

**August, 2009**

# **Polo High School**

## **9-12 School Improvement Plan (SIP)**

**aligned to the**

**ISBE SIP Rubric**

**Illinois State Board of Education  
Federal Grants and Programs Division**

School Improvement Plan  
Cover Sheet  
School and District Information

1. REGION-COUNTY-DISTRICT-TYPE CODE: 47-071-2220
2. DISTRICT NAME / NUMBER: POLO SCHOOL DISTRICT #222
3. PRINCIPAL: ANDY SIEGFRIED
4. SCHOOL NAME: P0LO COMMUNITY HIGH SCHOOL
5. SCHOOL ADDRESS: 100 UNION AVENUE  
POLO, IL 61064
6. GRADE LEVELS OF THE SCHOOL: 9 - 12
7. YEARS COVERED BY THE PLAN: 2008 - 2009
8. CONTACT PERSON: ANDY SIEGFRIED
9. PHONE NUMBER: (815) 946-3314
10. EMAIL ADDRESS: ASIEGFRIED@POLO222.ORG
11. Title I  Non-Title I
12. COMPREHENSIVE SCHOOL REFORM: No  Yes  Model \_\_\_\_\_  
CSR Implementation: Year 1  Year 2  Year 3

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## **1.0 Performance Targets**

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### **1.1 AYP INFORMATION FROM THE SCHOOL REPORT CARD**

## 2.0 School Information

<b>2.1 Basic Information</b>	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Attendance rate (%)	94.6	94.6	94.4	94.4	94.9
Truancy rate (%)	0.0	0.0	2.0	2.1	.09
Mobility rate (%)	5.9	6.8	9.1	9.1	7.5
Expulsion rate (%)		0.0	0.0	0.0	0.0
Retention rate, if applicable (%)					
HS graduation rate, if applicable (%)	89.3	92.6	95.8	95.8	95.2
HS dropout rate, if applicable (%)	2.3	2.3	1.2	1.2	.04
Teachers working out-of-field (#) <sup>*</sup>			0.0	0.0	0.0
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)					
School-wide student population (#)	<b>264</b>	<b>266</b>	<b>260</b>	<b>241</b>	<b>228</b>
Economically disadvantaged (%)	19.7	20.7	18.8	18	20
Limited English proficient (LEP) (%)	0.0	0.0	0.0	0.0	0.0
Students with disabilities (%)					
White, non-Hispanic (%)	95.8	96.2	99.2	99	99
Black, non-Hispanic (%)	0.0	0.0	0.0	0.0	0.5
Hispanic (%)	3.4	2.3	0.4	.1	0.3
Native American or Alaskan Native (%)	0.4	1.5	0.0	0.0	.00
Asian/Pacific Islander (%)	0.4	0.0	0.0	0.0	0.0
Multi-racial/ethnic	0.0	0.0	0.9	0.0	0.2

\* “Out-of-field” means that a teacher is teaching a class for which he or she has no certification, academic major, or endorsement with sufficient credit hours in the content area taught.

## 2.2 SCHOOL CHARACTERISTICS

Attributes & Challenges to the District

### **District Attributes**

Positive attributes of the Polo School District are as follows:

1. Good facilities
2. Good selection of extra-curricular activities
3. Educational opportunities

Polo Community High School offers a wide variety of extra-curricular activities available to students. Activities available to high school students include:

Band	Volleyball	Basketball	Intramurals
Chorus	Student Council	Track & Cross-County	
Cheerleading	Scholastic Bowl	Football	
FFA	FCCLA	Wrestling	
NHS	Golf	Dance	

### **District Challenges**

1. Stronger funding by State and Federal Government
2. Continue to focus on ILS and IFW

## **Attributes & Challenges to Polo High School**

### Attributes

1. Good computer labs-fully functional
2. Technology is available ie. labs, laptops
3. Good communication with parents
4. Good availability of extra-curricular activities
5. Small teacher-student ratio
6. Good community support
7. Energetic and motivated faculty
8. Parent - Teacher Conferences

### Challenges

1. Need more grant writing to subsidize creative programs
2. Need more consistency in implementing standards from grade to grade
3. Lack of funding at State Level and Federal Level
4. Limited funds for supplies
5. Attendance (same kids miss many days of school)
6. Increase number of poverty/homeless issues
7. Decreasing enrollment

## 2.3 COMMUNITY CHARACTERISTICS

### **Community Attributes:**

1. Well educated community
2. Small class sizes
3. Opportunity to get to know family and extended family
4. Few major discipline problems
5. Small warm community

### **Community Challenges:**

1. Facilities updates
2. Job growth
3. Drop in enrollment

### 3.0 Data Collection and Information

#### 3.1 STATE ASSESSMENT DATA: PSAE

State Assessment Data for Prairie State Achievement Exam (PSAE)

	<b>READING MEETS/EXCEEDS</b>					<b>MATHEMATICS MEETS/EXCEEDS</b>				
<b>Groups</b>	<b>2004- 2005</b>	<b>2005- 2006</b>	<b>2006- 2007</b>	<b>2007- 2008</b>	<b>2008- 2009</b>	<b>2004- 2005</b>	<b>2005- 2006</b>	<b>2006- 2007</b>	<b>2007- 2008</b>	<b>2008- 2009</b>
Total	71.9	72.5	67.3	56.8	76.1	70.3	66.7	65.3	48.2	65.2
Economically disadvantaged	61.5	0.0	50.0	0.0	0.0	53.8	0.0	30.0	0.0	0.0
LEP	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Students w/disabilities	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
White, Non-Hispanic	71.4	73.1	67.3	56.8	75.6	69.9	67.2	65.3	48.2	64.4
Black, Non-Hispanic	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
American Indian or Alaskan Native	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Asian or Pacific Islander	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Hispanic	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Multi-racial/ethnic	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

### 3.3 EDUCATOR DATA

#### Educator Characteristics and Qualifications

	School	District	State
Total Full Time Employees (FTE)		59	128,079
Average Teacher Experience (in years)		16	14
Bachelor's Degree (%)		49%	50%
Master's Degree or higher (%)		50%	49%
White, non-Hispanic Teachers (FTE)	100%	100%	84.3%
Black, non-Hispanic Teachers (FTE)	0	0	9.9%
American Indian / Alaskan Native Teachers (FTE)	0	0	
Asian or Pacific Islander Teachers (FTE)	0	0	1.2%
Hispanic Teachers (FTE)	0	0	4.5
Male Teachers (FTE)			23.5
Female Teachers (FTE)			76.5

Total teachers (FTE)	1-5 years experience	6-10 years experience	11-15 years experience	16+ years experience
% attendance rate for teachers		# requesting workshop attendance		# pursuing advanced degrees

Total # paraprofessionals	# paraprofessionals with associate's degrees	# paraprofessionals with at least 2 years of post-secondary study	# paraprofessionals certified through other assessment options
1	0	0	1

#### Paraprofessional Qualifications

### **3.4 PROFESSIONAL DEVELOPMENT DATA**

### **3.5 PARENT/FAMILY INVOLVEMENT DATA**

**Freshmen Orientation Night** is held every spring in the evening to acclimate incoming freshman to high school life. Incoming freshman meet two times with the principal in the spring to go over orientation materials. The school counselor, several teachers, and the principal are there to answer questions about students' curriculum during their four years of high school. The school nurse gives school physical information and a local physical clinic is held on campus in May for anyone interested.

**Parent-Teacher Conferences** are held twice a year at the end of the first quarter and in the spring. Fall conferences are scheduled over a two-day period and spring conferences one-day. This is a chance for parents to meet with teachers to discuss success or concerns of students.

**Parent and Family Volunteers** help with field trips, class projects, and extra-curricular functions.

**Meet the Team:** Evening and Parent/Senior Night held for all core sports throughout the school year.

**Stakeholder's Advisory Council:** This committee is a cross-section of diverse people from the community and district. They provide practical insight into meeting the needs of all PCHS students. This group meets throughout the school year.

**D/F Slips:** Parents are also contacted about their student's progress by mail with progress reports (usually at midterms) for those students who are earning Ds or Fs at that time. Some teachers send home positive reports as well per parent request or teacher decision via mail or with the students. There is an online grading system that parents can access at any time to check the progress of their children.

**Fire and Safety Drill** involving the local fire department is scheduled once a year.

**Red Cross Blood Drive** is held annually.

**FFA Future Farmers of America** organization directly related to our students in agriculture courses

**National Honor Society Induction** is held in the fall.

#### **Student Council/Senior Class & High School Cheerleaders**

##### **Homecoming Activities:**

- Community Parade
- Community Pep Rally
- Homecoming Dance with parental chaperones
- Homecoming Game

##### **American Education Week**

- VIPS sponsors daily activities
- Community members give various recognitions to the entire staff during the week to show their support and appreciation

##### **Band**

- Concerts
- Pep Band - performs at home games
- Marching Band - performs in parades
- IMEA Festival

IHSA Solo/Ensemble Contests  
Awards Night  
Parents and community members in support of band

**Chorus**

Concerts  
IMEA Festival  
LTC Choral Festival  
IHSA Solo/Ensemble Contests  
Awards Night  
Parents and community members in support of chorus

**Art**

Art Show Awards Night

**Parent/Teacher Conferences**

Held 3 days every fall and spring

**National Honor Society**

Public Induction of Members  
Supported by VIPS

**Yearbook**

Obtains funding for publication through the sale of business ads

**Prom**

Funding possible through various community fundraising activities  
Parental chaperones

**Spanish Club**

National Foreign Language Week activities sponsored by community fundraisers

**Spring Academic Honors Night**

Open to the public

**Registration**

Registration is done every year in the spring

**Senior Letters**

Letters are sent out every year to senior parents who are in question for graduation

**Financial Aid Night**

Letters are sent out annually to all juniors and senior parents inviting them to a FAFSA meeting

**Athletic Boosters**

Promotion of school spirit and pride through the sale of various Polo items (shirts, cups, blankets, etc.)

**3.6 ADDITIONAL TYPES OF DATA****3.7 DATA QUALITY**

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## **4.0 Data Analysis**

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### **4.1 SUMMARIES OF DATA FOR PERFORMANCE TARGETS**

#### **PSAE/ACT Scores (2009)**

Based on these test results, it was found that:

- Scores reflect increases through curricular focus and test prep efforts.
- Scores reflect weaknesses in those who missed many days of school
- Scores increased in English and Math compared to 2007-2008 school year
- In all cases, scores are always higher for students that follow core academic preparation classes versus non-core academics.

#### **PSAE/ACT Scores (2008)**

Based on these test results, it was found that:

- Scores reflect weaknesses specific to each class as opposed to overall curricular deficiencies.
- Scores reflect weaknesses in those who missed many days of school
- Scores dropped 11% in English and Math compared to 2006-2007 school year
- In all cases, scores are always higher for students that follow core academic preparation classes versus non-core academics.

#### **PSAE Math (2009)**

Based on these test scores, it was found that:

0% Warning  
34.8% Below  
58.7% Meets  
6.5% Exceeds

We achieved AYP in this area (65.2%).

#### **PSAE Math (2008)**

Based on these test scores, it was found that:

8.6% Warning  
44.8% Below  
39.6% Meets  
8.6% Exceeds

We didn't achieve AYP in this area (48.2%).

#### **PSAE Math (2007)**

Based on these test scores, it was found that:

5.6% Warning  
28.8% Below  
48.2% Meets  
7.6% Exceeds

We achieved AYP in this area (65.3%).

**PSAE Reading (2009)**

Based on these test scores, it was found that:

2.1% Warning

21.7% Below

50% Meets

26.1% Exceeds

We achieved AYP in this area (76.1%).

**PSAE Reading (2008)**

Based on these test scores, it was found that:

10.3% Warning

32.7% Below

44.8% Meets

12% Exceeds

We didn't achieve AYP in this area (56.8%).

**PSAE Reading (2007)**

Based on these test scores, it was found that:

5.6% Warning

26.9% Below

55.7% Meets

11.5% Exceeds

We achieved AYP in this area (67.3%).

**Attendance for PSAE Test**

2008 – 2009 100%

2007 – 2008 100%

2006 – 2007 100%

2005 – 2006 100%

2004 – 2005 100%

2003 – 2004 100%

**4.2. DIAGNOSIS OF PERFORMANCE TARGETS (4.1)**

1. Improve reading for information and writing skills across the curriculum to meet AYP
2. Expand current modes of mathematics instruction to meet AYP
3. Improve student social skills
4. Expand the use of technology to support learning and instruction to meet AYP
5. Share ACT/PSAE scores, PLAN scores, questions and practice materials with faculty and students

**TARGET #1: Improve reading for information and writing skills across the curriculum to meet AYP**

**4.3 HYPOTHESES**

1. We need to continue to improve reading for information and writing skills to improve test scores.
2. The AYP bar continues to be increased; we must recognize this and adapt.
3. We need to continue to examine and improve our curriculum for all 9-12 students.
4. As the AYP bar continues to increase yearly we must look more at test scores of low income and special education students.
5. We need to use more technology when providing instruction for all 9-12 students.

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**4.4 DATA SUMMARY TO SUPPORT OR REFUTE HYPOTHESES**

THE PLAN TEST, A SOPHMORE LEVEL TEST, WAS CONDUCTED DURING THE 2007-2008 SCHOOL YEAR. OF THE 55 KIDS IN THE CLASS 54 WERE TESTED. EACH CORE GROUP WILL GO OVER PLAN SCORES AND WILL BE GIVEN THE DATA TO HELP IMPROVE THE "BORDER LINE" STUDENTS.

07-08 ENGLISH DATA IS 3.6% HIGHER COMPARED TO 06-07 PLAN DATA  
07-08 READING DATA IS 12.1% HIGHER COMPARED TO 06-07 PLAN DATA

THE CLASS SIZE HAS DROPPED TO 50 WITH THE START OF THE 08-09 SCHOOL YEAR

**4.5 CAUSAL FACTORS**

1. Increased standards from the State and Federal Government
2. Higher expectations on students, teachers, and families
3. Lower level of attention span from students
- 4.

**4.6 SELECTION OF STRATEGY**

**TARGET #2: Expand current modes of mathematics instruction to meet AYP**

**4.3 HYPOTHESES**

- 1. We need to continue to improve math comprehension in order to improve test scores.**
- 2. We need to continue to teach and develop measuring skills in all students.**
- 3. The AYP bar continues to be increased; we must recognize this and adapt.**
- 4. We need to continue to examine and improve our curriculum for all 9-12 students.**
- 5. As the AYP bar continues to increase yearly we must look more at test scores of low income and special education students.**

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**4.4 DATA SUMMARY TO SUPPORT OR REFUTE HYPOTHESES**

**THE PLAN TEST A SOPHMORE LEVEL TEST WAS CONDUCTED DURING THE 2007-2008 SCHOOL YEAR. OF THE 55 KIDS IN THE CLASS 54 WERE TESTED. EACH CORE GROUP WILL GO OVER PLAN SCORES AND WILL BE GIVEN THE DATA TO HELP IMPROVE THE "BORDER LINE" STUDENTS.**

**07-08 MATH DATA IS THE SAME COMPARED TO 06-07 PLAN DATA  
07-08 ALG. DATA IS 5.9% LOWER COMPARED TO 06-07 PLAN DATA  
07-08 GEO. DATA IS 3.0% HIGH COMOPARTED TO 06-07 PLAN DATA**

**THE CLASS SIZE HAS DROPPED TO 50 WITH THE START OF THE 08-09 SCHOOL YEAR**

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**4.5 CAUSAL FACTORS**

- 1. Increased standards from the State and Federal Government**
- 2. Higher expectations on students, teachers, and families**
- 3. Lower level of attention span from students**
- 4.**
- 5.**

**4.6 SELECTION OF STRATEGY**

**TARGET #3: Improve students' social skills**

**4.3 HYPOTHESES**

- 1. Students need to be prepared for the work place, college or military.**
- 2. Students lack proper work ethics and social skills to be competitive in today's world**
- 3. We need to help all students learn proper language and behavior in the work place**
- 4. We need to help freshmen adapt to high school standards.**
- 5. If students have a successful freshman year they have a better chance of having a successful high school career.**

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**4.4 DATA SUMMARY TO SUPPORT OR REFUTE HYPOTHESES  
DURING THE 2007-2008 SCHOOL TERM FIVE STUDENTS (9-11 GRADERS) WERE RECLASSIFIED BACK TO THEIR CURRENT GRADE LEVEL. WE HAD THREE STUDENTS WHO DIDN'T GRADUATE ON TIME AND WILL BE BACK WITH US THIS SCHOOL TERM.**

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**4.5 CAUSAL FACTORS**

- 1. Increase standards from the State and Federal Governments**
- 2. Higher expectation on students, teachers, and families**
- 3. Lower level of attention span from students**
- 4. Different priorities of students**
- 5. Social issues and pressure from within and outside the school setting**

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**4.6 SELECTION OF STRATEGY**

**TARGET #4: EXPAND THE USE OF TECHNOLOGY TO SUPPORT LEARNING AND INSTRUCTION TO MEET AYP**

**4.3 HYPOTHESES**

- 1. The better prepared our students become with technology, the more tools they will have in real-life situations.**
- 2. Technology will help students in the work force, at college, and in the military.**
- 3. Technology use will expand students' information gathering abilities.**
- 4. Technology in the classroom will help students with public speaking skills.**
- 5. Technology in the classroom is a great tool to help motivate the unmotivated student.**

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**4.4 DATA SUMMARY TO SUPPORT OR REFUTE HYPOTHESES**

**WE ARE LIVING IN A "TECHNOLOGY" ERA THAT REQUIRES BASIC COMPUTER SKILLS TO FUNCTION IN SOCIETY.**

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**4.5 CAUSAL FACTORS**

- 1. Living in the 21 century**
- 2. Technology growth in the last 30 years has changed the world**
- 3. Technology will continue to grow at a rapid pace**
- 4.**
- 5.**

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**4.6 SELECTION OF STRATEGY**

**TARGET #\_5\_: SHARE ACT/PSAE AND PLAN MATERIALS WITH STUDENTS AND FACULTY**

**4.3 HYPOTHESES**

- 1. Information must be shared with those who are expected to improve instruction and implement State and Federal Standards.**
- 2. Teachers and principal can make changes and improvements based on data we receive from ACT/PSAE, Plan, Explore (07-08 school year data), and local assessments.**

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**4.4 DATA SUMMARY TO SUPPORT OR REFUTE HYPOTHESES**

**THE MORE DATA- DRIVEN DECISIONS WE CAN MAKE THE BETTER WE WILL BE. IF WE CAN MOVE THOSE STUDENTS FROM BELOW TO MEETS/ EXCEEDS OUR SCORES WILL INCREASE.**

**WE WILL TAKE TIME DURING THE FALL INSTITUTE DAY TO GO OVER DATA WITH THE ENTIRE FACULTY.**

**WE WILL MEET WITH CORE TEACHERS TO GO OVER SUBJECT MATTER RESULTS.**

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**4.5 CAUSAL FACTORS**

- 1. Information and data are powerful tools.**

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**4.6 SELECTION OF STRATEGY**

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**STRATEGY (5.1)**

**TARGET (4.2)**

*Improve reading for information and writing skills across the curriculum to meet AYP*

will adequately improve performance in

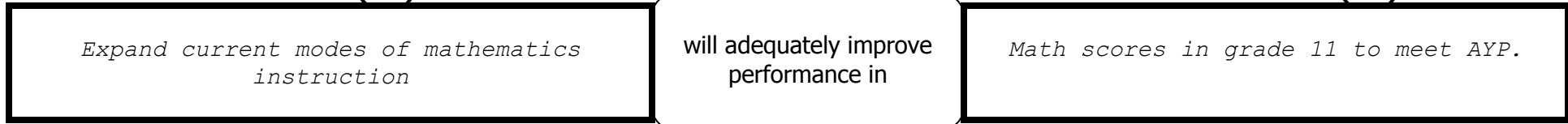
*Test scores for 11<sup>th</sup> graders to meet AYP.*

ACTIVITY (5.2) <b>Target 4.2.1</b>	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # 1 Improve reading skills by using group and individual reading strategies across all subjects  <hr/> Scientific research base (5.6)--if teaching/learning  Professional Development: Provide updated WS for faculty on differentiating learning	Sept. 2009 - May 2010         Spring 2010	Principal, teachers, and curriculum coordinator     Differentiating learning ROE (WS)	State and local tests, evaluation of student work	ROE
Activity # 2 Students will practice timed reading for information  <hr/> Scientific research base (5.6)--if teaching/learning  Professional Development	Sept. 2009 - May 2010	Principal, teachers, and curriculum coordinator	State and local tests, evaluation of student work	None

<p>Activity # 3 Students will be required to do more reading using primary sources. Teachers will work more closely with the English department to go over term papers and expectations of students writing term papers.</p>	<p>Sept. 2009 - May 2010</p>	<p>Principal, teachers, and curriculum coordinator</p>	<p>State and local tests, evaluation of student work</p>	<p>None</p>
<hr/> <p>Scientific research base (5.6)--if teaching/learning</p> <p>Professional Development: Provide faculty time to work within their department curriculum issues and reading and writing concepts</p>	<p>Fall 2009 Spring 2010</p>	<p>Faculty Principal Curriculum director</p>	<p>Faculty surveys</p>	

**STRATEGY (5.1)**

**TARGET (4.2)**

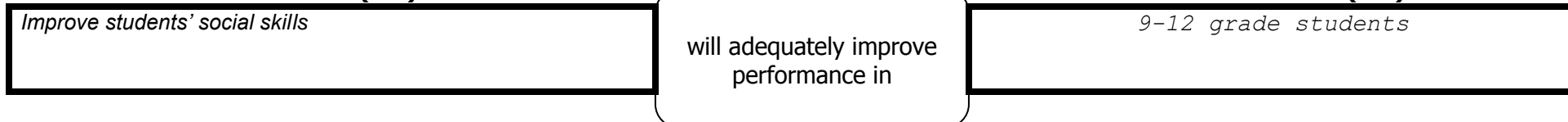


ACTIVITY (5.2) <b>Target 4.2.2</b>	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # 1 Utilize all variable materials (computer labs, classroom technology) and do more cooperative learning  <hr/> Scientific research base (5.6)--if teaching/learning  Professional Development Mr. Deets will hold a WS in August to go over new technology. Mr. Hewes will go over new technology with faculty. Mrs. Spears will examine data from PLAN, PSAE, ACT and EXPLORE and will share her findings with the math team.	Sept. 2009- May 2010	Math teachers Vocational teachers	State and local tests, evaluation of student work	None
Activity # 2 Have students do more math in survey units and measurements in class  <hr/> Scientific research base (5.6)--if teaching/learning  Professional Development	Sept. 2009 - May. 2010	Math teachers Vocational teachers	State and local tests, evaluation of student work	None



**STRATEGY (5.1)**

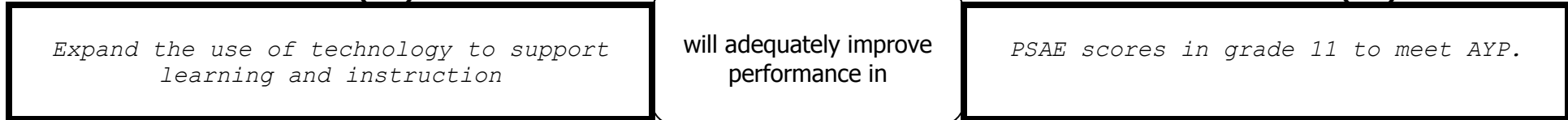
**TARGET (4.2)**



ACTIVITY (5.2) <b>Target 4.2.3</b>	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # 1 Add table manners and job requirements to the curriculum. <hr/> Scientific research base (5.6)--if teaching/learning Professional Development:	By: Sept. 2009- May 2010  As needed	Vocational teachers	Teacher feedback	None
Activity # 2 Role model appropriate behavior and enforce a more positive social interaction environment. <hr/> Scientific research base (5.6)--if teaching/learning Professional Development	Sept. 2009 - May 2010	All teachers and staff	Teacher and staff feedback	None
Activity # 3 Work more at showing students the proper ways to talk to one another and just use proper communication skills. <hr/> Scientific research base (5.6)--if teaching/learning Professional Development ROE	Sept. 2009 - May 2010	All teachers and staff	Teacher and staff feedback	None

**STRATEGY (5.1)**

**TARGET (4.2)**



ACTIVITY (5.2) <b>Target 4.2.3</b>	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # 1 Students will use the Internet and Power Point (having more Power Point lessons during classes) <hr/> Scientific research base (5.6)--if teaching/learning Professional Development: Individual assistance for teachers will be available from the Technology Office.	By: Sept. 2009 May 2010  As needed	All teachers  Technology Office	State and local tests, evaluation of student work, teacher report	None
Activity # 2 All freshmen and sophomores take computer classes at each grade level <hr/> Scientific research base (5.6)--if teaching/learning Professional Development	Sept. 2009 - May 2010	Tech/computer teachers, counselor	State and local tests, evaluation of student work	None

<p>Activity # 3 Expose students to sample ACT essays to help them recognize what the evaluators are looking for within their writing and other testing</p> <hr/> <p>Scientific research base (5.6)--if teaching/learning</p> <p>Professional Development: 1) Individual assistance for teachers will be available from the Technology Office.</p>	<p>Sept. 2009 - May 2010</p> <p>As needed</p>	<p>All teachers</p> <p>All faculty</p>	<p>State and local tests, evaluation of student work</p>	<p>None</p>
<p>Activity # 4 Use new technology that has been placed in many of the classrooms (Smartboards/Elmo's)</p> <hr/> <p>Scientific research base (5.6)--if teaching/learning</p> <p>Professional Development: 1) Smartboard training August 18</p>	<p>Sept. 2009 - May 2010</p> <p>As needed</p>	<p>All teachers</p> <p>All faculty</p>	<p>State and local tests, evaluation of student work</p>	<p>None</p>

**STRATEGY (5.1)**

**TARGET (4.2)**

*Share ACT/PSAE scores, PLAN scores, questions and practice materials with faculty and students*

will adequately improve performance in

*PSAE testing to meet AYP*

ACTIVITY (5.2) <b>Target 4.2.5</b>	TIMELINE (5.3)	ROLES & RESPONSIBILITIES (5.7)	MEASURES FOR THE ACTIVITY (5.8)	RESOURCES FOR ACTIVITY (5.4)
Activity # 1 Explain PSAE process to all juniors <hr/> Scientific research base (5.6)--if teaching/learning Professional Development	January 2010 – April 2010	Principal, counselor, core faculty	State and local tests, evaluation of student work	None
Activity # 2 All 10 <sup>th</sup> graders will take the PLAN test. <hr/> Scientific research base (5.6)--if teaching/learning Professional Development	October – November 2009	Principal and counselor	State and local tests, evaluation of student work	Local Funds (\$?)
Activity # 3 Review PLAN, EXPLORE and ACT/PSAE with core teachers. Explain how to increase scores and interventions that will help student progress. <hr/> Scientific research base (5.6)--if teaching/learning Professional Development: 1)	Sept. 2009 - May 2010          As needed	All teachers Beth Wiegmann and Principal	State and local tests, evaluation of student work	None

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**Sources of Revenue – (5.9)**


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*Note: Use this Budget Summary Table or other format to show sources of revenue. Modify/Delete/Add rows and columns to the table as needed depending on the funding sources of the district and number of activities in the SIP. Insert the dollar amounts.*

**Budget Summary Table**

<b>Activity</b>	<b>Title I</b>	<b>Title II</b>	<b>Title III</b>	<b>Title IV</b>	<b>Title VI</b>	<b>Tech</b>	<b>CTE</b>	<b>Reading First</b>	<b>CSR</b>	<b>21st CCLC</b>	<b>REAP</b>	<b>Gen Rev</b>	<b>Sum Brdgs</b>	<b>Other</b>
4.2.4.Act2 Assignment Notebooks												\$2,000		
4.2.5.Act2 PLAN Test														State funded
4.2.5.Act2 Explore Test??														State funded
Technology, English												1,500		\$1,500
Technology, Math and English						\$3,000								\$1,500
Freshman Folders												\$200		
New computers (teacher use)												\$5,000		
<b>TOTAL</b>						\$3,000						\$6,700		\$3000

## **2009-2010 SCHOOL IMPROVEMENT GOALS**

### **4.2. DIAGNOSIS OF PERFORMANCE TARGETS (4.1)**

1. Improve reading for information and writing skills across the curriculum to meet AYP
2. Expand current modes of mathematics instruction to meet AYP
3. Improve students' social skills
4. Expand the use of technology to support learning and instruction to meet AYP
5. Share ACT/PSAE questions and practice materials with faculty and students

#### School Improvement Days 2009-2010 Tentative Professional Development

\*August 17: 8-10 high school faculty meeting/SIP

\*August 18: District information and luncheon 11:30-1:30

\*Sept. 23: Linda D

\*Oct. 28: Deb E

\*Dec. 3: Deb E

\*Jan 15. Institute day (first aide and workshop a.m.)

\*Mar. 17: (Bullying)?

\*April 28: (Social Emotional)?

\*May 6: Core meeting (SIP planning for 2010-2011)

\*May 20 Institute day