Boone Grove High School

SCHOOL IMPROVEMENT PLAN 2017-2018

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This school profile was created for

Boone Grove High School

through the work and efforts of the School Improvement Committee. Annual updates reflect recent data results and related commentary.

Revised October 4, 2017

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BOONE GROVE HIGH SCHOOL

MISSION STATEMENT

Every student, every day to their fullest potential.

BELIEF STATEMENT

Boone Grove High School believes in providing students with a well-rounded education that allows students to perform in an ever-changing global society. With a primary focus on academic, social and digital literacy, we will provide students with essential skill sets that promote success throughout life.

Description of the School, Community, & Educational Program

Community

As part of the Porter Township School Corporation, Boone Grove High School serves the towns of Boone Grove, Valparaiso, Hebron, and Crown Point, and portions of unincorporated Porter County, Indiana. The area is in southwestern Porter County and includes areas such as Lakes of the Four Seasons. It is in a rural area including much farmland. It is very near Lake Michigan, the Indiana Dunes, and the National Lakeshore. Porter Township School Corporation provides K-12 education to about 1500 students in a 44-square mile area.

The High School

Boone Grove High School is the end point in a progression of transitions between schools within the corporation. Students coming to Boone Grove High School through the Porter Township School system started by attending Porter Lakes Elementary School for K-3 which then feeds into Boone Grove Elementary School for 4-5. After that, students attend Boone Grove Middle School for 6-8 and ultimately Boone Grove High School. The students in our corporation are unique in that they attend school together from K-12. Porter County also offers an Alternative Learning Center for both middle and high school students.

Boone Grove High School employs 36 professional staff members including regular education teachers, special education teachers, guidance counselors, administrators, and an athletic director. Additionally, over 20 classified positions including secretaries, a nurse, paraprofessionals, and technology staff. In addition, the high school partners with the Porter County Police Department to have a part-time Resource Officer. The high school staff is also active in the hours after school supporting a variety extra and co-curricular programs.

School Organization

Boone Grove High School operates on a traditional schedule. There are 180 instructional days and 185 teacher contract days. Each school day is 7:30 a.m. to 2:35 p.m. with seven, fifty minute classes each day. Each student has the opportunity for 7 classes each semester for credit. On Wednesdays, we have a late arrival for students to allow time for professional development; staff arrives at 7:15 a.m. and the student day starts at 8:00 a.m.

Boone Grove High School teachers are broken up into four "grade level teams". Each team monitors the progress and needs for one grade level. This offers specific help for students who need it. This also adheres to RTI policies.

Boone Grove High School participates in the Porter County Vocational Education Program. Many of our juniors and seniors participate in vocational education programs at other county schools. Boone Grove High School is also a host to the Culinary Arts Vocational program.

In addition to our regular classes, Boone Grove High School offers several dual credit classes through Purdue University North Central, Indiana

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University Northwest, Indiana State University and Ivy Tech.

Graduation

Under the current academic schedule, all students are required to earn at least 40 credits to receive a diploma. This includes 8 credits in English, 6 in Math, 6 in Science, 6 in Social Studies, 5 credits of directed electives, 2 PE credits, 1 credit in health, and at least 6 electives. Students may earn a Boone Grove high school diploma, Core 40 Diploma, Academic Honors Diploma or a Technical Honors Diploma. They also may be recognized as achieving the Core 40 designation, the Honor Roll, Academic hall of Fame distinction, or National Honor Society.

UNIQUE LOCAL INSIGHTS

The population of Porter Township is approximately 9,350. The majority of the homes were built from 1970-present day.

Porter County is a relatively young county in regards to parents. Approximately 20% of the population is of school age. There is growth in the 5-9 year age group showing potential for growth within the school corporation, depending on where in the county those parents choose to settle down.

The community population is 83.7% white. The Hispanic population makes up 9.8%, 4.8% are classified as Asian, Islander, Native American, Black or "other."

Those in the Porter Township area holding high school diplomas or equivalent make up 75.2% of the population, while 23.3% attended some college (no degree) and 29.5% hold some type of college degree.

Chicago is within an hour's drive west/northwest, and in addition, to Valparaiso University in nearby Valparaiso, there are regional campuses of Indiana and Purdue Universities, as well as several trade schools.

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Existing School Data: Students

Data Collection Instrument #1: Population Demographics & Discipline

Enrollment By Grade

Grade	2012-13	2013-14	2014-15	2015-16	2016-17
Grade 9	134	120	126	136	132
Grade 10	117	137	114	122	134
Grade 11	149	117	139	118	120
Grade 12	136	144	121	127	113
Grade 12+/Adult	3		5	8	4
Total Enrollment	539	518	505	511	503

Enrollment Trend

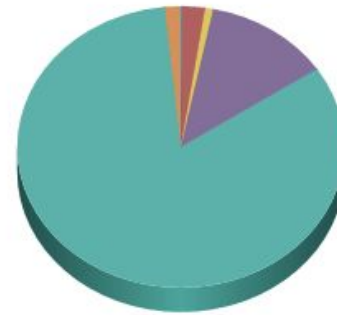Updated October 2017
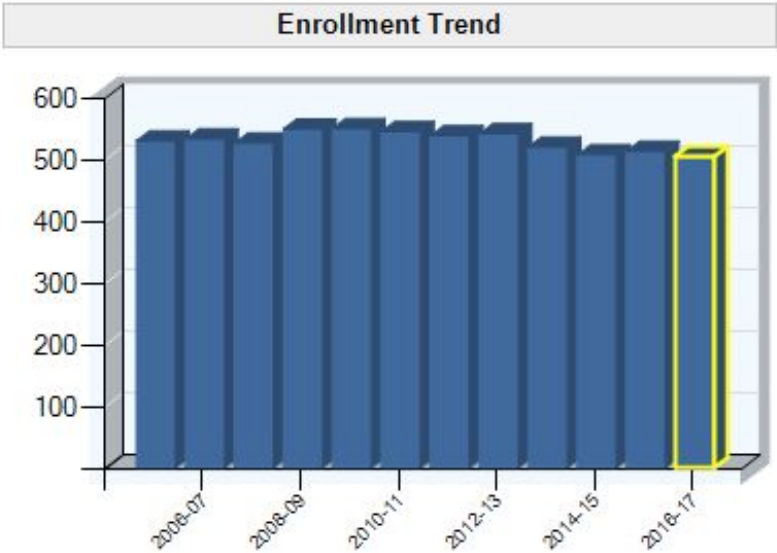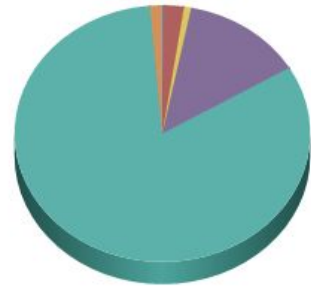
Enrollment 2013-14 by Ethnicity
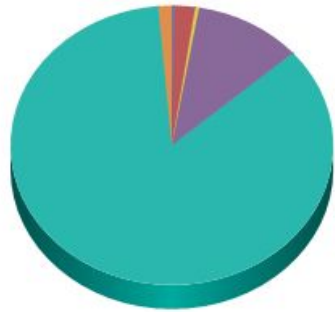
American Indian · Asian · White · Multiracial
Black · Hispanic

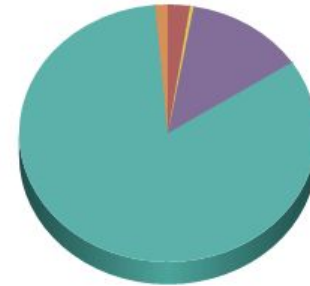## Enrollment 2014-15 by Ethnicity

American Indian · Asian · White · Multiracial
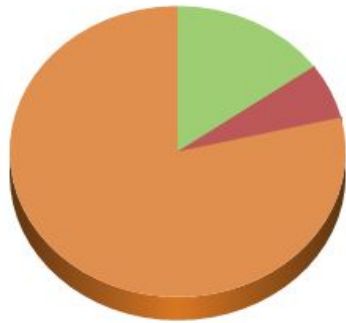Black · Hispanic

Enrollment 2015-16 by Ethnicity

American Indian · Asian · White · Multiracial
Black · Hispanic

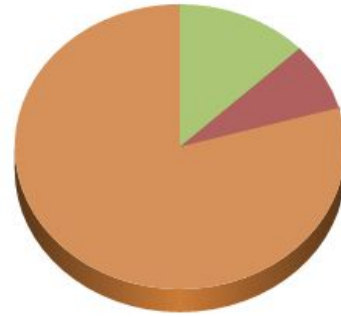## Enrollment 2016-17 by Ethnicity

Black · Hispanic · White · Multiracial
Asian

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Enrollment 2013-14 by Free/Reduced Price Meals
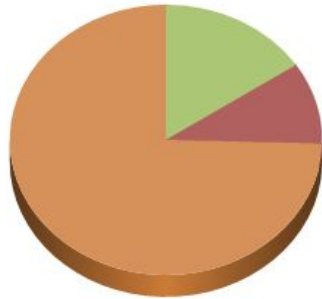
Free meals   Reduced price meals   Paid meals

Enrollment 2014-15 by Free/Reduced Price Meals

Free meals   Reduced price meals   Paid meals

Enrollment 2015-16 by Free/Reduced Price Meals

Free meals   Reduced price meals   Paid meals

Enrollment 2016-17 by Free/Reduced Price Meals

Free meals   Reduced price meals   Paid meals

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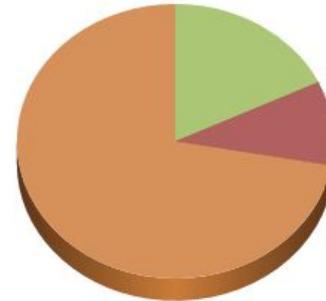
Enrollment 2013-14 by Special Education
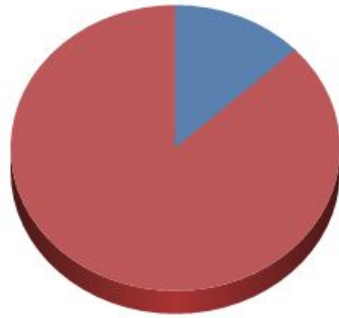
Special Education ■ General Education

Enrollment 2014-15 by Special Education
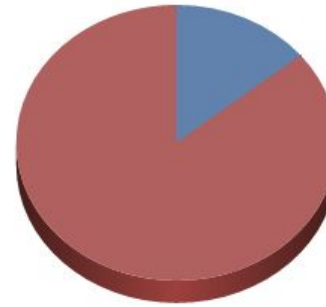
Special Education ■ General Education

Enrollment 2015-16 by Special Education
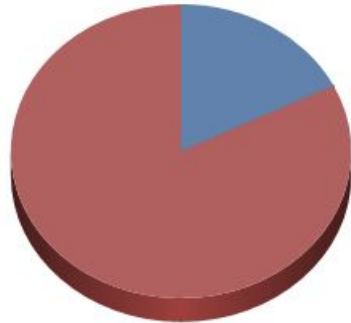
Special Education ■ General Education

Enrollment 2016-17 by Special Education
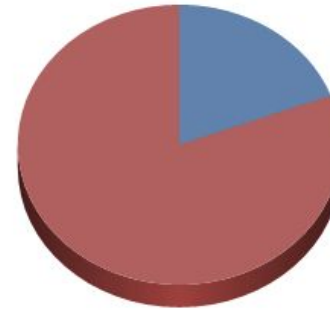
Special Education ■ General Education

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Existing School Data: Students

Data Collection Instrument #2: Attendance

Attendance By Grade							
Grade	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**
Grade 9	97.0%	95.9%	97.1%	96.6%	95.5%	96.2%	94.9%
Grade 10	95.9%	96.4%	95.5%	96.4%	95.9%	95.0%	95.2%
Grade 11	96.2%	95.0%	96.6%	94.7%	95.6%	95.3%	94.9%
Grade 12	96.5%	95.0%	95.3%	95.3%	94.0%	94.7%	95.1%
Grade 12+/Adult	***	94.1%	***	***	93.1%	91.8%	***
All Grades	96.3%	95.6%	96.1%	95.8%	95.2%	95.2%	95.0%

*** suppressed

Attendance Rate Trend
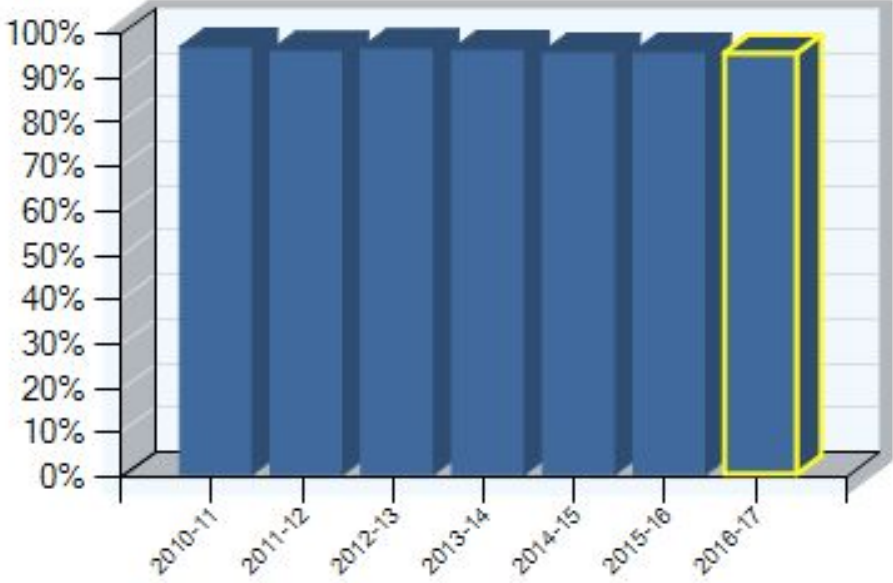
Existing School Data: Students

Data Collection Instrument #3: Graduation Rate

Four Year Cohort Graduation Rate Trend

Legend: Indiana, Corporation, School

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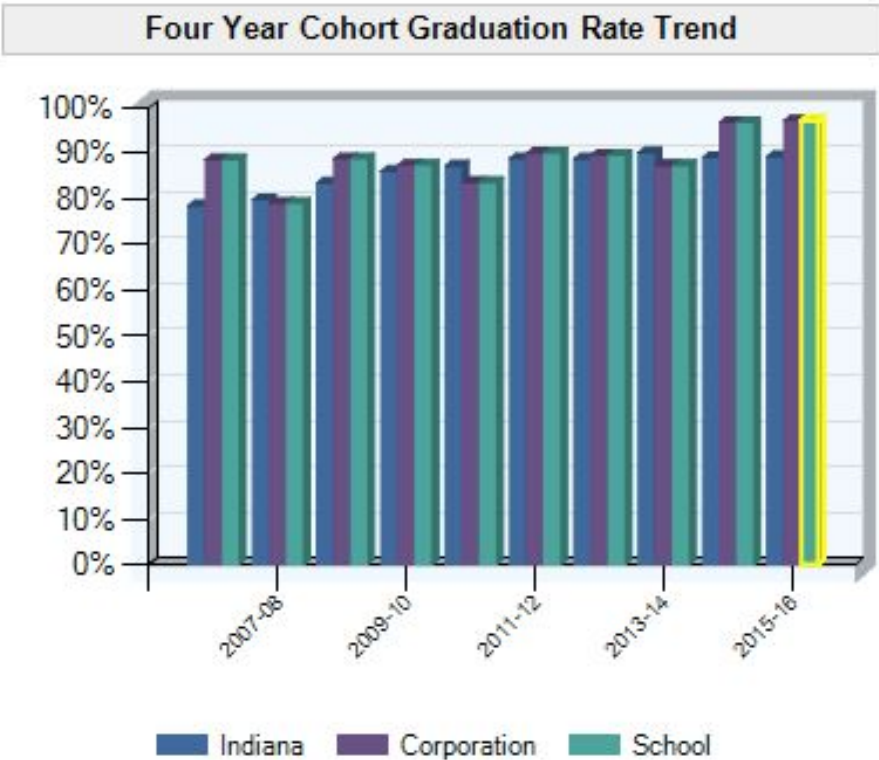
Four Year Cohort Status 2012-13
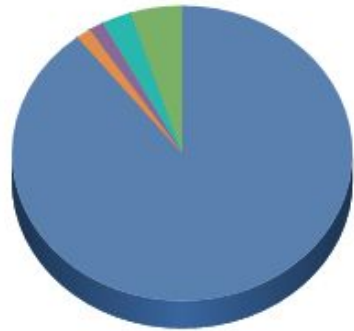
- Graduates
- Special Education Certificate
- GED
- Students Still in School
- Dropouts

Four Year Cohort Status 2013-14
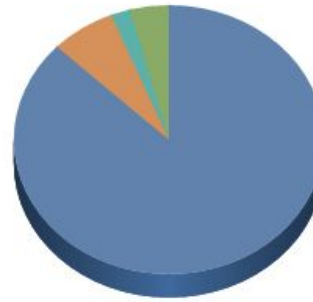
- Graduates
- Special Education Certificate
- Students Still in School
- Dropouts

Four Year Cohort Status 2014-15
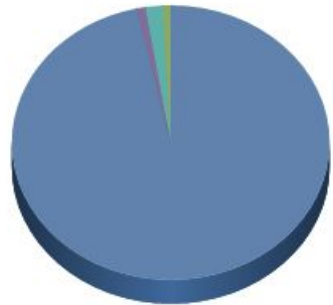
- Graduates
- HSE
- Students Still in School
- Dropouts

Four Year Cohort Status 2015-16
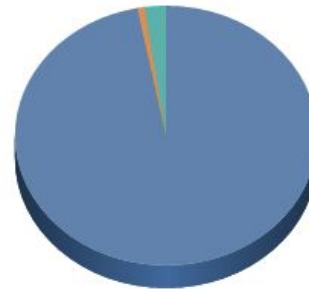
- Graduates
- Special Education Certificate
- Students Still in School

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Existing School Data: Students

Data Collection Instrument #4: SAT Scores

2014-15 Graduates Taking the SAT
(Took SAT / Did Not Take SAT)
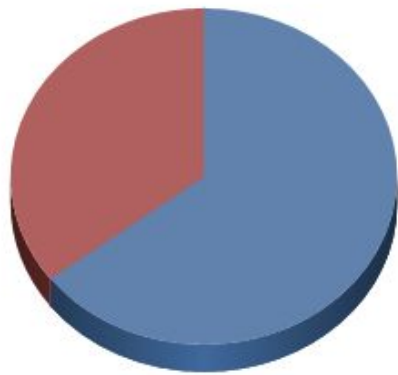
SAT Average Composite Score of Graduates
(Indiana (public schools) / Corporation / School)
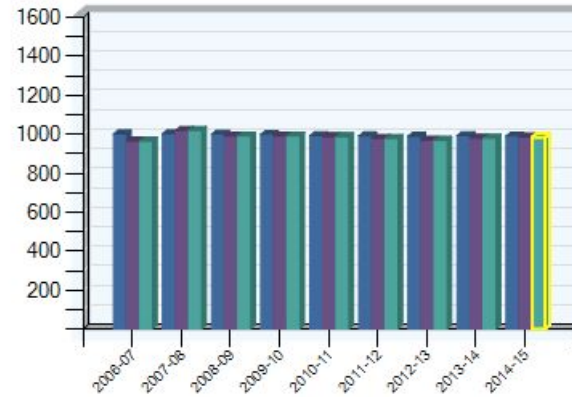
SAT Average Math Score of Graduates
(Indiana (public schools) / Corporation / School)

SAT Average Reading Score of Graduates
(Indiana (public schools) / Corporation / School)
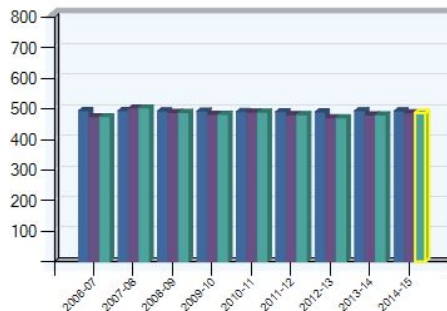
SAT Average Writing Score of Graduates
(Indiana (public schools) / Corporation / School)
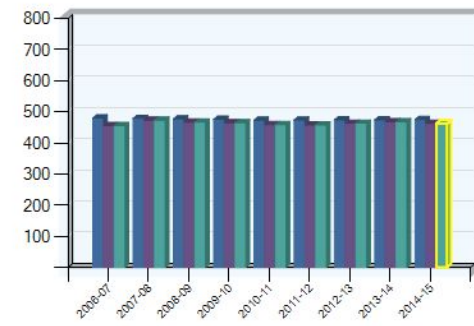
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Existing School Data: Students

Data Collection Instrument #5: ACT Scores

2014-15 Graduates Taking the ACT
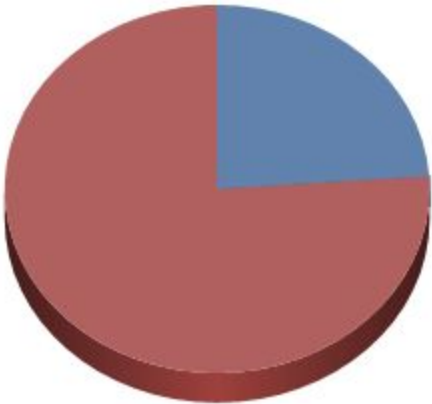
Legend: Took ACT | Did Not Take ACT

ACT Average Composite Score of Graduates

Years: 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15

Legend: Indiana (public schools) | Corporation | School

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ACT Average Math Score of Graduates

Years: 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15

Legend: Indiana (public schools), Corporation, School

ACT Average Reading Score of Graduates

Years: 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15

Legend: Indiana (public schools), Corporation, School

ACT Average Writing Score of Graduates

Years: 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15

Legend: Indiana (public schools), Corporation, School
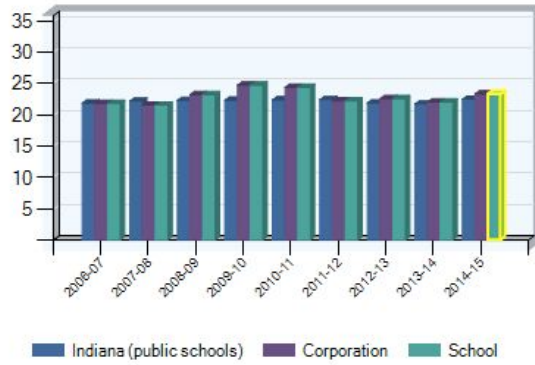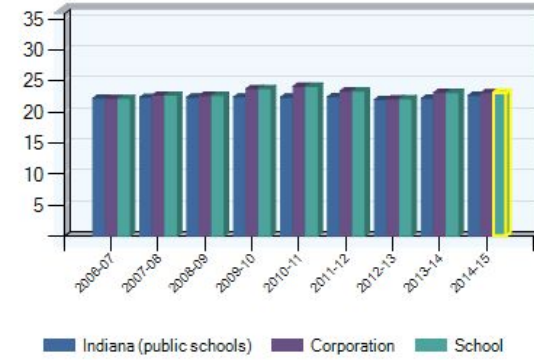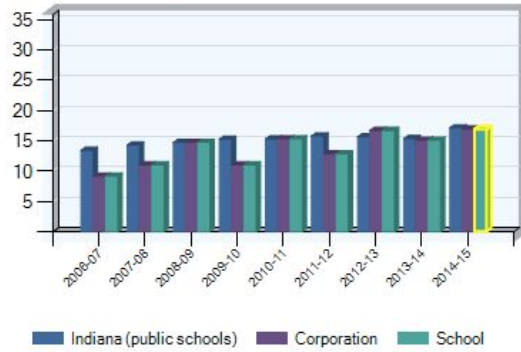
ACT Average Science Score of Graduates

Years: 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15

Legend: Indiana (public schools), Corporation, School

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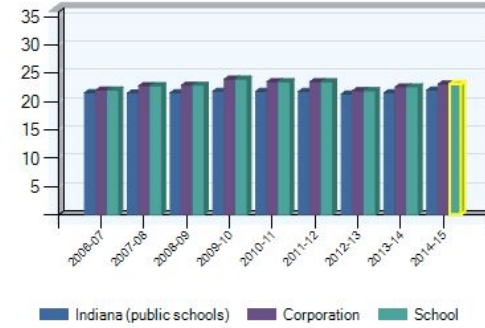
Existing School Data: Students

Data Collection Instrument #6: ISTEP+
Both English and Math

ISTEP+ 2016-17
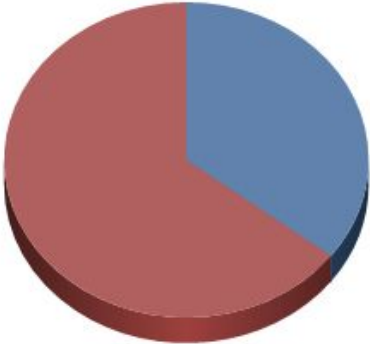
■ Pass ■ Did Not Pass

ISTEP+ Percent Passing Trend
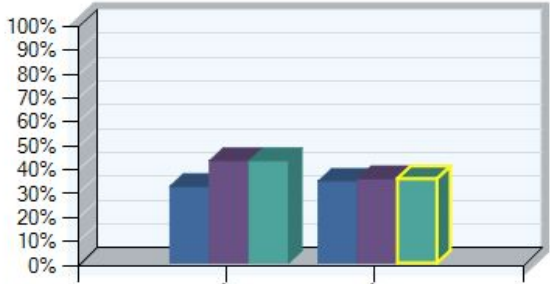
■ Indiana ■ Corporation ■ School
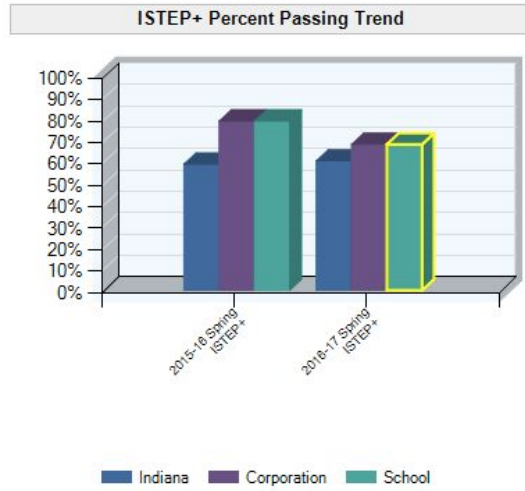
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English Only

ISTEP+ Percent Passing Trend

Legend: Indiana, Corporation, School

Mathematics Only

ISTEP+ Percent Passing Trend

Legend: Indiana, Corporation, School

Science Only

ISTEP+ Percent Passing Trend

Legend: Indiana, Corporation, School

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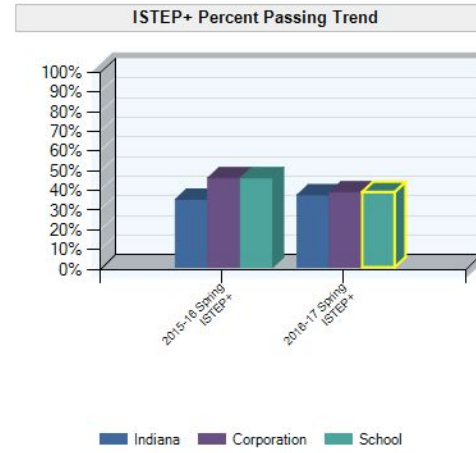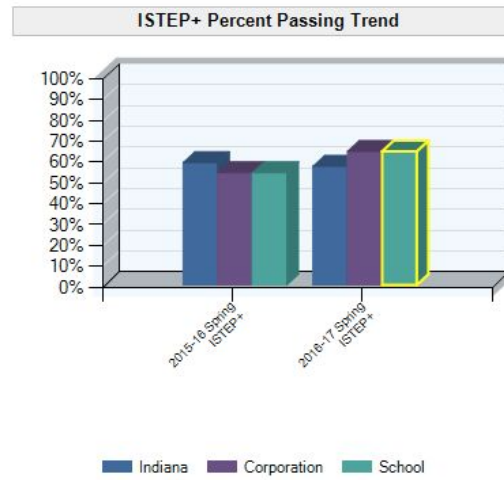
Existing School Data: Students

Data Collection Instrument #7: Diplomas

Four Year Cohort Diploma Types 2012-13
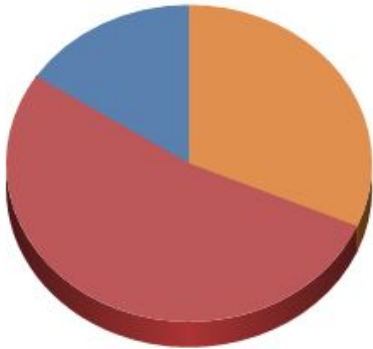
Legend: Honors, Core 40, General

Four Year Cohort Diploma Types 2013-14
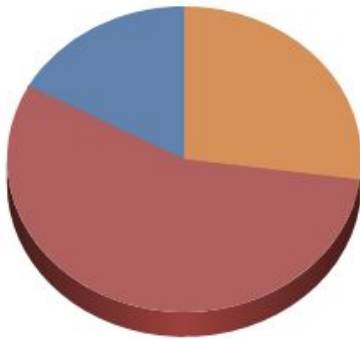
Legend: Honors, Core 40, General

Four Year Cohort Diploma Types 2014-15
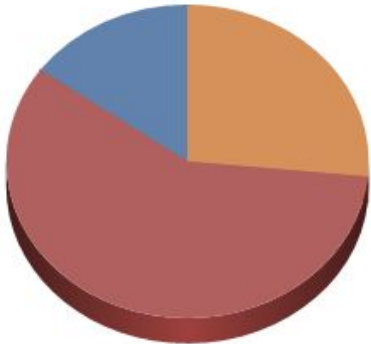
Legend: Honors, Core 40, General

Four Year Cohort Diploma Types 2015-16

Legend: Honors, Core 40, General

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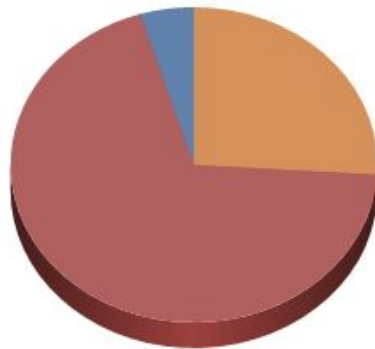
Boone Grove High School

Boone Grove High School received an "A" as its final letter grade for school accountability.

This is the same grade as last year.

The final grade reflects student performance and improvement on the Algebra I and English 10 Graduation Exams, along with graduation rate and college & career readiness.

Student Performance

Fifty percent of a school's letter grade is based on student performance on the state assessments.

Mathematics

38.6.5% of students passed the assessment.
This rate is above the state average.

English/Language Arts

67.2% of students passed the assessment.
This rate is above the state average.

Student Improvement

A school's letter grade may increase, decrease, or remain the same based on student improvement.

Graduation Rate

Thirty percent of the letter grade is based on on-time graduation.
96.9% of students graduated within 4 years.
This rate is above the state average.

College & Career Readiness (CCR)

Twenty percent of the letter grade is based on CCR.
63.0% of students achieved CCR.
This rate is above the state average.

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Existing School Data: Instructional

Boone Grove High School offers several programs that address the individual needs of students. In recent years programs have been developed to include more remediation and instructional support for students (After school ECA English and Math remediation and Algebra Enrichment courses as well as daily tutoring available by Math, Science, and English teachers) while others are currently in development to extend and enrich current curriculum (Advanced Placement and Concurrent Enrollment courses). Some of the programs are listed below.

Instructional Support Programs

Credit Recovery Program: Students are given the opportunity to recover credits from previously failed classes through Odyessy. This allows students to take the class both at school and at home. It also provides students with more individualized instruction as they have a certified teacher at their disposal while at school.

Special Education: There are three separate special education classrooms. Many special education students are also mainstreamed into classes. Some special education students utilize aids while being mainstreamed. Others use the resource room as needed. Individual IEP's are filled out for each special education student and followed by the teachers. Students with a great variety of disabilities are offered services through instructors who are hired by the Porter County Interlocal. Several students are included in regular courses with the help of a peer-mentoring program involving a one of their peers and direct work with the classroom teacher.

Advanced Curriculum Programs

High Ability Programs— Boone Grove High School offers high ability classes designed for the instructional and curricular needs of high ability students. In addition to these high ability classes, our general education program has room for focusing on differentiating instruction in the regular classroom for higher ability students.

Concurrent Enrollment Programs-- Boone Grove High School offers several courses in which students can earn credits towards their college education. These courses are offered in Math, English, Spanish and Culinary Arts.

Curriculum Opportunities Programs

Student Athletic Trainers: Students who take the athletic training class serve as athletic trainers for our many athletic teams during practices and competitions. These students perform a valuable service to our athletes, while receiving marvelous hands-on experience in this career field.

Vocational Programs: Numerous vocational programs are offered to students of Boone Grove High School both at the school and through the Porter County Career & Technical Center. The Culinary Arts Programs are offered on campus building while all other courses are offered off campus. Juniors and Seniors may enroll in one of 44 vocational programs through the Porter County Career Center.

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Work Based Learning Program: This program provides seniors who wish to work a part-time positions throughout the school year and are in line with meeting graduation requirements and opportunity to gain work experience in their last year of high school while also earning high school credit. This program is designed to build students' skills and knowledge in their chosen career path and further their study within their area of interest. The goal of this program is to provide a way for students to transition from the school environment to the work world.

Cadet Teaching Programs: This course provides students an exploratory teaching experience in grades kindergarten through grade nine. All of their teaching experiences should be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher. The course provides a balance of class work relating to: classroom organization, classroom management, the curriculum and instructional process, observations of teaching and instructional experiences.

Vocational enrollment

1995/96 - 43	2003/04 - 33	2011/12 - 43
1996/97 - 60	2004/05 - 34	2012/13 - 60
1997/98 - 49	2005/06 - 29	2013/14 - 46
1998/99 - 38	2006/07 - 26	2014/15 - 51
1999/00 - 38	2007/08 - 34	2015/16 - 73
2000/01 - 28	2008/09 - No Data Available	2016/17 - 87
2001/02 - 33	2009/10 - No Data Available	2017/18 - 82
2002/03 - 34	2010/11 - 45	

Extra-Curricular Programming

Project Care: All students have the opportunity to enroll in Project Care. This is a course in which community members and students interact across generations.

Academic Teams: Many students are involved in Academic and Music competitions. Traditionally students have excelled in these competitions.

Foreign Language Honors Program: The Indiana University Honors Program has selected students annually to travel abroad.

Natural Helpers: Students are selected through a survey of the student body. The students identify the peers they would most likely seek out for assistance and advice attend a weekend retreat. The retreat instructs them on how to best give assistance and when to seek help from professionals.

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Key Club: A student-led organization offers its members the opportunity to provide service, build character, and develop leadership.

Language Clubs: Students are able to join the French or Spanish club and experience different cultural activities. These clubs are mostly student led.

National Honor Society: This is a service oriented club in which students who have a 3.5 GPA or higher. These students apply to the program and then uphold the four pillars of the National Honor Society: scholarship, service, leadership and character.

Gay Straight Alliance: A Gay-Straight Alliance (GSA) is a student-run club, typically in a high school or middle school, which provides a safe place for students to meet, support each other, talk about issues related to sexual orientation and gender identity and expression, and work to end homophobia and transphobia.

Art Club: Art Club offers visual art experiences for both the serious art student as well as the student who just wants to enjoy and appreciate art. Activities include such projects as the creation of the school's t-shirts handed out to all students at the beginning of each school year and the painting of murals on walls throughout the school. Taking field trips that enhance the members' art interests, such as our annual trip to the Red Lodge Clay Center to work with master level potters on the wheels, hand-building and glazing, plus other enlightening experiences make art fun for all members.

Gardening Club: The purpose of the youth gardening programs is to introduce gardening, conservation, protection of wildlife, recognition of plants, trees and shrubs, basic flower arrangements, and a love and appreciation of nature. The goal is that they will be future citizens who will be responsible and capable with greater self-expression, dignity, integrity, and knowledge of their environment.

Games Club: This club creates a community that uses board games as a means to gather, and exercise creativity and problem solving, while competing or working together. It is a laid back environment in which students can make new friends and embrace old ones, while allowing for a community to be formed under similar interests.

Drama Club: The Drama Club is a student-run organization that works toward creating an active interest in the theater arts program at COHS. The club provides an opportunity for students to be involved in the production of live theater, including acting, direction, and audio/visual. Student members of the drama club will have the opportunity to experience many aspects of a theater production through workshops and presentations. The drama club will produce and promote the school musical and other school theater productions.

Student Council: Student Council is an organization conducted by students and supervised by adults. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out school activities and service projects. In addition to planning events that contribute to school spirit and community welfare, the student council is the voice of the student body. They help share student ideas,

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interests and concerns with the school wide community. The function of the student council is based upon parliamentary procedures. Ideas are presented, voted upon and confirmed by the student body president. Any student that is interested in leadership, organizational behavior, event planning or becoming more involved in the school are welcome to become involved.

Student Athletic Advisory Committee: A committee made up of student-athletes assembled to provide insight on the student-athlete experience. The SAAC also offers input on the rules, regulations and policies that affect student-athletes' lives on NCAA member institution campuses.

Principals' Council: A collection of students who provide counsel and input regarding a variety of school -related decisions.

Athletics: We offer participation in a variety of opportunities that transcend mere sport. Our athletes are involved in service oriented projects focused on improving the school community environment.

Analysis of Data

Many specialized programs are offered at Boone Grove High School, which meet the needs of our students. These programs serve students who need special help as well as those who have special talents and abilities.

Parental Participation

Boone Grove High School maintains a warm and inviting environment to encourage parents to participate in the school functions with the school staff to provide the best education possible for all students. Parents serve on a variety of committees to aid in the success of our students. Parents are also involved in class activities including homecoming and prom, as well as celebrations of students' academic and athletic successes.

When the need arises, task forces made up of parents, teachers, administrators, and community members meet to discuss the issues and any resolutions. Roundtable discussions are held before and during implementation of new programs and activities.

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School Improvement Process Summary and Reflection

As a result of discussion and research we have determined that reading comprehension is the most impactful goal for our institution. Data was our primary guide in making these decisions, as we tried to keep personal preference and opinion out of the final plan. These decisions can be difficult to agree on and because of this we discussed and debated the relevance of our choices to ensure inclusion of pertinent information about our school. We recognize there may be other goal areas we could have selected based on the data, but considering our mission, population, staff discussions, and current path for improvement, we believe we have made the correct selection.

After the goal was chosen, committees continued to meet to refine the components of the action plan and then made recommendations to the School Improvement Team. The team further refined these components and then put them into the action plan with necessary staff development activities.

Following this summary is our analysis and triangulation of data, along with currently selected goals targeted for improvement.

TRIANGULATION OF DATA

GOAL:
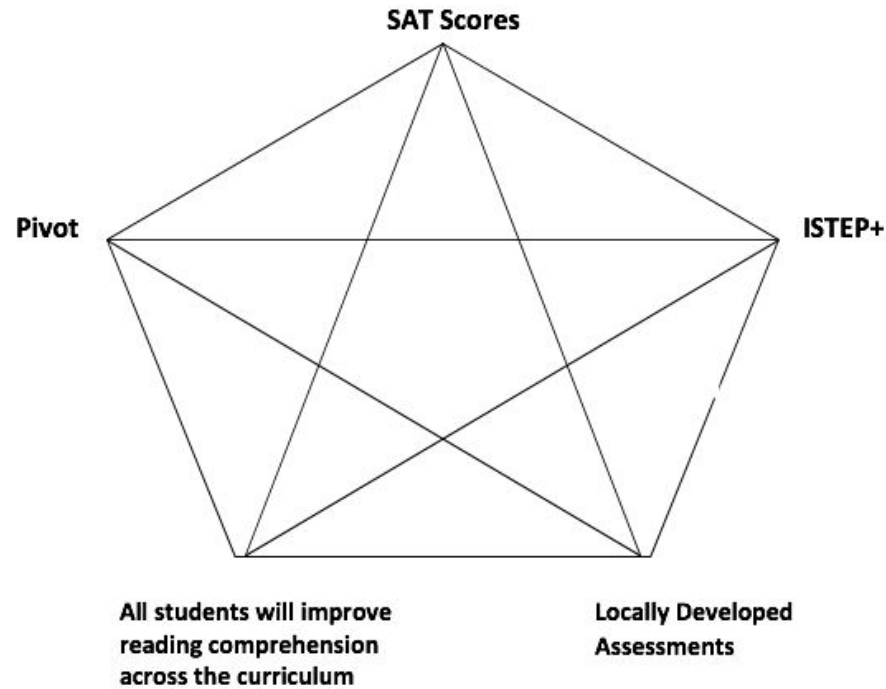
Analysis of Triangulation

The results of the standardized tests reflect the need to focus on improving students' reading comprehension. By reinforcing an emphasis on basic reading comprehension skills within every classroom student potential for success will be enhanced.

While data needs to be triangulated, five major assessment pieces are utilized by the school to review performance. Within these five, application of data may dictate use of all five or combinations thereof for proper analysis.

CULTURAL COMPETENCY

Boone Grove High School is concerned for all groups. The phrase, "all students, across the curriculum" is taken to heart. We are very aware that there are sub-groups in our school. We make sure that all of our teachers are trained in whatever we do. We do not leave any of those groups on their own. Whether it is regular education groups, special education groups, or any other type of group, we make sure they get the appropriate training on the different activities and strategies we utilize here at Boone Grove. The success of ALL of our students is our prime objective. Our teachers must be trained properly in order for us to accomplish this.

RESPONSE TO INSTRUCTION (RtI)

During the 2008-2009 school year, Porter Township School Corporation utilized a district wide committee to plan the implementation of Response to Instruction (RtI) to address Indiana's revised Article 7. The primary purpose of RtI is not special education eligibility determination, though that may be a possible outcome, but instead is a process used to identify students who do not respond adequately to in-class interventions or who need ongoing intensive intervention to experience success and sustain growth.

Critical to the RtI process is the use of data to determine the necessity for additional student support in the areas of math or reading. If the data collected indicates that a student is struggling in these content areas, an extra boost of instruction in a small group situation with an "Interventionist" may be applied. An Interventionist may be an instructional aide, Title One paraprofessional, Remediation Aide, Special Education staff member or other qualified professional. This extra instruction is referred to as Tier 2 or 3. (Tier 1 is the core curriculum used with all students in a course.) This additional instruction will take place during the regular school day.

Finally, while Response to Instruction instructs the educators to provide additional interventions to students that are struggling, parents with concerns may still talk to the counselor, the student's teacher, or the principal to ask for an evaluation to determine eligibility for special education and related services.

What follows is a general summary of the current outlook for RtI implementation. The exact utilization may be more fluid until an effective model is defined.

   Tier 1: Benchmark Intervention: Students are provided minimal, proactive and preventative interventions within the core instructional program.

   Tier 2:   Strategic Intervention: Students are provided with additional support to supplement the core curriculum and Tier I. This additional

support could be provided in a small group setting by an Interventionist such as Title One paraprofessionals, Remediation Aide, Classroom Assistant, Special Education staff or other qualified professional for up to 30 minutes each day.

Tier 3:   Intensive Intervention: Students, demonstrating significant areas of weakness based on current assessment data, are provided with longer and more intense interventions. This additional support could be provided in a small group setting by an Interventionist such as Title One paraprofessionals, Remediation Aide, Classroom Assistant, Special Education staff, or other qualified professional for up to 60 minutes each day.

TECHNOLOGY AS A LEARNING TOOL

All students are immersed in a technology rich environment, which motivates, engages, and challenges students to learn 21st century skills, as it is an integral part of virtually every aspect of daily life. Every high school student in the school district receives an iPad. The mission of the Boone Grove High School 1:1 Digital Learning Initiative is to use technology effectively to increase student engagement thereby increasing student achievement in all areas. At BGHS we feel technology is a tool that can enhance learning and allow students to grow into 21st century learners.

BGHS believes that students need access to technology as:
◦In the last several decades, the industrial economy based manufacturing has shifted to a service economy driven by information, knowledge, and innovation
◦We want to prepare students with the skills they will need to be successful beyond our walls
◦Research shows (http://www.projectred.org/) that schools in which students have access to a computing device perform at higher levels, have fewer disciplinary actions, have fewer students dropping out, and have higher graduation rates than schools without a computing device for each student

WAIVERS

Boone Grove High School has received waivers for E-learning days, which are instructional days waived by the state. This waiver is granted as part of our E-learning grant awarded by the Indiana Department of Education.

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BOONE GROVE HIGH SCHOOL

School Improvement Action Plan - Reading

GOAL #1: All students will improve reading comprehension across the curriculum (80% of students will pass the reading comprehension portion of the ISTEP+).

Support Data: ISTEP+, classroom grades, quarterly assessment data	**Standardized Assessments:** ISTEP, PIVOT, PSAT Scores, Acuity	**Local Assessments:** BGHS developed Quarterly Assessments

Intervention: **All students will use effective core vocabulary to improve reading comprehension.**	**Research / Best Practices:** Kristina Smekens Core Vocabulary Marzano's Core Vocabulary

Activities to Implement the Intervention	**Person (s) Responsible**	**Timeline**	**Resources Needed**	**Staff Development Activities**
Plan refresher for new and current teachers	SIP	Fall each year	Time for training	Fall flexible learning day
Implement Vocabulary Strategies with Students	All teachers Administration	Ongoing	Staff Input	Review during flexible learning days
Review progress of intervention for SIP revisions	All teachers Administration	Spring each year	Staff Input	Late start professional development
Review data to assess reading comprehension improvement	All teachers Administration	When data becomes available	Access to all data	Review during flexible learning days
Investigate aligning assessment with core vocabulary	All teachers Administration	Ongoing	Time	Support in creating tests without burden

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BOONE GROVE HIGH SCHOOL

School Improvement Action Plan – Blended and Online Course Experiences

GOAL #2: All staff will explore and begin expanding current offerings for Blended and Online Course Experiences

Support Data: Schoology Metric Analysis, Number of opportunities offered.	Standardized Assessments: Not Applicable	Local Assessments: Survey for staff preparation.		
Intervention: All teachers will continue to refine investigation of collection and analysis of multiple data points.		**Research / Best Practices:**		
Activities to Implement the Intervention	**Person (s) Responsible**	**Timeline**	**Resources Needed**	**Staff Development Activities**
Begin research on effective practices for online and blended learning	All teachers, administrators	Ongoing	Time	Flexible learning day
Exploration of the use of online conferencing software	All teachers, administrators	Ongoing	Time, Access	Immersion in online conferencing environment.
Opportunities for curating digital content	All teachers administrators	Ongoing	Time, Access, Online resources	Provide guidance and time for staff to develop online opportunities.
Provide students with varied online learning experiences.	All staff	Ongoing	Schoology, Apps, Ipads	Share experiences and collaborate on creation of new opportunities.

Specific Timeline for Professional Development 2017-2018

Oct 11th – Online Day: Discuss uses of data, refining data process for quarterly development, use of parent involvement to maximize student potential, PD on guidance info

Oct 18th – Grade level team-examine student interventions

Oct 25th – Review conferences

Nov 1st – SIP goal review: data collection, standards, Schoology (focus on quarterly assessment)

Nov 8th – Meet in departments for vertical articulation of core vocabulary

Nov 15th – Online Day: data collection and analysis (via Schoology and PIVOT), review of online and blended courses

Nov 22nd – Grade level team-examine student interventions

Nov 29th– Grade level team meeting

Dec 6th - Department meeting

Dec 13th- Activities to reinforce social literacy and digital learning techniques

Dec 20th-SIP Information and Online/Dual Credit Review/ Final Exam Discussion

Jan 10th- New Semester Info and Online Resources

Jan 17th – Share SIP with staff

Jan 24th – Online Day: SIP goal review, data collection/analysis, SIP document review

Jan 31st – Grade level team-examine student interventions

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Feb 7th- SIP goal review (will modify continued professional development based on ASSIST format and staff needs)

Feb 14th – Online Day

Feb 21st – Grade Level Teams

Feb 28th – Discuss Possible new classes; online assessment for next year

Mar 7th– SIP goal review

Mar 14th- Online Day

Mar 21st– Grade level team

Mar 28th – SIP goal review

Apr 4th – Grade level team

Apr 11th – Faculty Meeting for Online Class Updates and Reading Comp. Data

Apr 18th – Online Day

Apr 25th – Department meetings

May 2nd– SIP goal review

May 9th – Grade level team

May 16th – Department meeting

May 23rd – Wrap up loose ends for the year

Updated October 2017