</p> <p>Who Involved: Guidance Department, administration, and AP Teachers</p> <p>Report In November:</p> <p>Report In February:</p> <p>Report In April:</p>	<ol style="list-style-type: none"> <li>1. Send out parent letters</li> <li>2. Meeting with AP teachers</li> <li>3. Develop and offer study groups for students.</li> <li>4. Review the data to determine who could participate in an AP Course</li> <li>5. Generate a List of these Students (9<sup>th</sup> grade) - Guidance.</li> <li>6. Schedule a meeting with identified students to discuss AP class options.</li> <li>7. Guidance will encourage enrollment in AP classes.</li> <li>8. Identify those students scoring 4s and 5s on the MCA's to participate in Level One or AP courses.</li> <li>9. Share lists in April and May in preparation for the following school year. Follow up with that list in August.</li> <li>10. Have schedule completed early enough to not only schedule teachers but to really look at and review students making up the class.</li> </ol>	<p>Training in Viewpoint</p> <p>Workshop time to develop and implement plans</p> <p>Continued trainings in regards to best practice strategies to encourage participate in our under-represented groups</p> <p>AP Workshop attendance</p>	<p>TAME and ACCESS Grants</p> <p>Workshop Time</p> <p>Mentors/Academic Advisors</p>
<p>Successful Outcome: (Goal #1&amp;2)</p>			
<p>Evidenced by:</p>			

### GOAL #3

#### Excellence and Equity by Increasing Assessment Strategies

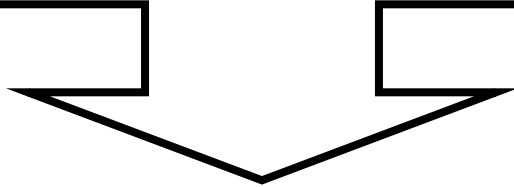
- How will we increase assessment strategies to be more competent in:**
- Consistency in testing administration, testing environment, etc.?
  - Data Driven Decision Making (DDDM)?
  - Putting Data in the hand of our teachers by integrating technology to better analyze data? (AIMS Web, Viewpoint, etc.)
  - Interpreting data regularly
  - Changing instructional strategies due to the analysis of data?
  - Grading practices?



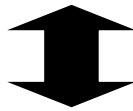
**School: TECHNICAL HIGH SCHOOL**

#### District Supports

- Learning Bridges Software
- Viewpoint
- Progress Monitoring in AIMS web
- NWEA
- EXPLORE
- PLAN
- Data Retreats
- District Media Personnel
- Curriculum Team
- Professional Development and Funds
- Teacher Leader Funds



**School Goal**



**SMART Goal: 100% of Tech staff will use student data to make decisions about instruction based upon individual student needs as measured through successful development and implementation of school improvement goals and plans.**

**Evidence of Need: Achievement gap data**

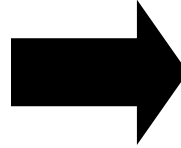
ACTION STEPS (Goal #3)	EVIDENCE OF ACTION	PROF DEVELOPMENT	RESOURCE ALLOCATION
<p>What: Review of NWEA Data                      How Often: Fall and Spring Testing Dates, Review of Data and Instruction daily.                      Who Involved: 9<sup>th</sup> grade teachers, Media Specialist, Guidance, Administration                      Report In November:                      Report In February:                      Report In April:</p>	<ol style="list-style-type: none"> <li>1. Generate a list of MAP data for 9<sup>th</sup> grade teachers to review.</li> <li>2. Schedule meetings to discuss data/observations.</li> <li>3. Generate individual and classroom interventions.</li> <li>4. Develop Formative Assessments to ensure learning is occurring before Spring Testing.</li> <li>5. Review Achievement Gap Data and develop interventions for closing that gap.</li> </ol>	<p>Review of MAP testing norms and expected levels of growth. Workshop time for this information to be shared with all teachers or only new teachers.</p>	<p>Staff Development Time                      Workshop Time                      Department Meeting Time                      TAME Grant                      ACCESS Tutors and Academic Advisors                      Focus four hours of Diversity Training on reviewing and/or presenting best practice interventions for closing the achievement gap at Tech High School</p>

<b>ACTION STEPS (Goal #3)</b>	<b>EVIDENCE OF ACTION</b>	<b>PROF DEVELOPMENT</b>	<b>RESOURCE ALLOCATION</b>
What: CoTeaching How Often: Daily Who Involved: All current Coteachers, All Departments, Guidance, Administration, Staff Development Team, Principal's Professional Learning Team, Special Eduation/General Education Team, Reading Team Report In November: Report In February: Report In April:	<ol style="list-style-type: none"> <li>1. <b>Trained staff continues to use and more staff commits to be trained.</b></li> <li>2. <b>Classes are scheduled and schedule allows for shared prep times when possible.</b></li> <li>3. <b>Review Grade Data (Does this have an impact on closing the achievement gap?) and Coteacher reports</b></li> </ol>	<b>Continued CoTeaching Workshops</b>	<b>Continued planning and meeting            Staff Development            Faculty Meetings            Department Meetings            Workshop Time</b>
What: Formative Assessments How Often: Weekly Who Involved: All Teachers Report In November: Report In February: Report In April:	<ol style="list-style-type: none"> <li>1. <b>Train teachers on Formative and Summative Assessments</b></li> <li>2. <b>Schedule meetings with teachers periodically to share examples of formative assessments and how they are used in classrooms.</b></li> <li>3. <b>Collect Data generated from using the Formative Assessments.</b></li> <li>4. <b>Document interventions and their effectiveness on closing the achievement gap.</b></li> </ol>	<b>Workshop Training</b>	<b>Staff Development            Faculty Meetings            Department Meetings            Afterschool scheduled meetings</b>
Successful Outcome: (Goal #3)			
Evidenced by:			

## GOAL #4

**Demonstrate to the community at large the ways that we practice excellence and equity**

- How will we:
- Close the gap?
  - Show our Cultural Competencies?
  - Improve Racial Balance
  - Create parental and community partnerships?
  - Spotlight our district/site Achievement or assessment goals?
  - Increase our student enrollment?



**School: Technical High School**

## District Supports

- Service Learning
- Junior Achievement
- Career Investigations Support
- Business Partnerships
- Chamber Activities
- Vertical Teaming for ALL
- Communications Team
- District Media
- Curriculum Team
- Professional Development and Funds
- Teacher Leader Funds

**School Goal**

**SMART Goal:** The percentage of parents and students expressing satisfaction with Tech High School will increase from \_\_\_\_\_ to \_\_\_\_\_ (Parents) and from 64.25% to 66% (Students) as measured by the average "agree" scores on questions 4 through 9 as measured by the annual 2008-2009 climate survey.

**Evidence of Need:** Climate survey 2007-2008



**ACTION STEPS (Goal #4)**

**EVIDENCE OF ACTION**

**PROF DEVELOPMENT**

**RESOURCE ALLOCATION**

<b>ACTION STEPS (Goal #4)</b>	<b>EVIDENCE OF ACTION</b>	<b>PROF DEVELOPMENT</b>	<b>RESOURCE ALLOCATION</b>
<p>What: E News Letter and Monthly LaCruz Meetings  How Often: Daily and Monthly  Who Involved: All Tech Staff, PBIS Team, Link Crew, Social Team, Cultural Navigators, and Activities Office  Report In November:  Report In February:  Report In April:</p>	<ol style="list-style-type: none"> <li>1. <b>Completed E-Newsletters each month.</b></li> <li>2. <b>Scheduled and facilitated monthly meetings with Somali community</b></li> <li>3. <b>Night of Excellence</b></li> <li>4. <b>Tiger Pride - PBIS Interventions for staff and students. ex. Student of the month, Teacher of the month</b></li> <li>5. <b>Encouragement to acknowledge students through phone calls and notes home.</b></li> <li>6. <b>Communication of Link Crew Activities (First experience with Tech)</b></li> </ol>	<p><b>Continued PBIS Training and interventions</b>  <b>Continued Communications with parents using e-mail, InteGrade Pro, Automated Voice System</b></p>	<p><b>Faculty Meetings</b>  <b>Department Meetings</b>  <b>Additional Trainings on InteGrade Pro</b></p>
<p>What: After School Programs and extra curricular activities  How Often: Daily  Who Involved: Activities Office, Targeted Services Teachers, TAME Coordinator, Access Grant Tutors and Academic Advisors, Guidance, Administrators, PBIS Team, Link Crew, Social Committee, Cultural Navigators, TAME grant, Student Council  Report In November:  Report In February:  Report In April:</p>	<ol style="list-style-type: none"> <li>1. <b>Develop and implement effective after school reading, math, and science programs.</b></li> <li>2. <b>Review Data of how many of our students are involved in activities and implement interventions to recruit more students to participate</b></li> <li>3. <b>Somali Night</b></li> <li>4. <b>Tutoring - ACCESS and Peer Tutors</b></li> <li>5. <b>Open House</b></li> <li>6. <b>Welcome to Tech for incoming 8<sup>th</sup> graders</b></li> <li>7. <b>Partnership with Lake George Neighborhood Community</b></li> </ol>	<p><b>Review of Best Practice for After School intervention</b></p>	<p><b>Faculty Meetings</b>  <b>Afterschool Meetings</b>  <b>Department Meetings</b></p>

<b>ACTION STEPS (Goal #4)</b>	<b>EVIDENCE OF ACTION</b>	<b>PROF DEVELOPMENT</b>	<b>RESOURCE ALLOCATION</b>
What: Active Supervision How Often: Daily Who Involved: Everyone, PBIS Team, Administration, Security Staff Report In November: Report In February: Report In April:	<ol style="list-style-type: none"> <li>1. Develop goals and plans to create a feeling of Community in our hallways (Completed during Back to School Workshops)</li> <li>2. Reassign monitors/paras/CSOs to be visible in hallways</li> <li>3. Monitor supervision in hallways</li> <li>4. Recognize and motivate those participating</li> <li>5. Reduction in the number of fights.</li> <li>6. Carefully monitored attendance at Bus Duty.</li> </ol>	PBIS Active Supervision Instruction Goal Setting and Planning Date Review	PBIS Team Meeting Time Faculty Meetings Department Meetings
Successful Outcome: (Goal #4)			
Evidenced by:			