WHEELER HIGH SCHOOL
Home of the Bearcats

Public Law 221

SCHOOL
PROFILE
And
SCHOOL IMPROVEMENT PLAN

2014-2017

6/6/2011
Updated: 5/18/12
           7/30/12
           7/12/13
           8/13/14

STEERING COMMITTEE ROSTER

Mr. Donald Gandy   *Principal*
Mr. Kyle Becich   *Social Studies*
Mr. Ralph Iler   *Vocational Teacher*
Mrs. Pam Hardesty   *Music Teacher*
Mrs. Rhonda LaVelle   *FAC's Teacher*
Mr. Mike Lyons   *Science Teacher*
Ms. Teri Anderson   *Math Teacher*
Mrs. Bev Mendenhall   *Special Education Teacher*
Miss Andrea Day   *Guidance*
Mr. Mike Rosta   *Guidance*
Board Member   *TBA*
Parent #1   *Parent TBA*
Parent #2   *Parent TBA*
Alex Nader   *Student: Class of 2015*
Hanna Wozniak   *Student: Class of 2015*
Jenna Giorgi   *Student: Class of 2016*

Wheeler High School is accredited by the North Central Association.

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Wheeler High School Mission Statement

The mission of Wheeler High School is to create:

W – Well Rounded,
H – High Performing,
S – Successful Students

Wheeler High School Belief Statement

We Believe That…
1. All individuals can learn.
2. Individuals learn differently.
3. Each individual has value.
4. The family should be the primary influence on the individual's development.
5. Involved and informed parents improve the learning environment.
6. Attitude of the individual always affects performance.
7. Each student has a responsibility to contribute to society.
8. A nurturing and caring environment enhances a student's confidence in themselves and contributes to their success.
9. Learning is a lifelong process.

Wheeler High School Desired Learner Outcome

A Graduate of Wheeler High School is a…
1. **Person Who Learns and Applies Critical Knowledge**
   a. exhibits knowledge of the basics
   b. exhibits ability to locate needed information
   c. demonstrates ability to move from factual recall to practical applications
   d. applies information, knowledge and skills
   e. demonstrates ability to problem solve and plan effectively
   f. utilizes appropriate technology
2. **Person Who Communicates Effectively in All Content Areas**
   a. applies the skills of listening, speaking, reading, writing and illustrating in correct forms
3. **Person Who is an Independent Learner**
   a. demonstrates initiative, personal responsibility and pride in completing tasks
   b. learns for the purpose of personal growth
   c. responds positively to constructive suggestions
4. **Person Who Shows Respect for Others**
   a. demonstrates an ability to work cooperatively
   b. understands the rights and responsibilities of citizenship
   c. exhibits a knowledge and willingness to participate in activities at the local, state and national levels
5. **Person Who Prepares for a Career**
   a. demonstrates employability skills
   b. contributes to society
   c. transfers academic success to life
   d. understands the value of continuous learning

UTSC Mission Statement

Every student, every day.

UTSC Vision Statement

Union Township School Corporation is a place where students are eager to learn, parents are actively involved, and highly effective personnel desire to work. Our schools are the focal point of the community and a source of pride. Every student is challenged to accomplish exemplary levels of achievement through a rigorous, diversified curriculum provided in a safe and supportive educational environment.

We believe:

- every student will have the opportunity to reach their highest level of personal success;
- every student learns best when instructional practice is varied and accommodates individual learning styles;
- every student achieves through applying new skills, being fully engaged in class-room situations, and developing higher levels of thinking;
- parents/guardians are vital to the success of every student and our schools;
- in attracting, hiring, developing, and retaining highly effective employees;
- all personnel are valued contributors to student achievement;
- our schools are the focal point of the Union Township community;
- our schools must effectively communicate with our community;
- responsible budgeting and financing maximizes the educational investment in each student;
- facilities that are well-maintained enable the school corporation to offer exemplary programs;
- every student and staff member deserves a safe school environment protected from violence, bullying, and substance abuse.

We value:

- a rigorous, diversified curriculum that includes meaningful literacy activities;
- technology that is utilized as an essential tool for students, staff, and the community to enhance thinking, learning, and life skills;
- extra-curricular and co-curricular programs that enhance the educational experience of every student;
- long range financial planning that safeguards the community's investment in education;
- school facilities that are safe and well-maintained, that promote student learning and are sources of pride for our community;
- a positive school and community relationship.

Overview of Union Township

Union Township, located forty-five miles southeast of Chicago, is one of twelve townships in Porter County, Indiana. The township is on the west side of the county and consists of both rural and suburban areas. It is located inside a consolidated metropolitan statistical area, which provides easy access to shopping, employment, healthcare, recreational and educational facilities. The unincorporated township relies on the Porter County Sheriff Department for law enforcement and is governed by a trustee, advisory board and assessor. Fire protection is provided by the township's volunteer fire department.

Overview of the Union Township School Corporation

Union Township Schools incorporated in 1982. The school Corporation employs 202 people and has a total enrollment of 1560 students for the 2012-2013 school year. The district consists of two elementary schools, one middle school and one high school. The school corporation has a five member elected School Board, a superintendent, an assistant superintendent, four principals, a business manager/treasurer, a bookkeeper/administrative secretary, a payroll administrative secretary, a transportation coordinator, a social worker, one full-time (6-12) athletic director. The corporation's annual budget is approximately $16,000,000 for the fiscal year 2012.

Profile of Wheeler High School

Physical Facility

Wheeler High School is a comprehensive, public high school with an enrollment of approximately 545 students in grades nine through twelve. The physical facility houses the middle school on the west end of the complex and the high school on the east end of the complex. The high school side of the complex consists of twenty classrooms, two computer labs, library, and gym with seating for 1500, student commons, and a main office complex. The north end of the building was opened in 1999 and is shared by the middle school and the high school. It consists of a 500 seat cafeteria, kitchen, 800 seat auditorium, band, choir and general music rooms, a 42,000 square foot field house, fitness room, training room, four locker rooms and a six lane 25 meter pool with seating for 300, a Project Lead the Way lab and classroom. The entire building is networked. Each room has access to the Internet, IP phone, and cable television. The north side of the land complex contains a football/track stadium, soccer stadium, J.V. and Varsity softball and baseball facilities, six tennis courts and open space for practice areas.

School Employees

Wheeler High School employs a principal, administrative assistant, two full time counselors, athletic director, nurse, bookkeeper/treasurer, three secretaries, five custodians, a pool director, field house director, auditorium director, athletic trainer, and two kitchen co-directors with 12 people serving on the kitchen staff. The certified teaching staff consists of 28.5 full time teachers, 3 shared teachers and 3 full time special education teachers supplied by the Porter County Inter-local. The average years of teaching experience is approximately 17.5 years with 53% of the certified staff holding masters degrees. The average number of years of experience for noncertified staff is 10 years with the majority residing in Union Township.

Student Population

The enrollment for Wheeler High School continues to remain stable with an ADM count of 542 -for the 2012-2013 school year. The racial/ethnic makeup of the student population has been relatively stable with a current approximate makeup of 83.2% Caucasian, 12.7% Hispanic, .9% Asian, .7% African-American and 2.2% Multiracial. Students come from a wide range of socio-economic levels with the majority considered to be middle to upper class. This is reflected in the free and reduced lunch count as only seven percent of the student population qualifies. The intellectual level of the student population is predominantly in the average to above average category based on the cognitive skills index of ISTEP+. Approximately fifteen percent of the student body receives special education services. Currently 95% of special education students are mainstreamed. The quality and character of the student population is considered to be high based on an attendance rate of 95% - 97%, a suspension rate of approximately 10% for in school, 6% for out of school, and an expulsion rate of approximately one percent per year. The suspension rate has varied based on student handbook language. Wheeler High School has moved to a greater use of in school suspension, after school

detention, and Friday school as disciplinary consequences in order to keep students connected to school. Wheeler High School has a post secondary attendance rate of approximately 79% with the remaining students either entering the military or the job market upon graduation. The number of students receiving the Academic Honors Diploma is approximately 35-40% on a year to year basis of the graduating class. The number of Core 40 completers is between 75 and 85% on a year to year basis. The graduation rate for Wheeler High School, with the recent DOE graduation formula change, has been in the upper 90% range (2010 = 98%). Approximately 75-80% of Wheeler High School students participate in extra-curricular activities.   Based on student performance, Wheeler High School was named an Indiana Four-Star School in 2005-06 and has been named an Indiana Chamber of Commerce "Best Buy" from 2000-2006 and 2008. The school has received a grade of "A" and was named a Four Star School for the School year 2011-2012 and for 2012-2013.

Educational Programming

Wheeler High School is a block schedule school and employs the 3x5 model. There are three 12-week trimesters. The daily schedule consists of five 67-minute classes with five minute passing periods and a 30-minute resource period and 30-minute lunch. The daily schedule changed in 2007-08 school year to include the resource period which is used for various reasons as stated: Freshmen through Senior Learning Communities. All freshmen will be required to read Sleeping Freshmen Never Lie and the "Young Travelers Gift". All sophomore students will be required to read Hit and Run as well as Tuesdays with Morrie during the resource periods in the fall and spring respectively. The book choices for the Junior class are The Lost Choice and The Travelers Gift. The seniors will be required to read The Go Giver and The Last Lecture in the fall and spring of the school year.

Tutoring for all subject areas will be available for all students during the year through the Resource Period.

Curriculum

Wheeler High School, for its size school, provides an extensive curricular offering. All curriculum/course offerings have been or are in the process of being aligned with state standards and the state Common Core Standards. Electronic "Curriculum Mapping" has been introduced and is being implemented on the Harmony Student Management System by all teachers in all grade levels. These maps will also contain the Indiana state standards. Students have an opportunity to take courses on an honors, college prep or remedial level. Core 40 End of Course Assessments remediation classes are built into the curriculum in the areas of math and English. Due to expanded facilities, curricular offerings in the areas of art, music, P.E. and technology have increased.   Technology offerings include programming, Web Page Design and Project Lead the Way pre-engineering curriculum. Wheeler High School students may obtain a Core 40 with Academic Honors Diploma, Core 40 with Technical Honors Diploma, or a Core 40 Diploma. Copies of current curriculae are located in the main office of the high school as well as online. The online curriculum maps are still a work in progress. We also have an internship program that serves the needs of approximately 50% of our senior student population. Our foreign language department offers three different languages (Spanish, French, and German). Our enrollment is consistent with that of other schools and this program allows our students to obtain various language skills and to gain cultural experiences beyond the English language. This allows our students to obtain real-life work experiences and gives us additional elective space. The program is currently run by a former principal that has an educators' license to allow us to receive credits for oversight and implementation.

Extracurricular Activities

Wheeler High School offers a number of extra-curricular activities for students. The following is a listing of those activities:

Academic Competitions
    Academic Super Bowl
    Junior Engineering Technical Society
    Spell Bowl

Fine Arts
    Art Exhibits
    Band
    Choir
    Drama Performances
    National Honor Society

Student Council

Student Clubs
    Art Club
    Drama Club
    Engineering Club
    French Club
    German Club
    Key Club
    Robotics Club
    Spanish Club
    Yearbook

Varsity Athletics:

Boys	*Girls*
Basketball	Basketball
Bowling	Bowling
Cross Country	Cross Country
Golf	Golf
Soccer	Soccer
Swimming	Swimming
Track	Track
Volleyball	Volleyball
Baseball	Softball
Football	Cheerleading
Wrestling	Tennis

      Wheeler High School considers these activities to be extensions of its academic programming. Furthermore, we encourage students to participate in one or more extra-curricular activities in an effort to maximize opportunities for them to reach their potential.

Technology

Wheeler High School continues to improve in the areas of technology and technology education. The entire physical complex is hardwired and completely networked. Wheeler High School is now wireless in 100% of the physical building. We have 23 Promethean boards, two mobile laptop wireless labs. We have purchased 10 IPAD's for research to be conducted in the library as well as to use for large group instruction. All teachers are equipped with a computer and access to a printer. Teachers keep track of attendance and grading with the main office through the network. Every classroom is equipped with a television monitor with cable T.V. access as well as Channel One. Several classrooms have linked the teacher computer with the T.V. monitor to use as a teaching tool. Various classrooms are getting updated projection systems for their classrooms. The goal is to provide that service in every classroom.

Wheeler High School has three general computer labs available to all classes A weather station that is directly linked to a computer in the earth science classroom with the assistance of a Valparaiso University grant has been completed for WHS. The new weather station installed was purchased through a grant with Valparaiso University. It will be monitored with our Earth Space Science classes and for the community to be able to access through our website.

Wheeler High School currently has approximately 205 computers available for student use, a ratio of about 2 to 1 students to computers. Many of these computers have become antiquated. The future in technology at Wheeler High School includes the development of a K-12 technology strand that will delineate the technology skills our students will need in the future. We currently have the Harmony student management program, a web-based software program that allows parents the ability to access their child's grades, attendance, and demographic information at anytime of the day. We continue to develop digital portfolios for all students in our Preparing for College and Careers Class. They will be using the web-based product called "Career Cruising" to develop this portfolio in which a resume, career interest inventory, learning styles inventory, as well as exhibits of student work will be required.

It continues to be our intent to make the Wheeler High School web page the main contact for all school information. This will be publicized to the parents and community and should increase our ability to communicate and involve our parents.

The guidance department currently has three student computers for use in scholarship searches, completing schoolwork, and various other needs they may encounter. We are more than 50% complete with projection systems within each classroom. It is our intent to upgrade each classroom with the technology (LCD's, Elmo's, Smartboards, etc) necessary to assist our kids with presentation possibilities that they may encounter in the workplace or college career. Harmony is our student management software.

Our science classrooms have been upgraded with new cabinetry, lab stations, promethean boards, and furniture. We have equipped the science classrooms to reflect the continued dedication of our science teachers demonstrating to our community a model for science inquiry, discovery, and research.

We have renovated our media center to reflect the current practices established at universities and various other schools that are in the forefront in the use of technology with instruction and research. The media center contains two studio production suites, two kiosks that contain six IMAC's, ten IPAD2's, new furniture, book shelves, and Kindle reading areas (including 10 kindles that students can use in the library).

Safe and Disciplined Learning Environment

Wheeler High School employs an administrative assistant who is in charge of discipline and attendance. There is also an attendance/discipline secretary. There is a student handbook, which is distributed and reviewed with all students on a yearly basis. Students and parents then sign off on it and the sign-off page is then kept on file. A greater use of in-school suspension is being used in order to keep students connected to the school and the learning environment.

Wheeler High School is equipped with a digital video recorder surveillance system to help maintain a safe environment for everyone. There is a corporation-wide crisis plan in place. This plan is readily accessible and is reviewed and updated yearly. Crisis drills are practiced along with the usual fire and tornado drills.

Wheeler High School currently employs a full-time police officer from the Porter County Sheriff's Department. The officer is present from 7:30 a.m. to 1:00 pm.

Wheeler High School is has upgraded its' surveillance system and renovated the existing doors to a keyless entry system. The surveillance system includes the capability for the administration to be notified if someone enters the building unauthorized via their cell phone or IPAD2. This notification will be set for the building when it is not occupied overnight. Both the Principal and Administrative Assistant (Assistant Principal) are School Safety Certified through the State's School Safety Academy. They serve on the district school safety committee run by the assistant superintendent of the Union Township School Corporation.

Stakeholder Expectations

The stakeholders of the Union Township School Corporation have high expectations of Wheeler High School. They expect Wheeler High School to hold its students and teachers to higher academic standards. They expect a comprehensive curriculum to be taught at Wheeler High School. They expect that students graduating from Wheeler High School will be excellently prepared for the future, regardless of whether that future leads them into the military, directly into the world of work, or directly into post-secondary education. Parents at Wheeler High School expect to be involved in the decision-making process and they take an active role in school related activities. Parental involvement has consisted primarily of committee work, chaperoning field trips and other school events, giving classroom presentations and assisting with classroom activities. Stakeholders also expect to have access to the school's facilities.

Chief Competitors

Wheeler High School competes for families and students with Valparaiso High School. When families move into the township, they compare school data between the two schools. Families comparison-shop. It is vital that Wheeler High School compete for students. In the past five years, many students and families who once paid tuition to attend school elsewhere have returned to Wheeler High School. Wheeler High School is ever mindful as it does its data-driven performance assessments that the ability to compete satisfactorily with the aforementioned school is important for its students in particular and the community in general.

Accountability Measures

Wheeler High School will use the following measures of data to assess performance:

Core 40 Diplomas	% of graduating class
Academic Honors Diplomas	% of graduating class
Attendance Rate	State Report Card
Graduation Rate	State Report Card
Senior SAT average	from May of junior year to June of Senior year
Core 40 Test Scores	Algebra I, Biology, English 10
AP Scores 3, 4, 5	% of students in class
Quantitative and Qualitative Surveys	Perception Data (Students, Teachers, and Community survey)
Dual Credit Enrollment	Enrollment #'s

See data charts in Appendix A

School Improvement Plan

Profile of SIP

Wheeler High School is a NCA accredited school registered through the Indiana Department of Education. **The single goal over the next three years is key practice number one, "setting higher expectations and getting students to meet them."** Using the key practices and merging them with the student achievement expectations of P.L. 221, Wheeler High School will raise expectations in one area. It is:

Key Practice - All students will demonstrate improved literacy across all curricular areas.

Wheeler High School will allow students who have completed all requirements for graduation to complete their schooling in accordance to Indiana Code.Furthermore, Wheeler High School will allow students who have completed all requirements for graduation to complete their schooling at the end of their junior year. In either case, the student is eligible to attend and participate in graduation ceremonies for their class.

Daily Time Schedule

7:45 – 8:52	Period 1	67 minutes
8:57 – 10:04	Period 2	67 minutes
10:09 – 11:16	Period 3	67 minutes
11:16 – 11:46	Period 4	A - Lunch (9th & 11 grades)
11:21 - 11:51		Resource (Channel One)(10th & 12th)
11:51 – 12:21	Period 4	B - Lunch (10th & 12th grades)
11:51 – 12:21		Resource (Channel One)(9th & 11th)
12:26 – 1:33	Period 5	67 minutes
1:38 – 2:45	Period 6	67 minutes

Union Township School Corporation
2014-2015 School Year Calendar

AUGUST

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER

S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER

S	M	T	W	Th	F	Sa
						1
2	3	4	5*	6*	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER

S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY

S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2014

August

18	First Teacher Day ES/MS
19	Teacher Organization Day All
20	First Student Day ES/MS/HS

September

1	No School-Labor Day

October

13	Professional Development Day **NO students**
29	End of first grading period ES (49 days)
30-31	No School-Fall Break

November

*5-6	Elem. Conferences Students attend all day
12-13	WHS Final Exams End of 1st Trimester HS (58 days)
14	Teacher Record Day/No students WHS End of 1st Trimester MS (59 days)
27-28	No School-Thanksgiving Break

December

22-Jan 2	No School-Christmas Vacation

2015

January

5	School resumes
16	End of second grading period ES (43 days) End of first semester ES (92 days)

February

*13&16	President's Weekend – No School/ Make-up days if missed day prior to 2/12
25-26	WHS Final Exams
26	End of 2nd Trimester HS (60 days)
27	Teacher Record Day/ No students WHS only- WHS teachers half day
27	End of 2nd Trimester MS (61 days)

March

2-11	ISTEP+ Applied Skills
20	End of third grading period (43 days)
23-27	No School-Spring Break
30	School Resumes

April

3	Make Up Day if needed (No School)
27-May15	ISTEP Testing

May

22	Make Up Day if needed (No School)
25	Memorial Day – No School

June

3	Last Student Day ES/MS End of fourth grading period (45 days) End of second semester (180 days) End of 3rd Trimester MS (60 days)
3-4	WHS Final Exams
4	Last Student Day WHS Only End of 3rd Trimester HS (62 days)
4	Last Teacher Day UTMS
5	Last Teacher Day WHS Only

Graduation will be announced on Feb. 27

FEBRUARY

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE

S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Level	Grading Period	Progress Report	Report Card
MS/HS	1st	09/17, 10/16	11/21
MS/HS	2nd	12/16, 01/27	03/06
MS/HS	3rd	04/06, 05/04	06/04
Elem	1st	09/18	11/06
Elem	2nd	12/04	01/22
Elem	3rd	02/12	04/02
Elem	4th	04/30	06/03

First Wednesday of the month, MS/HS has a start time of 8:15 a.m.
Re-adopted 4-9-2014

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Three Year Professional Development Plan 2013-2016

General Staff Development Plan

A. Improvement of student learning through an emphasis on Instruction and Engagement

1. Identify pull out staff development time to train staff on how to **"Teach Like A Champion: 49 Techniques That Put Students on the Path to College"**.

2. Continue to look for ways to implement Professional Learning Communities which will allow our staff time for sharing of comprehension strategies that have been implemented and been successful in the classroom.

3. Modify and improve the "Freshmen Mentor Program".

4. Continue using the resources in the media center to instruct students and teachers in relationship to research and other classroom applications.

B. Research-based, sustainable professional development

1) Pull-out, professional learning communities program will be developed for studying the following:
   "Teach Like a Champion" techniques.

2. Faculty Study Groups will work collaboratively on sections of the book "Teach Like a Champion".

C. Cultural Competency

1. Based on the data analyzed from ECA Core 40 tests, special needs students, and students that have moved in from other districts have been identified as subgroups of students that appear to be below standard in performance areas. Wheeler High School will:
   a. develop efficient ways to identify these students
   b. develop reading and writing IEP's for these students
   c. develop programming to provide extra help and support
   d. develop faculty meetings to incorporate appropriate strategies across the curriculum with an emphasis in the core areas.

Professional Development Three Year Plan
Three Year Timeline

The book "Teach Like a Champion" by Doug Lemov will be purchased for every teacher. This combined reading/DVD learning tool will be used in conjunction with the UTSC RISE evaluation system to further strengthen our current instructional systems.

A. **2014-2015 Professional Development**
 1) Train all teachers in the techniques learned in **"Teach Like a Champion". YEAR ONE (Revised)**
    a. Year One: (Late Start and Professional Development Day):
       i. SLANT and EXIT TICKET: September PD
       ii. Setting and Maintaining High Behavioral Expectations: October PD
       iii. Shortest Path, Double Plan, and Draw the Map: November PD
       iv. Building Character and Trust: December PD
       v. Improving Your Pacing: February PD
       vi. Challenging Students to Think Critically: March PD
       vii. Emotional Constancy and Warm Praise: April PD

 2) Collect, interpret, and share data:
    b. Grades (Quantifiable)
    c. Student Surveys: December and April: Survey Monkey
    d. Parent perception survey: December and April: Survey Monkey
    e. Teacher perception survey: December and April: Survey Monkey

 3) Continue to establish well-defined literacy remediation programs.

B. **2015-2016 Professional Development**
 1) Train all teachers in the techniques learned in **"Teach Like a Champion". YEAR TWO (Revised)**
    a. Year Two: (Late Start and Professional Development Day)
       i. Format Matters and Without Apologies: September PD
       ii. Planning that ensures Academic Achievement: October PD
       iii. Structuring and Delivering Your Lessons: November-February PD
       iv. Engaging Students in Your Lessons: March-April PD

 2) Collect, interpret, and share data:
    a. Grades (Quantifiable)
    b. Student, Parent, and Teacher Surveys: December and April: Survey Monkey

 3) Continue to establish well-defined literacy remediation programs.

C. **2016-2017 Professional Development**
 1) Continue professional development programs (PD Days, Late Start Days, Faculty Meetings):

 2) Collect, interpret, and share data:
    b. Grades (Quantifiable)
    c. Student Surveys: December and April: Survey Monkey
    d. Parent perception survey: December and April: Survey Monkey
    e. Teacher perception survey: December and April: Survey Monkey

 1) Continue to establish well-defined literacy remediation programs.

Appendix A

Wheeler High School Student Performance Benchmarks

Wheeler High School Student Profile Data

	Wheeler High School Student Performance Benchmarks

	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
E/LA ECA Passing Rate	84	81	81	82	89	84	75	82.1*	84.3	84.3
Math ECA Passing Rate	81	78	79	85	86	81	87	79.4*	86.2	86.2
Core 40 Diplomas (%)	n/a	n/a	n/a	n/a	28.2	34.4	46.1	43.3	41.4	43.3
Academic Honor Diplomas (%)	n/a	n/a	n/a	n/a	37	37	29	29.2	38.6	33.6
SAT Average	1047	1040	1033	1000	1025	1010	1049	1003	1012	1014
Attendance Rate (%)	96.8	96.1	96.2	95.2	95.6	95.7	96.1	96.3	96.2	96.4
Graduation Rate (%)	97	97.6	91.3	89.4	88.6	95.6	98.1	95.2	95	95
Graduates pursuing college (%)	na	na	na	na	83	84	86	80	82	79
AP EXAMS Taken (%)	13	15	16	20	20	22	17	18.3	30.3	TBA
A.P. Pct. Scores >= 3 (no.)	6	13	26	4	13.7	13	15.8	11.7	20.7	TBA

*All grades are included in this data.

ECA: Cohort ECA Passing Rates: School Year 2012-2013

	Algebra I	English 10
Class of 2014	87.5%	89.1%
Class of 2015	78%	84.1%

Wheeler High School

PROFILE OF THE SCHOOL'S STUDENT POPULATION-10 YEAR HISTORY

Year	Enrollment ADM	Free/Reduced Lunch Number	%	Special Education Number	%
2000-2001	482	28	5%	54	11%
2001-2002	484	25	5%	53	11%
2002-2003	467	25	5%	62	13%
2003-2004	504	38	8%	62	12%
2004-2005	507	50	10%	65	13%
2005-2006	530	45	9%	81	15%
2006-2007	560	55	10%	94	16%
2007-2008	562	55	10%	95	17%
2008-2009	564	62	10%	91	16%
2009-2010	585	61	10%	89	16%
2010-2011	545	71	13%	87	16%
2011-2012	555	71	18%	95	17%
2012-2013	542	97	17.5%	90	17%

Year	Attendance %	Suspensions In-School Number	%	Out of School Number	%	E.S.L. Number	%
2000-2001	97.5%	116	24%	79	16%	4	0.008%
2001-2002	97.4%	70	14%	51	11%	5	0.010%
2002-2003	97.0%	73	16%	37	8%	6	0.013%
2003-2004	97.6%	62	12%	36	7%	1	0.001%
2004-2005	97.1%	92	18%	51	10%	1	0.001%
2005-2006	96.8%	99	19%	72	15%	0	0.00%
2006-2007	96.2	113	22%	60	13%	0	0.00%
2007-2008	95.6	112	21%	59	13%	0	0.00%
2008-2009	95.7	115	20%	51	11%	0	0.00%
2009-2010	96.1	112	20%	49	11%	0	0.00%
2010-2011	95.3	118	21%	58	13%	0	0.00%
2011-2012	96.5	115	20%	49	12%	0	0.00%
2012-2013	97.3	70	14%	29	7%	0	0.00%

Appendix B

**Wheeler High School
School Improvement Plan
Goal and Intervention**

SCHOOL IMPROVEMENT ACTION PLAN WHEELER HIGH SCHOOL				
GOAL : All students will demonstrate improved comprehension in all curricular areas				

Support Data (from the Profile): 1. Core 40 ECA, SAT, ACT, Local Assessments	**Standardized Assessments:** 1. CORE 40 English 10, Algebra I and Biology 1	**Local Assessments**: 1. Student grades 2. Teacher observation 3. Faculty discussions 4. Teacher generated assessments 5. Teacher, Student, and Parent Surveys 6. Acuity Algebra I

Intervention: 1. All WHS students will be engaged in comprehension strategies that will enhance their learning. Proven and effective researched instructional based tools will be used as a guide.	**Research/Best Practice Sources:** 1. TEACH LIKE A CHAMPION by Doug Lemov 2. Survey Monkey Online

Activities to implement the intervention:	**Person(s) Accountable**	**Timeline Beginning / End**	**Resources**	**Staff Development Activities**
All teachers will be trained to "Teach Like a Champion"	Administration and teachers	August 2014 – August 2016,2017	"Teach Like a Champion", 49 Techniques that put Students on the Path to College	Faculty Lunches, meetings, and Late start days.
Align our curriculum to match the Common Core Standards to ensure the seamless coverage for assessment on local and standardized examinations.	Administration and teachers	August 2014 – August 2017	Common Core Standards in Language Arts and Mathematics	Professional Development Day and Faculty Lunches and or meetings.
All teachers will be trained to use the most advanced researched based software and technology to enhance instructional practices that focuses on comprehension.	Administration, technology support, media center, and teachers	August 2014 – August 2017	Media Center, Technology, Webinars	Teachers will be introduced to mini Webinar sessions through the book/DVD "Teach Like a Champion" purchased for Wheeler High School. Topics will revolve around instruction and comprehension to be implemented

				throughout the year. Follow-up observations of the topics will take place using the IPAD2 Observation forms.
All students will be trained through resource and classroom period sessions on their learning styles.	Administration, Media personnel, and teachers	August 2014 – August 2017	Auditorium, Media Center, Classrooms, Hardware, Software, and personnel	Mini Learning sessions will take place instructing our students how to use their learning styles to enhance their learning.
All students will receive training in regard to the media services available to them through the media center (Research, Productions, Powerpoints, Online Sources) to enhance their research and technology skills.	Media Center, Administration, and teachers	August 2014 – August 2017	Administration, Media Center, technology, technology support, and teachers	All students will go through a training session within the media center regarding the research and production capabilities of the technology afforded.
All teachers will get an opportunity to share successful strategies in a round table work session during a lunch/resource period per trimester.	Administration and teachers	August 2014 – August 2017	Administrative data from the Observations to be shared with teachers. Time to have the meeting. Technology to demonstrate the data.	All teachers will be involved in the roundtable discussions per trimester with data and best practices demonstrated.
Data will be collected locally (IPAD 2 Observations, Student Grades, Assessments, Teacher, Student and Parent Surveys, Standardized exam scores) to determine effectiveness of strategies implemented.	Administration and teachers	August 2014 – August 2017	Survey Monkey online tool and time	All teachers and administrators will be involved in determining how effective the strategies are working for the success of our students.