

2008-2010

Central High School

School Improvement Plan



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Aberdeen School District

Mission, Vision, and Beliefs

Mission

Empowering all students to succeed in a changing world.

Vision

The Aberdeen School District creates a safe and positive educational environment that is achievement oriented by promoting high expectations through academic excellence, high quality teaching, rich co-curricular activities, and parental and community involvement.

Beliefs

- All students can and want to learn, given appropriate instruction and sufficient time.
- All District employees and their roles are important in educating children.
- The District should promote all staff, parents, and students to be positive role models.
- Students' success is enhanced by school, parental, and community partnerships.
- All students are provided continuous opportunities to learn and succeed.
- All students benefit from a safe and nurturing learning environment.
- All students benefit from participation in a wide variety of academic experiences and involvement in activities.

Goals

Safety

- Reduce bullying by 10%
- Create H1N1 awareness
- Research policies on incivility

Achievement

- Reduce drop-out rate to 31 or fewer students
- Promote connectivity at Middle Schools to 100%
- Increase pct. of advanced/proficient students to 82% (math), 84% (rdg.)
- Increase general ed. teachers' involvement in sp. ed. to 64% LRE
- Increase HS students' ACT math and reading scores to 22.4 and 23
- Expect K-12 daily attendance to be 95+%
- Expect 100% of students to have a Future Story

Finance

- Finish fiscal year "in the black"
- Maintain reserve between 18-20%

School Communications and Community Involvement

- Increase grades 4-12 Parent Portal registrations to 80% district-wide
- Increase parental input at all schools
- Maintain turnover rate of <10% in each department
- Provide communication opportunities
- Maintain and expand external relationships

Superintendent/Board Partnership

- Ensure 100% of all Policies 5+ years or older have been reviewed
- Meet with each Board member one-on-one at least one time

Negotiations

- Negotiate five groups' contracts favorable to employees and taxpayers

Central High School

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In an effort to facilitate and enhance student achievement at Central High School, parents, teachers, and administrators have joined to form a School Improvement Planning Committee. The committee's findings are found in this document, which is a tool that will enable stakeholders to sustain the school improvement focus at Central High School. This plan should drive subsequent decision-making, interactions, activities, and planning processes to further the goal of student achievement and to ensure that no child will be left behind.

Central High School Profile

Aberdeen is located in northeastern South Dakota, a primarily rural state. It is the third largest city in the state with a population of 25,000. Aberdeen has two post-secondary institutions, Northern State University and Presentation College. Its main employers are the schools, the hospital, Wells Fargo Financial, and 3M. Agriculture is still the community's predominant industry. Grain terminals, livestock sale barns, a grain inspection service, and related agribusiness help support the area.

The Aberdeen School District is comprised of eight attendance centers: one 9-12 high school, two 6-8 middle schools, and five elementary buildings. Unique characteristics of the staffing patterns and student population of Central High School are listed below:

Staff FTE	2007-08	2008-09	2009-10	School Improvement Planning Committee	
Art	3.00	3.00	3.00	Dr. Becky Guffin	Assistant Superintendent
Business	3.92	3.92	4.09		DOE SST
FACS	2.67	2.67	2.67	Jason Uttermark	Principal
Foreign Language	4.00	4.00	3.83	Mark Murphy	Assistant Principal
Gifted	0.34	0.34	0.34	Doug Neuharth	Indian Education Coord.
ILC	0.66	0.66	0.66	Mendy Jones	Sp. Ed. Teacher
Language Arts	8.59	8.83	8.83	Jennifer Lowery	Mathematics Teacher
Math	8.00	8.00	8.00	Terra Latterell	Language Arts Teacher
Music	5.14	5.10	4.67	Roberta Eisenbeisz	Science Teacher
PE/Health	5.06	5.06	5.00	Keith Wilkinson	Social Science Teacher
Science	6.66	6.66	7.66	Karren Peterson	Elect. Studies Teacher
Social Studies	6.92	6.92	6.92	Cheryl Kallas	Parent
SPED	9.00	9.00	9.00		
Counselor	4.00	4.00	4.00		
Deaf Education	0.50	0.50	0.50		

Sub-Group Breakdown of Tested Students

Central High School - Grade 11				Central High School - Grade 11			
	2006-07	2007-08	2008-09		2006-07	2007-08	2008-09
Grade 11	252	255	277				
White	239	233	258	White	94.8%	91.4%	93.1%
Black	2	2	1	Black	0.8%	0.8%	0.4%
Asian	3	2	0	Asian	1.2%	0.8%	0%
Nat Am	6	12	15	Nat Am	2.4%	4.7%	5.4%
Hispanic	2	6	1	Hispanic	0.8%	2.4%	0.4%
Econ Dis	42	29	44	Econ Dis	16.7%	11.4%	15.9%
SpEd	22	28	17	SpEd	8.7%	11.0%	6.1%
LEP	0	5	0	LEP	0%	2.0%	0%
Migrant	0	0	0	Migrant	0%	0%	0%

School Improvement Timeline

	Reading	Math	Notes
2002-03	Alert SPED	Alert SPED	
2003-04	Level 1 Nat Am Econ Dis SPED	Level 1 Nat Am Econ Dis SPED	Missed participation rate
2004-05	Level 1 Met AYP	Level 1 Met AYP	
2005-06	Level 2 SPED	Level 2 SPED	Grades 5, 8, and 11 science assessment added to DakotaSTEP Assessed on new South Dakota math content standards
2006-07	Level 2 Met AYP	Level 2 Met AYP	Implementation of new grades 6-12 district math curriculum
2007-08	Level 2 Met AYP	Level 3 SPED	Implementation of new grades 6-12 district science curriculum
2008-09	Met AYP	Level 3 Met AYP	Implementation of new grades 6-12 district social studies curriculum Assessed on new South Dakota reading content standards
2009-10			Implementation of new grades 9-12 business/computer applications curriculum

Comprehensive Needs Assessment

On October 12, 2009, staff members gathered to complete a comprehensive needs assessment of the entire school. Data was reviewed based on student, program and structure, professional practices, and family and community information. Data sources included DakotaSTEP, ACT Test and other information, Pride survey results, demographics, attendance, and discipline reports. Data retreat participants identified strengths, areas of concern, and key areas in math and reading in need of improvement. Goal statements were discussed and possible strategies were then brainstormed.

Earlier in the school year, core team teachers were provided with student rosters and student proficiency levels in reading and math on the DakotaSTEP test. After examining this data, teams identified strengths and areas of improvement for each class period and individual students. Review of this data allowed staff members to develop effective plans for students based on educational needs.

The School Improvement Committee subsequently met to narrow and finalize the goal statements and to refine the strategies for implementation. After discussing a wide variety of strategies, an action plan was designed with time frames, persons responsible, and necessary resources. Most specific details for the action plan will be handled by groups other than the School Improvement Committee. The details of the action plan will be reviewed on an on-going basis with modifications made as the school improvement committee deems necessary.

DakotaSTEP Results

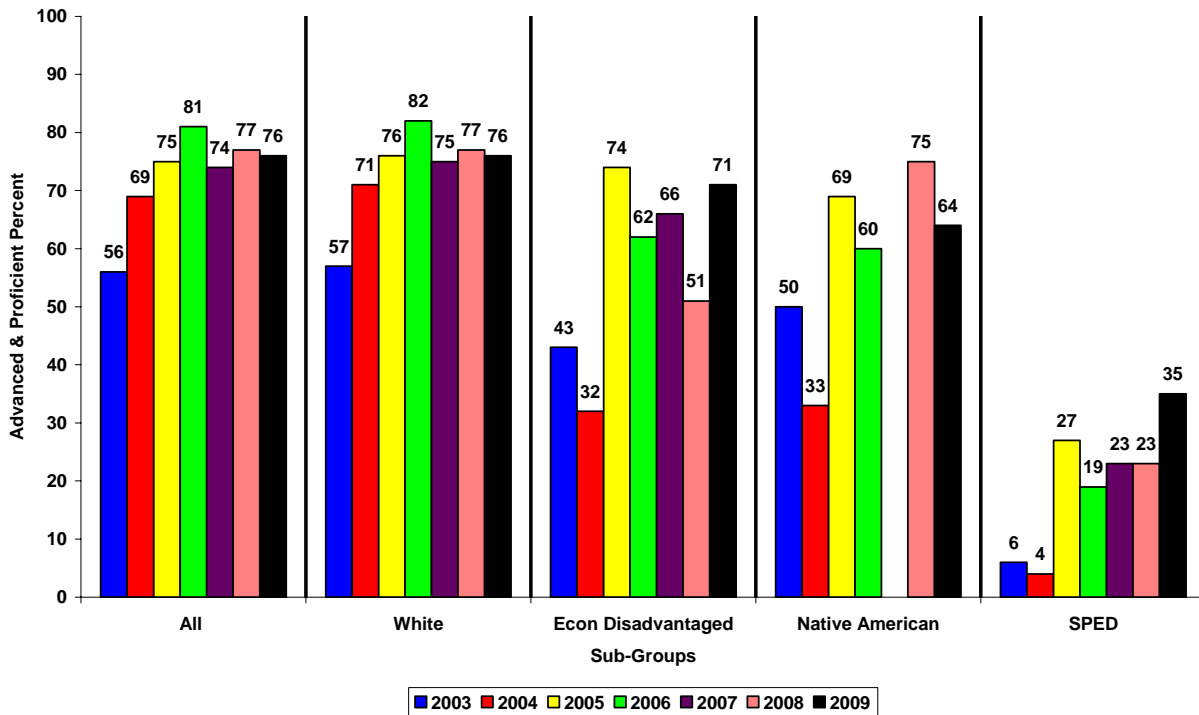
Beginning in 2003, in compliance with No Child Left Behind (NCLB), the state of South Dakota required all students in grades 3-8 and 11 to take a criterion-referenced test called the Dakota State Test of Educational Progress (DakotaSTEP). The DakotaSTEP assesses student achievement in the areas of math and reading. A student's score on each subtest places him or her in one of four achievement categories: Advanced, Proficient, Basic, or Below Basic. The state of South Dakota has set an Annual Measurable Objective (AMO) for both content areas, defined as the percent of students who must score proficient or higher. The following table displays the AMO targets for math and reading:

	Reading		Math	
	Grades 3-8	Grade 11	Grades 3-8	Grade 11
2002-03	65%	50%	45%	60%
2003-04	65%	50%	45%	60%
2004-05	78%	66%	54%	67%
2005-06	78%	66%	65%	54%
2006-07	82%	72%	65%	54%
2007-08	82%	72%	72%	63%
2008-09	69%	62%	72%	63%
2009-10	69%	62%	72%	63%

Scores are disaggregated for all demographic subgroups with a population of 10 students or more. The math and reading AMO must be met at the district level, building level, and grade level by all subgroups meeting the minimum population requirement.

DakotaSTEP Reading Results

CHS DakotaSTEP Reading Results 2003-09



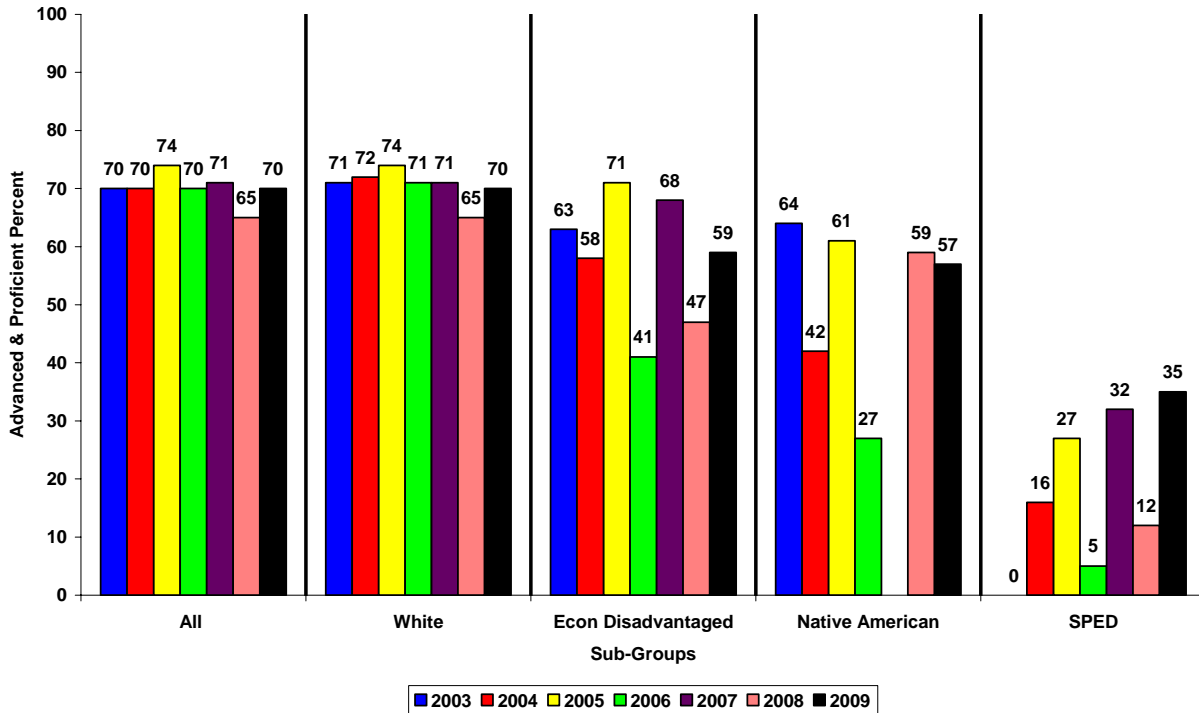
Description of Data: The above chart displays by sub-group the percent of Central High School eleventh grade students whose scores on the reading subtest of the Dakota STEP placed them into the proficient or advanced achievement category.

Analysis of Data: In the “All” category, our initial response was that trend was leveling after several years of increases in regards to the reading results. Upon further analysis, the 11th grade students who took the test scored higher as 8th grade students. When comparing this data with other schools similar in size within South Dakota, we were fifth out of ten schools. The subcategories of Native American, economically disadvantaged and SPED scored significantly below school average. The economically disadvantaged students scored first out of ten in the schools comparison. Our Native American students were second out of ten schools. Our SPED group was third out of seven schools. According to South Dakota State D.O.E. standards, we achieved AYP in all categories.

Implications from Data: We believe the data, as a whole, indicate this is an area in need of improvement in all categories with special emphasis placed on increasing achievement for the SPED students.

DakotaSTEP Math Results

CHS DakotaSTEP Math Results 2003-09



Description of Data: The above chart displays by sub-group the percent of Central High School eleventh grade students whose scores on the math subtest of the Dakota STEP placed them into the proficient or advanced achievement category.

Analysis of Data: In the “All” category the data appears to indicate stagnant progress in regards to math achievement. Our math scores are down in comparison to the same students as eighth graders. When compared to other schools our size, we were seventh out of ten schools. In the economically disadvantaged sub category we were fifth out of ten schools. Our Native American group scored second out of all schools. Finally, in the SPED sub category we were ninth out of second schools. According to South Dakota State D.O.E. standards, we met AYP in all categories.

Implications from Data: We believe the data indicate this is an area in need of improvement in all categories with special emphasis placed on increasing achievement for the Native American, SPED and economically disadvantaged students.

SAT-9 Writing Assessment

The Stanford Writing Assessment Program contains prompts in four modes-descriptive, narrative, expository, and persuasive that elicits a rough-draft response from the student.

Each prompt asks students to produce an extended piece of writing under conditions modeled after proven instructional practice. Students receive guidance throughout the writing process by means of a Writer's Checklist that provides reminders for prewriting, composing, and editing.

Students' responses are scored using an analytic four-point scale. The six categories scored include:

- Ideas and Development
- Organization, Unity, and Coherence
- Word Choice
- Sentences and Paragraphs
- Grammar and Usage
- Mechanics

The South Dakota Department of Education requires that the SAT 9 Writing Assessment be administered to students in grades 5, 7 and 10 each February. The specific areas assessed are described below:

Area I Ideas and Development: This category is concerned with the "what"- the substance of the composition. Has the writer addressed the topic in an interesting and significant way? Has the writer expanded key ideas with layers of detail so that readers will fully understand the meaning the author intended to convey? Are there points that need further clarification through examples, anecdotes, illustrations, or reasons?

Area II Organization, Unity, and Coherence: In this category, the presentation of information in a logical manner is central. Does the writer seem to have an overall plan? Does the writer stay focused throughout the essay, or does he/she wander from the topic? Is the material presented in an orderly and easily understandable sequence? Are transitional words and phrases used to create cohesiveness within sentences and paragraphs and across the entire composition?

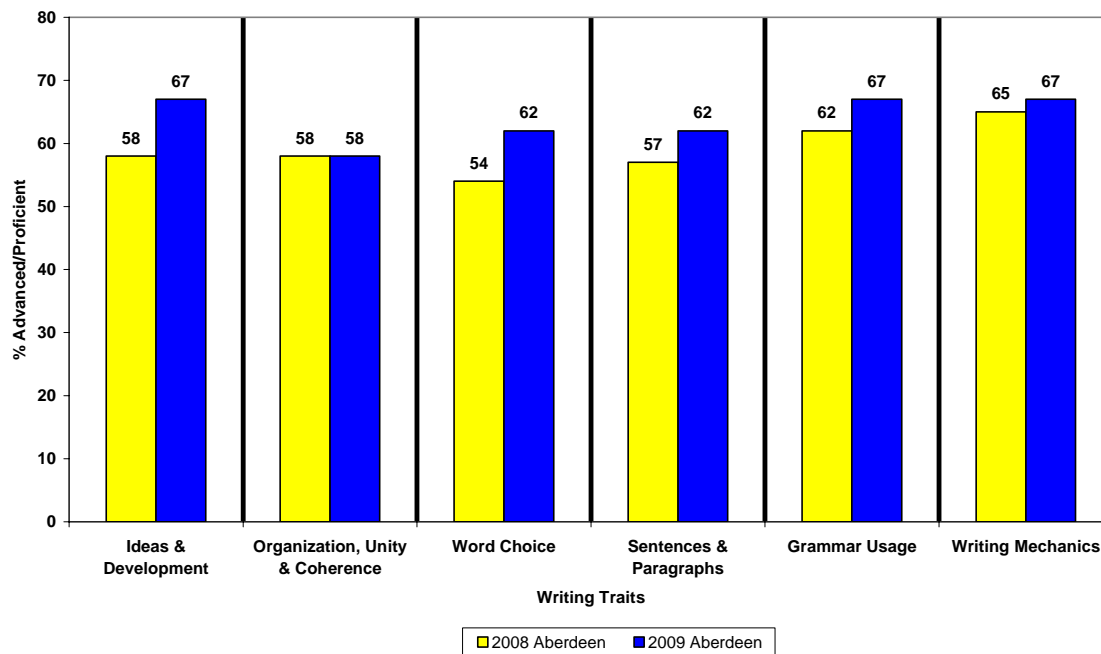
Area III Word Choice: This category has to do with the precision and variety of vocabulary. Is vocabulary limited? Is there an attempt to use adjectives and other parts of speech to present a vivid picture to the reader? Active verbs and precise vocabulary are important. Bland, general words such as "good," "nice," and "fun" are better replaced by more precise vocabulary.

Area IV Sentences and Paragraphs: In this category, the scorer looks for sentence structure and paragraph arrangement that enhance meaning. Are there fragments, run-on sentences, awkward constructions, or other such errors that obscure or diminish meaning? Do sentences vary in length and complexity? Are a variety of sentence patterns used? Are paragraphs logical, such that they integrate thoughts that belong together and separate thoughts that do not belong together?

Area V Grammar and Usage: In this category, the scorer looks for the application of correct grammar. Does the writer use correct subject-verb agreement and logical pronoun-referents? Is tense consistent?

Area VI Writing Mechanics: Within the category of mechanics, the scorer looks for consistently correct capitalization, punctuation, and spelling. Are a variety of capitalization and punctuation skills used correctly? Are words spelled correctly?

2008 and 2009 Grade 10 Writing Test Results



Description of Data: The chart above illustrates the percent of tenth grade students scoring within the advanced or proficient range on the SAT-9 writing assessment. Each student receives a score of 4 (advanced), 3 (proficient), 2 (basic), or 1 (below basic) in the six different writing categories.

Analysis of Data: The results of the above data indicate no trends at this point in the analysis. Students scored lowest in Organization. Students have traditionally scored the highest in the category of Word Choice.

Implications from Data: Aberdeen Central High School students and staff need to better emphasize organization, unity, and coherence.

Pride Survey

The PRIDE Surveys Questionnaire is used by schools to gather data on student tobacco, alcohol and illicit drug use and related behaviors. The tables in this summary are compiled from data collected from the Pride Risk and Protective Factor Questionnaire for Grades 6-12. These tables cover the areas typically of most interest for school systems. The areas covered are demographics, prevalence of 30-day use, perception of risk, students' perception of parental disapproval of use, age of first use, and risk and protective factors. The drugs covered in this summary are cigarette use, alcohol use, and marijuana use during the past year.

Description of Data: The tables below illustrate the results of the Pride survey. The results represent the percent of youth reporting prevalence of 30-day use, perception of risk, students' perception of parental disapproval of use, age of first use, and risk and protective factors.

Analysis of Data: The School Improvement Team, based on data retreat conclusions, felt the prevalence of drug use in all three categories of tobacco, alcohol, and marijuana were of significant concern.

Implications from Data: There may be a need for increased education and counseling in regards to drug use. Perception of risk in regards to drug use is a particular concern. This issue will be referred to Student Services and other committees for the creation of an action plan.

Central High School Pride Survey Results

Survey data compiled 2-25-09

School Safety					
(The following table lists the percentage of students who responded as <i>Never</i> or <i>Seldom</i> feeling safe in the following school locations)					
On the school bus	23.1				
On the playground	21				
In the parking lot	25				
In the bathroom	17.1				
In the halls	15.8				
At school events (ballgames etc)	14.7				
In the cafeteria	15.9				
In the gym	14.2				
In the classroom	12.4				
Violence Indicators					
(The following table lists the percentage of students who made any positive response to the following questions.)					
Being hurt at school	12.5				
Threatened a fellow student	23.3				
Being afraid at school	16.7				
Get into trouble with police	43.8				
Participated in gangs	10.4				
Thought often or a lot about suicide	6.8				
Prevalence of Drug Use					
	Gr 9	Gr 10	Gr 11	Gr 12	CHS
Percent of Students who Used Tobacco (Annual)	37.2	37.5	47.8	54.2	43.3
Percent of Students who Used Alcohol (Annual)	50.9	56	66.4	70.8	60.3
Percent of Students who Used Marijuana (Annual)	24.3	21.5	34.5	36.1	28.6
Perception of Risk					
	Gr 9	Gr 10	Gr 11	Gr 12	CHS
Students' perception of risk of tobacco (harmful or very harmful)	83.1	81.6	81.1	86.9	82.8
Students' perception of risk of alcohol (harmful or very harmful)	63.5	66.2	57	58.7	61.5
Students' perception of risk of marijuana (harmful or very harmful)	69.1	69.6	52.4	62.1	63.3
Perception of Disapproval					
	Gr 9	Gr 10	Gr 11	Gr 12	CHS
Students' perception of parents' disapproval of use of tobacco (wrong or very wrong)	86.1	83.6	81.9	71.5	81.6
Students' perception of parents' disapproval of use of alcohol (wrong or very wrong)	81.9	77	75.3	66.7	76
Students' perception of parents' disapproval of use of marijuana (wrong or very wrong)	92.6	89.7	91.2	90.3	91
Students' perception of friends' disapproval of use of tobacco (wrong or very wrong)	50.7	47.6	39.9	29.5	42.9
Students' perception of friends' disapproval of use of alcohol (wrong or very wrong)	39.5	36.9	26.5	20.9	31.7
Students' perception of friends' disapproval of use of marijuana (wrong or very wrong)	63.1	61.2	48.4	49.6	55.9
Age of First Use					
	Gr 9	Gr 10	Gr 11	Gr 12	CHS
When did you first use tobacco?	12.4	13.6	13.8	14.1	13.5
When did you first use alcohol?	12.6	13.9	13.7	14.2	13.6
When did you first use marijuana?	12.6	13.6	14.3	14.5	13.9

Perception of Availability	Gr 9	Gr 10	Gr 11	Gr 12	CHS
Students' perception of availability of tobacco (fairly easy or very easy to get)	52.1	55.5	71.4	80.3	63.5
Students' perception of availability of alcohol (fairly easy or very easy to get)	54.8	55	69	76.1	62.7
Students' perception of availability of marijuana (fairly easy or very easy to get)	31.2	33.6	50.7	48.2	40.4
Where Students Use					
Where do you use tobacco?	Gr 9	Gr 10	Gr 11	Gr 12	
At home	14.4	12.4	14	19.6	
At school	3.2	2.8	3.1	7.4	
In a car	20.3	20.7	27.1	31.1	
Friend's house	17.6	15.7	20.5	24.3	
Other	15.8	14.3	17.5	25	
Where do you use alcohol?	Gr 9	Gr 10	Gr 11	Gr 12	
At home	15.3	16.6	17.5	19.6	
At school	1.8	2.3	3.1	6.1	
In a car	5	3.2	4.4	4.7	
Friend's house	33.3	38.2	49.8	50	
Other	15.3	15.2	12.7	18.2	
Where do you use marijuana?	Gr 9	Gr 10	Gr 11	Gr 12	
At home	4.5	6.5	7.9	9.5	
At school	1.8	2.3	1.7	5.4	
In a car	9	9.7	21.4	9.5	
Friend's house	14.9	13.4	19.2	23	
Other	6.8	6.5	10	12.8	
When Students Use					
When do you use tobacco?	Gr 9	Gr 10	Gr 11	Gr 12	
Before school	11.3	8.8	17.5	18.9	
During school	2.7	2.8	5.7	13.5	
After school	18.5	15.7	21	24.3	
Weeknight	13.1	12.4	21	25	
Weekend	25.7	23	32.3	39.2	
When do you use alcohol?	Gr 9	Gr 10	Gr 11	Gr 12	
Before school	0.5	2.8	1.3	3.4	
During school	1.4	2.3	1.3	4.1	
After school	4.5	4.6	3.1	6.1	
Weeknight	7.7	4.6	7	8.8	
Weekend	41.4	46.5	57.2	58.1	
When do you use marijuana?	Gr 9	Gr 10	Gr 11	Gr 12	
Before school	3.6	3.7	5.7	6.1	
During school	1.4	2.3	1.7	5.4	
After school	7.7	7.4	11.4	10.1	
Weeknight	6.3	9.7	13.1	12.2	
Weekend	15.3	13.8	25.8	28.4	

Risk and Protective Factors

(The following tables on illicit drug use by risk and protective factors show for each category of a risk or protective factor question the percentage of students who report using illicit drugs. For example, on the question taking part in school activities, if NEVER was 40%, this means that OF those students who responded NEVER to taking part in school activities, 40% reported using an illicit drug.)

<i>Students who use illicit drugs by take part in school activities</i>	
Never	42.8
Seldom	27.3
Sometimes	26.6
Often	21.7
A Lot	11.9
<i>Students who use illicit drugs by make good grades</i>	
Never	66.7
Seldom	69.2
Sometimes	48.5
Often	31.3
A Lot	15.4
<i>Students who use illicit drugs by parents who talk about the dangers of drugs</i>	
Never	38.4
Seldom	33.7
Sometimes	28
Often	30.6
A Lot	23.1
<i>Students who use illicit drugs by parents who set clear rules</i>	
Never	43.2
Seldom	57.7
Sometimes	36
Often	33.6
A Lot	17.7
<i>Students who use illicit drugs by those who attend church</i>	
Never	46.3
Seldom	44.9
Sometimes	29.4
Often	27.2
A Lot	14.7
<i>Students who use illicit drugs by those who take part in community activities</i>	
Never	42.7
Seldom	36.7
Sometimes	25.5
Often	11.1
A Lot	14.1

Climate Surveys/Discipline Data

In the spring of 2009, school climate surveys were administered to all students in grades 3, 5, 6, 8, and randomly selected students from grades 9-12 in the Aberdeen School District. The school climate surveys were also provided to all district parents, teachers and other school staff. The purpose of the survey was to collect information to be used along with other data to improve our educational programs and for school accreditation purposes. We cross referenced the information in the Climate Survey with CHS student discipline data.

Description of Data: The tables below identify the results of climate surveys given to staff, a random sampling of students in grades 9-12, and parents in the spring of 2007. The results are displayed with the percent of respondents in each category follow by the raw number of responses in parentheses.

Analysis of Data: Conclusions are difficult to come by because of a lack of comparison data. Most survey results are generally positive, with area of “rules and policies are enforced consistently” and “discipline program” being the biggest areas of concern. The CHS discipline data revealed that disrespect and insubordination are becoming a larger concern.

Implications from Data: Improvement in student behavior is needed in the area of showing respect to authority and complying with requests. The CHS Progressive Discipline Plan was changed slightly starting in the fall of 2007 in attempt to have more consistency in the implementation of consequences. The issues of disrespect and insubordination will be brought to the Academy Leader Team for suggestions for improvement and the creation of an action plan.

Central High School Parent Climate Survey Results

February 2009

Question	Grade 9 Parents N=50				Grade 10 Parents N=28				Grade 11 Parents N=36				Grade 12 Parents N=24				Parent Totals N=167			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1.	18	32			11	17			17	18	1		12	13	1		71	95	4	
2.	12	32	5	1	11	10	4		9	19	3		10	12	1	1	52	89	15	2
3.	12	37	2		8	15	2		7	25	1		9	15	1	1	46	108	8	1
4.	11	38	2		9	15	4		10	22	2		9	14	2	1	51	104	12	1
5.	11	38	1		10	16	1		11	21			11	14		1	55	104	4	1
6.	16	34	1		13	14	2		11	20	2		13	11	1		65	95	7	
7.	24	24	1		12	11	3		15	19	1		12	12	1		79	79	6	
8.	12	33	2		12	16	1		10	21	1		11	14		1	61	95	6	1
9.	10	35	1	1	13	12	5		9	21	1	1	9	13		2	51	96	9	5
10.	17	32			14	14	1		13	20	2		11	19			70	99	3	
11.	18	32			14	14	1		15	17	3		12	12		1	74	87	6	1
12.	12	36	1		8	18		1	11	22	2		9	17			50	111	4	1
13.	8	37	2		5	18	4		7	21	5		8	15	1	1	37	108	14	2
14.	11	36	1		9	17	2		6	25	3		7	17	1		40	114	9	
15.	13	35			6	22			8	22	3		9	17			48	112	4	

CHS Staff Climate Survey Results

March 2009

	Certified Staff N=61				Non-Certified Staff N=13				Staff Totals N=74			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1. Students feel safe at school.	44% (27)	54% (33)	1.6% (1)	0.0% (0)	23.1% (3)	76% (10)	0.0% (0)	0.0% (0)	40.5% (30)	58.1% (43)	1.4% (1)	0.0% (0)
2. Rules and policies are enforced consistently.	11% (7)	63% (39)	24% (15)	0.0% (0)	7.7% (1)	53% (7)	38% (5)	0.0% (0)	10.8% (8)	62.2% (46)	27% (20)	0.0% (0)
3. The discipline program helps students make good choices.	18% (11)	78% (46)	3.4% (2)	0.0% (0)	0.0% (0)	84% (11)	15% (2)	0.0% (0)	15.3% (11)	79.2% (57)	5.6% (4)	0.0% (0)
4. Students feel like they belong at school.	18% (11)	76% (46)	5.0% (3)	0.0% (0)	0.0% (0)	100% (13)	0.0% (0)	0.0% (0)	15.1% (11)	80.8% (59)	4.1% (3)	0.0% (0)
5. The overall atmosphere of the school is positive.	36% (22)	58% (35)	5.0% (3)	0.0% (0)	7.7% (1)	92% (12)	0.0% (0)	0.0% (0)	31.5% (23)	64.4% (47)	4.1% (3)	0.0% (0)
6. Students at this school have enough access to current technology tools.	16% (10)	56% (34)	21% (13)	5.0% (3)	30% (4)	61% (8)	7.7% (1)	0.0% (0)	19.2% (14)	57.5% (42)	19% (14)	4.1% (3)
7. The principal cares about the students.	75% (45)	25% (15)	0.0% (0)	0.0% (0)	38% (5)	61% (8)	0.0% (0)	0.0% (0)	68.5% (50)	31.5% (23)	0.0% (0)	0.0% (0)
8. Teachers make an effort to know their students and their interests.	45% (27)	55% (33)	0.0% (0)	0.0% (0)	38% (5)	61% (8)	0.0% (0)	0.0% (0)	43.8% (32)	56.2% (41)	0.0% (0)	0.0% (0)
9. Students feel encouraged to participate in school activities.	36% (22)	51% (31)	8.3% (5)	3.3% (2)	23% (3)	69% (9)	7.7% (1)	0.0% (0)	34.2% (25)	54.8% (40)	8.2% (6)	2.7% (2)
10. The teachers believe that students can learn and be successful.	59% (35)	39% (23)	1.7% (1)	0.0% (0)	30% (4)	69% (9)	0.0% (0)	0.0% (0)	54.2% (39)	44.4% (32)	1.4% (1)	0.0% (0)
11. The teachers are available and willing to provide assistance to students.	56% (34)	40% (24)	3.3% (2)	0.0% (0)	38% (5)	61% (8)	0.0% (0)	0.0% (0)	53.4% (39)	43.8% (32)	2.7% (2)	0.0% (0)
12. The class work assigned challenges students to think.	33% (20)	58% (35)	8.3% (5)	0.0% (0)	15% (2)	69% (9)	15% (2)	0.0% (0)	30.1% (22)	60.3% (44)	9.6% (7)	0.0% (0)
13. All individuals in this school are treated with dignity and respect.	22% (13)	72% (43)	5.1% (3)	0.0% (0)	25% (3)	75% (9)	0.0% (0)	0.0% (0)	22.5% (16)	73.2% (52)	4.2% (3)	0.0% (0)
14. The teachers present material in a way that students can understand.	36% (22)	63% (38)	0.0% (0)	0.0% (0)	8.3% (1)	91% (11)	0.0% (0)	0.0% (0)	31.9% (23)	68.1% (49)	0.0% (0)	0.0% (0)
15. This school is preparing my child for success in the future.	35% (21)	62% (37)	1.7% (1)	0.0% (0)	25% (3)	66% (8)	8.3% (1)	0.0% (0)	33.8% (24)	63.4% (45)	2.8% (2)	0.0% (0)

Central High School Student Climate Survey Results

April 2009

	Grade 9 Students N=96				Grade 10 Students N=36				Grade 11 Students N=38				Student Totals N=178			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1.	20.0% (19)	69.5% (66)	7.4% (7)	3.2% (3)	13.9% (5)	66.7% (24)	11.1% (4)	8.3% (3)	28.9% (11)	65.8% (25)	2.6% (1)	2.6% (1)	20.4% (37)	68.5% (124)	7.2% (13)	3.9% (7)
2.	18.1% (17)	57.4% (54)	22.3% (21)	2.1% (2)	19.4% (7)	52.8% (19)	25.0% (9)	2.8% (1)	18.4% (7)	57.9% (22)	23.7% (9)	0.0% (0)	18.9% (34)	57.2% (103)	21.7% (39)	2.2% (4)
3.	15.1% (14)	52.7% (49)	22.6% (21)	9.7% (9)	5.6% (2)	47.2% (17)	30.6% (11)	16.7% (6)	7.9% (3)	65.8% (25)	21.1% (8)	5.3% (2)	11.7% (21)	53.6% (96)	23.5% (42)	11.2% (20)
4.	17.2% (16)	48.4% (45)	24.7% (23)	9.7% (9)	8.3% (3)	58.3% (21)	16.7% (6)	16.7% (6)	10.5% (4)	57.9% (22)	23.7% (9)	7.9% (3)	14.5% (26)	52.0% (93)	23.5% (42)	10.1% (18)
5.	11.7% (11)	50.0% (47)	33.0% (31)	5.3% (5)	8.3% (3)	47.2% (17)	27.8% (10)	16.7% (6)	5.3% (2)	63.2% (24)	23.7% (9)	7.9% (3)	10.0% (18)	52.2% (94)	28.9% (52)	8.9% (16)
6.	30.9% (29)	58.5% (55)	8.5% (8)	2.1% (2)	11.1% (4)	69.4% (25)	5.6% (2)	13.9% (5)	21.1% (8)	60.5% (23)	15.8% (6)	2.6% (1)	24.4% (44)	62.2% (112)	8.9% (16)	4.4% (8)
7.	24.5% (23)	53.2% (50)	13.8% (13)	8.5% (8)	30.6% (11)	50.0% (18)	8.3% (3)	11.1% (4)	23.7% (9)	57.9% (22)	10.5% (4)	7.9% (3)	25.0% (45)	54.4% (98)	11.7% (21)	8.9% (16)
8.	11.6% (11)	42.1% (40)	31.6% (30)	14.7% (14)	13.9% (5)	47.2% (17)	22.2% (8)	16.7% (6)	13.2% (5)	63.2% (24)	21.1% (8)	2.6% (1)	13.3% (24)	48.6% (88)	26.0% (47)	12.2% (22)
9.	20.2% (19)	38.3% (36)	27.7% (26)	13.8% (13)	8.3% (3)	50.0% (18)	22.2% (8)	19.4% (7)	10.5% (4)	50.0% (19)	28.9% (11)	10.5% (4)	15.6% (28)	43.3% (78)	27.2% (49)	13.9% (25)
10.	21.3% (20)	58.5% (55)	12.8% (12)	7.4% (7)	25.0% (9)	52.8% (19)	16.7% (6)	5.6% (2)	21.1% (8)	55.3% (21)	18.4% (7)	5.3% (2)	21.7% (39)	57.8% (104)	13.9% (25)	6.7% (12)
11.	20.0% (19)	55.8% (53)	18.9% (18)	5.3% (5)	22.2% (8)	52.8% (19)	13.9% (5)	11.1% (4)	18.4% (7)	65.8% (25)	13.2% (5)	2.6% (1)	19.9% (36)	58.6% (106)	15.5% (28)	6.1% (11)
12.	26.9% (25)	50.5% (47)	19.4% (18)	3.2% (3)	11.1% (4)	61.1% (22)	22.2% (8)	5.6% (2)	15.8% (6)	68.4% (26)	13.2% (5)	2.6% (1)	20.7% (37)	56.4% (101)	19.0% (34)	3.9% (7)
13.	8.7% (8)	31.5% (29)	38.0% (35)	21.7% (20)	2.8% (1)	36.1% (13)	33.3% (12)	27.8% (10)	5.3% (2)	34.2% (13)	31.6% (12)	28.9% (11)	7.3% (13)	32.6% (58)	36.0% (64)	24.2% (43)
14.	9.7% (9)	71.0% (66)	12.9% (12)	6.5% (6)	2.8% (1)	66.7% (24)	16.7% (6)	13.9% (5)	10.5% (4)	65.8% (25)	13.2% (5)	10.5% (4)	8.9% (16)	68.2% (122)	14.0% (25)	8.9% (16)
15.	18.3% (17)	63.4% (59)	11.8% (11)	6.5% (6)	16.7% (6)	58.3% (21)	16.7% (6)	8.3% (3)	21.1% (8)	60.5% (23)	10.5% (4)	7.9% (3)	18.4% (33)	60.9% (109)	13.4% (24)	7.3% (13)

2008-09 Goals, Objectives, and Intervention Strategies Evaluation

Goal 1: By 2013-14, all students will reach high standards, at a minimum, maintaining proficiency or better in reading/language arts. Objective 1: <i>Increase the percent of students in each subgroup performing at the proficient and advanced levels to a minimum of 79%.</i> Objective 2: <i>Increase the percent of students with disabilities reading at the proficient and advanced levels to a minimum of 35%.</i>		
Action Step	Evaluation	Evaluation Statement
Re-establish reading across the curriculum	Teacher observations and evaluations	This item was emphasized, but not formally reintroduced. We hope to begin formally in the fall of 2009.
Identify content standard weaknesses (1) and adjust curriculum maps (2)	Curriculum map checklist and studying Dakota STEP data	This is continually emphasized and teachers are instructed to update maps. Business/Computer Science was up in the curriculum cycle and worked on curriculum in more detail. Curriculum maps are checked every other summer by administration for updates and will be formally checked in the summer of 2009.
Identify students in need of assistance (1) and take appropriate action (2)	Cross-referencing assessment tools	This was done in spring and summer of 2008 and student class schedules were adjusted to meet their needs. We check for progress at the end of every term.
Improve use of proven successful instructional strategies	Staff development worksheets, teacher observations and evaluations.	Walk-in observation check lists have been developed and are being used that emphasizes Robert Marzano's proven successful instructional strategies.

2008-09 Goals, Objectives, and Intervention Strategies Evaluation

Goal 2: By 2013-14, all students will reach high standards, at a minimum, maintaining proficiency or better in math. Objective 1: <i>Increase the percent of students in each subgroup performing at the proficient and advanced levels to a minimum of 76%.</i> Objective 2: <i>Increase the percent of students with disabilities performing at the proficient and advanced levels to a minimum of 42%.</i>		
Action Step	Evaluation	Evaluation Statement
Coursework counseling by all CHS staff and using the Career Cruising Guidance Programs in the improved "Teachers as Advisors" program.	Cross-referencing assessment tools as established by the new Counseling Advisory Team and observations and evaluations of teachers during advisory time.	Counseling checklists for advisory delivery will be developed by the Counseling Advisory Team. Counselors, Registrar, and Principals will check student schedules for proper rigorous coursework.
Identify content standard weaknesses (1) and adjust curriculum maps (2)	Curriculum map checklist and Dakota STEP data	Course reviews will take place in meeting with teachers, counselors, and principals. Curriculum maps will be checked during the summer of 2009.
Identify students in need of assistance (1) and take appropriate action (2)	Cross-referencing assessment tools	This takes place continuously for students in a math class by teachers. It also takes place at the end of every term by counselors and principals. Teachers, counselors, and principals take special care to identify individuals for special tutoring prior to Dakota STEP test and again in the summer to insure proper coursework has been chosen and/or admittance to summer school math course.
Improve use of proven successful instructional strategies	Staff development worksheets, teacher observations and evaluations.	Walk-in observation check lists have been developed and are being used that emphasizes Robert Marzano's proven successful instructional strategies.

2009-10

Goals, Objectives, and Intervention Strategies

Goal 1: By 2013-14, all students will reach high standards, at a minimum, maintaining proficiency or better in reading/language arts.

Objective 1: *Increase the percent of students in the all students subgroup performing at the proficient and advanced levels to a minimum of 79%.*

Objective 2: *Increase the percent of students with disabilities reading at the proficient and advanced levels to a minimum of 40%.*

Activities/Strategies: Re-establish and promote reading across the curriculum by providing to teachers specific content area teaching strategies in regards to reading comprehension. Training for teachers in this area was postponed from the 2008-2009 school year to the 2009-2010 due to the need for diversity training and need to do staff development with the Career Cruising advisory program. Language arts teachers will study overall Dakota STEP results to identify areas of weakness in regards to student achievement on specific South Dakota Content Standard items. We will then adjust curriculum maps appropriately. Teachers, counselors, and administration will identify students in need of assistance with special attention to students with special needs or are economically disadvantaged in regards to reading comprehension by studying and cross referencing Dakota STEP scores, SAT 10 scores, grades, DACS, or Achievement Series scores. Once students have been identified, we will require or highly encourage them to attend a once a week tutoring session during Super Study, participate in the Northern State University's Reading Clinic, attend one on one reading tutoring, or enroll in the newly established reading class for nine weeks. A new electronic tutoring program was purchased entitle "Reader's Edge" and will used as appropriate in tutoring and class work. We will identify incoming freshmen who may require special attention in regards to reading. We plan to use district money as available to help fund a supplemental or credit recovery reading/literature class during the summer. A study night for Native American students is available for qualifying students. Specific individual student plans will be developed for students with special needs by case workers to help increase success on Dakota STEP test. The hiring of a Reading Coach will be included in a staffing proposal in the spring of 2010. The plan includes using the Reading Coach with identified students where we place those individuals in an additional required reading class during their freshman year or special alternative classes in the succeeding years as funds become available to create such a situation. Appropriate reading level of Textbooks chosen during our curriculum review cycle will be emphasized. Finally, we will continue with staff development to promote increased use of proven teaching strategies in the classroom. This is being accomplished through small learning community activities on staff in-service days and is being monitored by CHS and district administration.

Assessments: We will need to develop an accountability device in regards to reading across the curriculum strategies after that training takes place. Dakota STEP, SAT 10, and other data are being kept in detail for all students, student sub categories, and individual students. That data will be cross referenced with all programs in relationship to the various activities and strategies to determine if the strategies and activities are helping to attain our objectives. Checklists to ensure language arts teachers are maintaining curriculum maps that are closely linked to South Dakota State Content Standards have been developed with oversight by administration.

Goal 2: By 2013-14, all students will reach high standards, at a minimum, maintaining proficiency or better in math.

Objective 1: *Increase the percent of students in the all students subgroup performing at the proficient and advanced levels to a minimum of 76%.*

Objective 2: *Increase the percent of students with disabilities performing at the proficient and advanced levels to a minimum of 42%.*

Activities/Strategies: All students will be counseled by administration, counselors, registrar, and teachers on taking coursework that is properly challenging in regards to their ability. Students will be required to take a mathematics course in 11th grade to ensure an ongoing commitment to attaining mathematics skills. In-service time will be set aside for mathematics teachers to review, create and update curriculum maps that are closely linked to the South Dakota State Content Standards. Mathematics teachers will study overall Dakota STEP results to identify areas of weakness in regards to student achievement on specific South Dakota Content Standard items. We will then adjust curriculum maps appropriately. Teachers, counselors, and administration will identify students in need of assistance with special emphasis taken into consideration for students with special needs and those that are economically disadvantaged in regards to mathematics achievement by studying and cross referencing Dakota STEP scores, SAT 10 scores, grades, and DACS or Achievement Series scores. Identified incoming 9th graders will be placed in a year long Algebra 1 course in place of the normal one semester class. A year long Geometry course will be added in the fall of 2010. An additional course for students opting out of Algebra 2 will be developed to insure a proper math course is available during the students' junior year. Students who have been identified will be required or highly encouraged to attend tutoring sessions during Super Study that are offered four times per week. Special Super Study tutoring sessions will available for students with special needs during the spring semester of their junior year. A study night math clinic for Native American students is available for those that qualify. Special one on one tutoring is available after school through use of district funds. Summer math classes will be made available for those with a need funded by TCAP dollars if available. Specific individual student plans will be developed for students with special needs by case workers to help increase success on Dakota STEP test. All students are now required to have a math class during their 9th, 10th, and 11th grade years and will be highly encouraged to take a math class in 12th grade. We will identify all incoming freshmen in regards to mathematics and ensure a proper math placement. Finally, we will continue with staff development to promote increased use of proven teaching strategies in the classroom. This is being accomplished through small learning community activities on staff in-service days and is being monitored by CHS and district administration.

Assessments: Identified students that are in need of assistance will be tracked in regards to coursework taken and tutoring or special program received. This information will be cross referenced with various achievement data, including Dakota STEP, SAT 10, and other data. Results will be documented and studied to determine if given strategies and/or interventions are helping meet our objectives. Checklists to ensure math teachers are maintaining curriculum maps that are closely linked to South Dakota State Content Standards have been developed with oversight by administration.

2009-10 Goals, Objectives, and Intervention Strategies Evaluation

<p>Goal 1: By 2013-14, all students will reach high standards, at a minimum, maintaining proficiency or better in reading/language arts. Objective 1: Increase the percent of students in each subgroup performing at the proficient and advanced levels to a minimum of 79%. Objective 2: Increase the percent of students with disabilities reading at the proficient and advanced levels to a minimum of 35%.</p>		
Action Step	Evaluation	Evaluation Statement
Re-establish reading across the curriculum.	Teacher observations and evaluations.	This item was emphasized, but not formally reintroduced. We hope to begin formally in the spring of 2010.
Identify content standard weaknesses (1) and adjust curriculum maps (2)	Curriculum map checklist and studying Dakota STEP data.	This is continually emphasized and teachers are instructed to update curriculum maps. Curriculum maps will be checked in the summer of 2010. The Language Arts department will analyze test results in regards to specific reading standards at department meetings in the fall and winter of 2009-10.
Identify students in need of assistance (1) and take appropriate action (2).	Cross-referencing assessment tools.	This was done in spring and summer of 2009 and student class schedules were adjusted to meet their needs. We check for progress at the end of every term. An additional Reading Class was established for identified students and is being taught for the first time in 2009-10. Tutoring programs have been added in 2009-10 for identified students
Improve use of proven successful instructional strategies.	Staff development worksheets, teacher observations and evaluations.	Walk-in observation check lists have been developed and are being used that emphasizes Robert Marzano's proven successful instructional strategies.

2009-10 Goals, Objectives, and Intervention Strategies Evaluation

Goal 2: By 2013-14, all students will reach high standards, at a minimum, maintaining proficiency or better in math. Objective 1: <i>Increase the percent of students in each subgroup performing at the proficient and advanced levels to a minimum of 76%.</i> Objective 2: <i>Increase the percent of students with disabilities performing at the proficient and advanced levels to a minimum of 42%.</i>		
Action Step	Evaluation	Evaluation Statement
Coursework counseling by all CHS staff and using the Career Cruising Guidance Programs in the improved “Teachers as Advisors” program.	Course registration numbers will be compared to previous years to determine if more students are taking appropriately challenging mathematics courses.	Counseling checklists for advisory delivery will be developed by the Counseling Advisory Team. Counselors, Registrar, and Principals will check student schedules for proper rigorous coursework. Course selection will be emphasized at class meetings.
Identify content standard weaknesses (1) and adjust curriculum maps (2)	Curriculum map checklist and Dakota STEP data.	Course reviews will take place in meeting with teachers, counselors, and principals. The Math Department will meet in the fall/winter of 2009/10 to analyze specific content performance address come up with a plan to address deficiencies. Curriculum maps will be checked during the summer of 2009 and Dakota STEP results will analyzed in the fall of 2010
Identify students in need of assistance (1) and take appropriate action (2)	Cross-referencing assessment tools.	This takes place continuously for students in a math class by teachers. It also takes place at the end of every term by counselors and principals. Teachers, counselors, and principals take special care to identify individuals for special tutoring prior to Dakota STEP test and again in the summer to insure proper coursework has been chosen and/or admittance to summer school math course. Tutoring has been expanded for identified individuals starting in the fall of 2009. Coursework offered will be adjusted again starting in the fall of 2010 to best meet students needs.
Improve use of proven successful instructional strategies	Staff development worksheets, teacher observations and evaluations.	Walk-in observation check lists have been developed and are being used that emphasizes Robert Marzano’s proven successful instructional strategies.

Professional Development

Throughout the year, staff members will be engaged in a variety of activities to help them build scope with the two identified goals. Additionally, staff will attend appropriate national, state, and regional conferences that will support the school-wide goals.

Local professional development opportunities will include technology in-services that will encourage the delivery and management of instruction. Finally, Central's professional library is constantly being upgraded in the areas of effective strategies for math and reading instruction.

2008-09	
Staff Development Schedule	
August 18	8:00 a.m.-9:30 a.m. Building Meetings 10:00 a.m.-3:00 p.m. Murray Banks @ NSU
August 19	8:00 a.m.-11:00 a.m. Welcome Back to School @ CHS Theatre Advocacy Program – Uttermark – 12:30 – 2:00 p.m. Special Education Meeting – Holgate – 2:00 – 3:30 p.m. Teacher Planning Time – 2:00 – 3:30 p.m.
August 20	First Day of School Freshman Welcome – Link Crews - 8:00 – 11:15 a.m. Academy Leaders Meeting – 9:00 – 10:00 a.m.
October 14	Building Data Retreat Library Technology Presentation – Mrs. Johnston - 8:00 – 8:30 a.m. Three Tiered Diploma Tracks – Mr. Murphy – 8:45 – 9:30 a.m. Teachers as Advisors Handbook – Mrs. Stephenson – 9:30 – 10:45 a.m. Department Meetings – Registration Handbook and Electives 11:00 – 12:00 p.m. Data Retreat – Mr. Uttermark – 1:00 – 3:00 p.m.
November 26	School in Session Registration Booklet – Ms. Swenson – 12:30 – 12:45 p.m. Faculty Meeting – 12:45 – 1:00 p.m. Department Meetings – Finalize Registration Booklet - 1:00 – 2:00 p.m. Academy Meetings – 2:00 – 3:00 p.m. Teacher Planning Time – 3:00 – 3:30 p.m.
January 19	8:00 a.m.-10:00 a.m. State of the District CHS Theatre Career Crusin Training – 10:15 – 12:00 p.m. + 1:00 – 3:00 p.m. Teacher Planning Time – 3:00 – 3:30 p.m.
February 13	Video Streaming Technology – Library - 8:00 – 9:00 a.m. Dakota Step Prep – Tutoring Schedule – 9:00 – 10:00 a.m. Curriculum Mapping - Updating - 10:00 – 11:00 a.m. Faculty Sharing Internet Resource Sites – 12:00 – 1:00 p.m. School Improvement Committee Meeting – 1:00 – 2:30 p.m. Teacher Planning Time - 2:30 – 3:30 p.m.

February 27	Faculty Meeting – Mr. Uttermark – 8:00 – 8:30 a.m. Technology Budget Discussion - 8:30 – 9:30 a.m. Department Meeting - Budget Items - 9:30 – 10:30 a.m. Academy Meetings - 10:30 – 11:30 p.m.
	12:30-3:30 p.m. Classroom Instruction that Works with ELLs
March 12	Faculty Meeting – 8:00 – 8:30 p.m. Academy Leaders Meeting – 8:30 – 9:30 a.m. Career Crusin Update + discussion – 9:30 – 10:30 a.m. Teacher Planning Time - 10:30 – 11:30 a.m.
	12:30-3:30 p.m. Classroom Instruction that Works with ELLs
April 9	Alternative Learning School changes + Credit Recovery - 8:00 – 9:30 a.m. Academy Meetings - 9:45 – 10:45 a.m. Department Meetings – Awards Night - 11:00 – 12:00 p.m.
	Current Trends in Education – Mr. Murphy - 1:15 – 2:15 p.m. Teacher Planning Time 2:30 – 3:30 p.m.
May 21	Last Day of School
	Discussion of In-service Agenda for 2009 – 2010 - 1:00 – 1:30 p.m. Ice-cream and Goodbyes. 2:30 – 3:00 p.m. Teacher Planning Time or Check Out – 3:00 – 3:30 p.m.

2009-10

Staff Development Schedule

August 20	8:00 a.m.- 12:00 p.m. Building Meetings
	1:00 p.m. – 3:30 p.m. Individual/Collaborative Planning
August 21	8:00 a.m.-10:00 a.m. Welcome Back to School @ CHS Theatre
	10:00 a.m.-3:30 p.m. Effective Instructional Strategies presentation by Dr. Ed Porthan
August 24	First Day of School
October 12	Building Data Retreat 8:00-11:00 Data retreat by Mr. Uttermark 11:00-11:30 Academy Meetings
	1:00-2:30 Department Meetings
November 25	School in Session
	POD Exercise and collaborative time Department Meetings
January 4	8:00 a.m.-10:00 a.m. State of the District CHS Theatre
	Teacher planning time
January 18	Reading Across the Curriculum Training or Technology Training
	Department Meetings Academy Meetings
February 19	Reading Across the Curriculum Training or Technology Training
	Department Meetings Academy Meetings
March 11	Reading Across the Curriculum Training or Technology Training Academy Meetings
	Curriculum Mapping
April 26	Reading Across the Curriculum Training or Technology Training Department Meetings
	Curriculum Mapping
May 21	Last Day of School
	Individual/Collaborative Planning

Highly Qualified Staff

All teachers at Central High School meet the definition of highly qualified. It is our District's policy to staff our schools only with teachers and para-educators that meet that definition.

Parent Involvement in Education

Parents/guardians play a vital role in supporting student achievement. The PTA is an active and dynamic organization which assists the school by promoting effective parent involvement. Parents are provided with staff development opportunities through the Back to School orientation, strategies that are presented in monthly newsletters, and a lending library which is available to provide parents with information and resources to increase their involvement in their child's education.

The administration and staff communicate with parents through newsletters, brochures, the district website, team meetings, open houses, and parent workshops. Conferences are held twice a year to provide parents/guardians with information regarding academic skill development. Midterm reports and report cards are distributed four times a year and provide an overall view of student achievement. The Infinite Campus Parent Portal is an excellent tool for parents/guardians to review online grades, attendance, and discipline referrals from home. In addition, the school counselor provides an additional avenue for parent communication

In an effort to promote additional parent involvement and to build a stronger knowledge base of the requirements of NCLB, attempts will be made to review test scores with parents in small group meetings. Parents were provided written notice of the school's improvement needs in the monthly newsletter. In addition, the school improvement plan was discussed at PTA meetings, School Board meetings, and district-wide listening sessions.

Transition Processes

Transition activities for incoming ninth grade students begin with the CHS counselors visiting the middle schools in January to present information about classes that are available at CHS. During the following week, middle school counselors and teachers work with students to complete their registration forms. The CHS registrar then goes to the middle schools to check and collect the students' registration forms. Eighth graders take a tour at CHS and meet staff members in March. Special Ed teachers meet from the two levels to transition students on IEP's and to register these students for appropriate classes. Principals meet to transition students of concern. LINK CREW orientation is a half day of activities at CHS that incoming ninth graders attend the week before school starts in the fall. Upperclassmen are trained as LINK CREW leaders and work with the ninth graders in small groups, lead tours, and facilitate activities during that orientation. CHS holds parent/student orientation sessions before the start of the school year.

Monitoring and Support

Students who experience difficulty are referred to the Student Assistance Team (SAT) by parents, teachers, or students. Student needs are evaluated by the team with recommendations made to help rectify the problems identified. Recommendations may include before or after school tutoring, behavior management plans, an outside mentor, and/or further review by the team. The team shares this information with the teachers involved with the child as well as the child's parents.

If problems tend to persist, the student may be referred to the Student Needs Team (SNT) for formal evaluation of academic and/or psychological needs. After the evaluation has been completed, the team communicates the results to staff members and the child's parents. Recommendations may include special education services, professional counseling, and/or alternative placement of the child.

CHS administration will review the plan quarterly during the 2009-10 school year to make adjustments. As the plan is reviewed and modified, progress will be shared with the School Board on an annual basis.

Fiscal Requirement

As this plan is implemented, resources will be available to building teams. Release time will be provided for building teams to meet to review their current school improvement plan, review their school's data and to add new strategies to use for instructional purposes.

District-level administrators will be available to meet with school teams to support the development of school or student improvement plans and also to model effective instructional strategies in the classroom.

School curriculum and supplemental materials will be purchased according to the district curriculum adoption cycle. If additional support materials must be purchased, individual schools may use their building financial allocations to purchase those items.

Financial Resources Available:

Building Level-

- General fund and capital outlay fund allocations
- Special Education allocations for resource rooms and also financial support for after school tutoring

District Level-

- Title IV allocations for Student Assistance Team coordinator
- General fund allocations for Link Crew stipends
- American Indian Parent Advisory Committee funding sources (Indian Education Act Title VII and Johnson O'Malley grants)

Ongoing Program Development

The school improvement plan is part of a dynamic process with periodic evaluation needed to assess progress towards meeting goals. The school improvement plan is a two-year document requiring periodic evaluation to assess progress. The plan was written within three months of identification for state-mandated school improvement. It will be evaluated annually and revised as needed. Future revisions in the plan will be made according to data obtained from assessment results, surveys, state mandates, and student needs. A log will be kept on file of the periodic reviews and revisions.

The improvement plan will be presented to the Aberdeen School Board for final approval in December of 2009. After board approval, the School Improvement Plan will be fully implemented. The school improvement plan will be shared with the staff, parents, and the public through the Aberdeen School District website and copies will be available in the school office for interested patrons.

The timeline below indicates the school improvement activities for the 2009-10 school year.

July 24	Preliminary school improvement status identified by the DOE
July 27	School improvement status and test scores presented to the school board
Completed by September 25	Building data compiled and team members identified
October 12	Building data retreats held with all staff members
Completed by October 23	Building leadership teams meet to refine goals and strategies
Completed by October 23	Finalize requirements of building school improvement plans and submit to Assistant Superintendent
November 2	District school improvement meeting-conduct peer reviews of building plans
November 6	Building school improvement plan revisions due back to the Assistant Superintendent
November 9	School improvement plans submitted to school board for first reading
November 23	School improvement plans submitted to school board for final approval
Completed by January 30	Building leadership teams meet to review student progress and make necessary adjustments to school improvement plan
Completed by April 26	Building leadership teams meet to conduct annual assessment of school improvement plans and make adjustments as necessary