

SCHOOL: Aiken University High School

OnePlan

A comprehensive operational plan for attaining school and district goals

Cincinnati Public Schools

Principal: **Dr. Virginia L. Rhodes**

Date: **10/27/06**

The Cincinnati Public School District educates all students to meet or exceed the district's academic standards and provides opportunities for students to grow socially, emotionally and physically to become lifelong learners and productive citizens.

THIS PLAN IS AVAILABLE TO PARENTS AND THE PUBLIC UPON WRITTEN REQUEST TO THE PRINCIPAL OR DISTRICT.

	Table of Sections	Check if included in school's One Plan
	Table of Sections	✓
	Title I Compliance: Required Components	✓
	Building Futures School Standards, Self-Assessment, and Rubrics	✓
1.	List of planning team with signatures	✓
2.	School summary and strategies	✓
3.	Needs assessment of school (academic) and intervention strategies (including Pyramid of Interventions)	✓
4.	Needs assessment of additional non-assessment academic indicators and intervention strategies (including Pyramid of Interventions)	✓
5.	Professional Development plan summary	✓
6.	Coordination of federal, state, & local programs	✓
7.	Transition plan	✓
8.	Family Partnership plan	✓
9.	OnePlan monitoring	✓
10.	School budget	✓

TITLE I COMPLIANCE: REQUIRED COMPONENTS

Component Required	Place in OnePlan	Present
TITLE I, PART A STATUTORY		
Comprehensive needs assessment	Building Futures School Standards Self-Assessment Section 1 – Planning Team Membership Section 2 – School Summary and Strategies Section 3 – Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies Section 4 – Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies	
Schoolwide reform strategies	Section 3 – Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies Section 4 – Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies	
Instruction by highly qualified teachers	Section 2 – School Summary and Strategies	
High quality professional development	Section 3 – Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies Section 4 – Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies Section 5 – Professional Development Plan Summary	
Strategies to attract and utilize high quality, highly-qualified teachers to high need schools	Section 2 – School Summary and Strategies	
Strategies to increase parental involvement	Section 8 – Family Partnership Plan	
Plans for assisting preschool children in transition from early childhood to school programs	Section 7 –Transition Plan	

Measures to include teachers in decisions regarding use of academic assessments	Section 2 – School Summary and Strategies	
Component Required	Place in OnePlan	Present
TITLE I, PART A STATUTORY		
Assistance to struggling students with effective, timely additional assistance	Section 3 – Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies Section 4 – Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies	
Coordination of federal, state, local programs	Section 6 – Coordination of Programs	
SCHOOLWIDE PLAN REQUIREMENTS		
Description of how resources will be used to implement 10 components above	Section 10 – School Budget	
List of specific federal/state programs that will be consolidated in plan	Section 6 – Coordination of Programs	
Description of how school will provide information on academic assessments in language the parents will understand	Section 8 – Family Partnership Plan	
PLAN DEVELOPMENT REQUIREMENTS		
Planning team members	Section 1 – Planning Team Membership	
Review & revision of plan	Section 9 – OnePlan Monitoring	
Public availability of plan	Cover Sheet	
Coordination with other programs	Section 6 – Coordination of Programs	

Note: The Building Futures School Standards are integrated into the OnePlan document. Please use them as a guide to help shape your school's goals and inform your school's strategies.

BUILDING FUTURES SCHOOL STANDARDS

1. Schools are effectively organized to share accountability for student learning

- The principal and members of the Instructional Leadership Team (ILT) and school staff develop the school's OnePlan which acts as a strategic action plan for the school.
- After gathering and analyzing school and class level data, the principal, ILT and teacher teams bear primary responsibility for making decisions about the school's instructional strategy.
- The principal and ILT examine and allocate resources to support the goals and strategies clarified in the OnePlan document.
- Schedules are organized so that teachers can collaborate around SIP, SEAL, student outcomes, student work and best teaching practices.

2. Teachers use effective, standards-based curriculum and instructional practice

- Teachers use literacy and numeracy programs that are research-based and aligned (mapped) to state standards.
- All curriculum, instructional materials, and active learning strategies are aligned to help each student meet grade-level standards.
- Teachers work collaboratively to make sure that all lessons meet standards.
- During class in all subjects, students read, write and use numeric skills and technology regularly.

3. Teachers use rich performance-based assessments to adjust instruction and student support to meet individual student needs

- Using common planning time and other time, teachers analyze student data and work to plan instruction (SEAL) and develop courses of action to address individual student needs.
- Teachers use extensive and varied assessments to monitor each student's learning and make mid-course corrections when needed.
- Teachers post standards for quality work, and use rubrics/scoring guides to inform students, parents and other teachers of the student's level of learning toward the benchmark indicators. Teachers give prompt, specific feedback to student on their work in relation to standards.
- Students demonstrate their learning in multiple ways: in writing, through speaking, with technology and artistically.

BUILDING FUTURES SCHOOL STANDARDS

4. Professional development is driven by student learning

- School-wide professional development is directly linked to addressing student learning needs as identified by student data.
- Most professional development occurs at the school, in grade level or content-based teams.
- On-site teacher leaders/coaches are available to work with teacher teams to facilitate regular reflection on teacher lessons and student work (SIP), and assessment of performance in order to improve instruction.
- Teachers have access to regular feedback and coaching focused on improving their instructional practice.

5. Effective instructional leaders observe, give feedback and coach teachers to improve instruction

- The principal actively facilitates the development of teachers by working with teacher teams (on SIP and SEAL), observing classrooms, and providing coaching and feedback.
- The principal uses all available internal and external teacher leadership and coaching resources to develop the skills and capacity of teachers in the school.
- The principal establishes priorities and aligns resources so that high-quality instruction and improving student results are the key foci of the school.
- The principal actively facilitates, monitors, and supports the implementation of the SIP, SEAL and CWT systems for supporting and monitoring instruction and student learning in the school.

6. Schools are safe, supportive and family friendly

- Schools have a process for reaching out to families and involving them in the mission, instructional approach and standards of the school.
- The school has a process for helping families understand the academic and performance expectations for their children, and develops programs to involve parents in helping students meet them.
- The school communicates regularly with parents about student progress toward the standard.
- The building, grounds and classrooms provide a safe and orderly environment for all stakeholders.

Building Futures School Standards Self-Assessment

Alignment of Building Futures School Standards with School Improvement Strategy

The ILT should use the Building Futures School Standards, the following chart, and the rubrics to assess your school's progress toward meeting the Building Futures School Standards. Make sure to analyze your total student and subgroup performance when self-assessing and identify research-based strategies to reach the standards.

Building Futures Standard	Self Assessment (see rubrics, pages 8 - 13)	Evidence of Self Assessment	Strategy for Reaching Standard
1. Schools are effectively organized to share accountability for student learning.	2.75	Distribution of BF rubrics & survey of all teachers & all ILT reps. Discussion of rubrics with all Team Leaders & ILT	One Plan action reviews scheduled into all ILT agendas; each vertical & horizontal team & committee reviews its particular role in implementation & reports to ILT on progress quarterly.
2. Teachers use effective, standards-based curriculum and instructional practice.	3.0	Distribution of BF rubrics & survey of all teachers & all ILT reps. Discussion of rubrics with all Team Leaders & ILT	Regular administrative & peer monitoring & coaching of classroom practice and support of team functioning.
3. Teachers use rich-performance-based assessments to adjust instruction and student support to meet individual student needs.	2.5	Distribution of BF rubrics & survey of all teachers & all ILT reps. Discussion of rubrics with all Team Leaders & ILT	Staff development on formative assessment, scaffolding, rubrics& active student engagement strategies.
4. Professional development is driven by student learning.	2.5	Distribution of BF rubrics & survey of all teachers & all ILT reps. Discussion of rubrics with all Team Leaders & ILT	Teams charged with data analysis; Shift PD focus to development of internal expertise along with external coaching & modeling rather than external presenters.

<p>5. Effective instructional leaders observe, give feedback, and coach teachers to improve instruction.</p>	<p>3.25</p>	<p>Distribution of BF rubrics & survey of all teachers & all ILT reps. Discussion of rubrics with all Team Leaders & ILT</p>	<p>Introduction of CWT. Administrators practice extended, meaningful discussions of classroom practice following both formal and informal observations & offer peer observation opportunities & visiting days to extend exposure to best practice.</p>
<p>6. Schools are safe, supportive, and family friendly.</p>	<p>3.25</p>	<p>Distribution of BF rubrics & survey of all teachers & all ILT reps. Discussion of rubrics with all Team Leaders & ILT</p>	<p>Intensive, sustained, and focused changes in school climate, safety & discipline procedures along with restoration of high quality communication tools for staff, students, parents, and community.</p>

Building Futures School Standards: Rubrics

Standard 1: Schools are effectively organized to share accountability for student learning.

	4	3	2	1
The principal and members of the Instructional Leadership Team (ILT) and school staff develop the school's OnePlan which acts as a strategic action plan for the school.	The principal and members of the Instructional Leadership Team (ILT) and the entire school staff actively and collaboratively develop the school's OnePlan. The OnePlan is used as an effective strategic action plan for the school. Strong evidence shows that the OnePlan is a guiding force in all facets of school operation.	The principal and members of the Instructional Leadership Team (ILT) and the entire school staff actively and collaboratively develop the school's OnePlan. The OnePlan is used as an effective strategic action plan for the school. Evidence shows that the OnePlan is a guiding force in some facets of school operation.	The principal and members of the Instructional Leadership Team (ILT) collaboratively develop the school's OnePlan. The OnePlan is used as an overall action plan for the school.	Specific individuals develop the school's OnePlan. Staff merely sign off on the plan and do not use it to guide their practice.
After gathering and analyzing school and class level data, the principal, ILT and teacher teams bear primary responsibility for making decisions about the school's instructional strategy.	Using school and class level data from Dashboard and other data sources, the principal, ILT, and teacher teams develop plans about using instructional strategies that positively impact student achievement. The ILT regularly discusses, monitors, and adjusts these plans in light of changing data.	Using school and class level data from Dashboard and other data sources, the principal, ILT, and teacher teams develop plans about using instructional strategies that positively impact student achievement. The ILT from time to time discusses, monitors, and adjusts these plans in light of changing data.	Using school and class level data from Dashboard and other data sources, the principal, ILT, and teacher teams develop plans about using instructional strategies that positively impact student achievement.	Using school and class level data from Dashboard and other data sources, teacher teams and individual teachers develop plans about using instructional strategies that positively impact student achievement.

<p>The principal and ILT examine and allocate resources to support the goals and strategies clarified in the One Plan document.</p>	<p>The principal and ILT work together to allocate the school's resources (financial and personnel) to fully support the goals and strategies that are contained in the school's OnePlan.</p>	<p>The principal and ILT work together to allocate the school's resources (financial or personnel) to support some goals and strategies that are contained in the school's OnePlan.</p>	<p>The principal and ILT work together to allocate the school's resources (financial) to support the goals and strategies that are contained in the school's OnePlan.</p>	<p>The principal allocates the school's resources (financial) to support goals and strategies that may be contained in the school's OnePlan.</p>
<p>Schedules are organized so that teachers can collaborate around SIP, SEAL, student outcomes, student work and best teaching practices.</p>	<p>The principal and ILT have organized an efficient school schedule that permits teacher teams to collaborate around SIP, SEAL, student outcomes, student work, and best teaching practices.</p>	<p>The principal and ILT have organized a school schedule that permits teacher teams to collaborate around SIP, SEAL, student outcomes, student work, and best teaching practices.</p>	<p>The principal and ILT have organized a school schedule that permits only sporadic collaboration around SIP, SEAL, student outcomes, student work, or best teaching practices.</p>	<p>The principal and ILT have organized a school schedule that does not permit any teacher collaboration.</p>

Building Futures School Standards: Rubrics

Standard 2: Teachers use effective, standards-based curriculum and instructional practice.

	4	3	2	1
Teachers use literacy and numeracy programs that are research-based and aligned (mapped) to state standards.	The literacy and numeracy programs are research-based and aligned (mapped) to state standards and are used effectively with all students in the school.	The literacy and numeracy programs are research-based and aligned (mapped) to state standards and are used with all students in the school.	The literacy and numeracy programs are research-based and aligned (mapped) to state standards and are used with most students in the school.	The literacy and numeracy programs are research-based and aligned (mapped) to state standards but are not used well with students in the school.
All curriculum, instructional materials, and active learning strategies are aligned to help each student meet grade-level standards.	All curriculum, instructional materials, and active learning strategies are effectively synchronized so that each student can master or exceed grade-level standards.	All curriculum, instructional materials, and active learning strategies are somewhat synchronized so that each student can master or exceed grade-level standards.	Most curriculum, instructional materials, and active learning strategies are somewhat synchronized so that each student can master or exceed grade-level standards.	Most curriculum, instructional materials, and active learning strategies are somewhat synchronized so that most students can master or exceed grade-level standards.
Teachers work collaboratively to make sure that all lessons meet standards.	Highly functioning teacher teams meet weekly for 90 minutes to review and reflect on lessons and student work. Using SIP, teachers ensure that lessons meet standards and discuss instructional strategies that reflect best practices. A community of learners develops among faculty. Where possible, district personnel, school-based lead teachers, and/or coaches participate in team meetings regularly.	Teacher teams meet weekly for 45 minutes or twice monthly for 90 minutes to review and reflect on lessons and student work. Using SIP, teachers ensure that lessons meet standards and discuss instructional strategies that reflect best practices. Where possible, district personnel, school-based lead teachers, and/or coaches participate in team meetings regularly.	Teacher teams meet twice a month for 45 minutes to review and reflect on lessons and student work. Using SIP, teachers ensure that lessons meet standards and discuss instructional strategies that reflect best practices.	Teacher teams meet monthly to review and reflect on lessons and student work. Using SIP, teachers ensure that lessons meet standards and discuss instructional strategies that reflect best practices.

<p>During class in all subjects, students read, write and use numeric skills and technology regularly.</p>	<p>In order to develop high level critical thinking skills needed by students, all teachers in all subject areas incorporate reading, writing, and numerical thinking strategies that allow students to master or exceed standards. Teachers regularly use meaningful technology as a tool to further students' thinking and problem solving skills and as a bridge to real-world applications.</p>	<p>In order to develop high level critical thinking skills needed by students, teachers in all subject areas incorporate reading, writing, and numerical thinking strategies that allow students to master or exceed standards. Teachers sometimes use meaningful technology as a tool to further students' thinking and problem solving skills and as a bridge to real-world applications.</p>	<p>In order to develop critical thinking skills needed by students, teachers in reading and math classes incorporate reading, writing, and numerical thinking strategies that allow students to master or exceed standards. Teachers use meaningful technology as a tool to further students' thinking and problem solving skills.</p>	<p>In order to develop thinking skills needed by students, teachers in reading and math classes incorporate reading, writing, and numerical thinking strategies that allow students to master or exceed standards. Teachers use technology only as a tool to remediate skills or for simple word processing needs.</p>
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Building Futures School Standards: Rubrics

Standard 3: Teachers use rich performance-based assessments to adjust instruction and student support to meet individual student needs.

	4	3	2	1
Using common planning time and other time, teachers analyze student data and work to plan instruction (SEAL) and develop courses of action to address individual student needs.	Using the framework of SEAL, teachers use common planning time to effectively analyze student data and plan appropriate instructional activities to meet the needs of all students. A plan is generated that includes effective instructional strategies as well as scaffolding, differentiated instruction, reteaching and/or enrichment of skills.	Using the framework of SEAL, teachers use planning time to effectively analyze student data and plan appropriate instructional activities to meet the needs of all students. A plan is generated that includes effective instructional strategies as well as scaffolding, differentiated instruction, reteaching and/or enrichment of skills.	Teachers use planning time to analyze student data and plan appropriate instructional activities to meet the needs of all students. A plan is generated that includes instructional strategies that may include scaffolding, differentiated instruction, reteaching and/or enrichment of skills.	Teachers use planning time to look at student data and plan some instructional activities to meet the needs of some students. A plan is generated that includes instructional strategies that may include scaffolding, differentiated instruction, reteaching and/or enrichment of skills.
Teachers use extensive and varied assessments to monitor each student's learning and make mid-course corrections when needed.	Teachers effectively use formative and summative assessments to monitor student progress toward mastery of the standards. Based on this data, teachers make adjustments to instruction and provide appropriate support to students (e.g., scaffolding, differentiated instruction, reteaching and/or enrichment of skills).	Teachers use formative and summative assessments to monitor student progress toward mastery of the standards. Based on this data, teachers make adjustments to instruction and provide appropriate support to students (e.g., scaffolding, differentiated instruction, reteaching and/or enrichment of skills).	Teachers use formative and summative assessments to monitor student progress toward mastery of the standards. Based on this data, teachers make some adjustments to whole group instruction.	Teachers use summative assessments only to monitor student progress toward mastery of the standards. Based on this data, teachers make some adjustments to instruction.

<p>Teachers post standards for quality work, and use rubrics/scoring guides to inform students, parents and other teachers of the student's level of learning toward the benchmark indicators. Teachers give prompt, specific feedback to students on their work in relation to standards.</p>	<p>Teachers effectively set expectations by teaching, modeling, and reinforcing what quality work looks like through the use of rubrics/scoring guides. Using rubrics/scoring guides, they teach students how to analyze quality work and discuss how to improve products that are not yet of quality. Rubrics/scoring guides are shared regularly with students, parents and other teachers. Using rubrics/scoring guides, teachers give specific, timely feedback to students and parents on students' work in relation to standards.</p>	<p>Teachers set expectations by teaching, modeling, and reinforcing what quality work looks like through the use of rubrics/scoring guides. Rubrics/scoring guides are shared regularly with students, parents and other teachers. Using rubrics/scoring guides, teachers give specific, timely feedback to students and parents on students' work in relation to standards.</p>	<p>Teachers set expectations by teaching and reinforcing what quality work looks like through the use of rubrics/scoring guides. Rubrics/scoring guides are shared sporadically with students, parents and other teachers. Using rubrics/scoring guides, teachers give feedback to students and parents on students' work in relation to standards.</p>	<p>Rubrics/scoring guides are shared sporadically with students, parents and other teachers. Using rubrics/scoring guides, teachers give feedback to students and parents on students' work in relation to standards.</p>
<p>Students demonstrate their learning in multiple ways: in writing, through speaking, with technology, and artistically.</p>	<p>Teachers regularly provide opportunities for students to show their learning and thinking in varied ways: in writing, through speaking, with technology, and artistically.</p>	<p>Teachers provide opportunities for students to show their learning and thinking in varied ways: in writing, through speaking, with technology, and artistically.</p>	<p>Teachers provide opportunities for students to show their learning and thinking through writing and speaking.</p>	<p>Teachers provide opportunities for students to show their learning and thinking through the use of worksheets.</p>

Building Futures School Standards: Rubrics

Standard 4: Professional development is driven by student learning.

	4	3	2	1
School-wide professional development is directly linked to addressing student learning needs as identified by student data.	Using student data, the ILT decides upon school wide professional development needs and creates a plan to deliver, support, follow up, and monitor professional development that is provided to the staff.	Using student data, the ILT decides upon school wide professional development needs and creates a plan to deliver and support professional development that is provided to the staff.	Using student data, the ILT decides upon school wide professional development needs and creates a plan to deliver professional development that is provided to the staff.	The ILT decides upon school wide professional development needs and creates a plan to deliver professional development that is provided to the staff.
Most professional development occurs at the school, in grade level or content-based teams.	On-going, regularly scheduled professional development for the school is based on school needs and occurs on-site with teams of teachers.	Professional development for the school is based on school needs and occurs on-site with teams of teachers.	Professional development for the school is based on school needs and occurs on-site in mostly whole group forums.	Professional development for the school occurs on-site in mostly whole group forums.
On-site teacher leaders/coaches are available to work with teacher teams to facilitate regular reflection on teacher lessons and student work (SIP), and assessment of performance in order to improve instruction.	On-site teacher leaders (e.g., team leaders, lead teachers)/coaches are available to work with teacher teams on a regularly scheduled basis to facilitate reflection on teacher lessons, standards, instruction, and student work (SIP).	On-site teacher leaders (e.g., team leaders, lead teachers)/coaches are available to work with teacher teams on an irregular basis to facilitate reflection on teacher lessons, standards, instruction, and student work (SIP).	On-site teacher leaders (e.g., team leaders, lead teachers)/coaches are not available to work with teacher teams on a regular basis to facilitate reflection on teacher lessons, standards, instruction, and student work (SIP).	On-site teacher leaders (e.g., team leaders, lead teachers)/coaches are not available to work with teachers or teacher teams.

<p>Teachers have access to regular feedback and coaching focused on improving their instructional practice.</p>	<p>Using SIP and CWT, teachers have access to regular feedback and coaching focused on improving their instructional practice. Teachers collaborate with coaches and regularly use this feedback to improve their instructional practice.</p>	<p>Using SIP and CWT, teachers have access to regular feedback and coaching focused on improving their instructional practice. Teachers collaborate with coaches and sometimes use this feedback to improve their instructional practice.</p>	<p>Using SIP and CWT, teachers have access to sporadic feedback and coaching focused on improving their instructional practice. Teachers may or may not use this feedback to improve their practice.</p>	<p>Teachers do not have access to feedback and coaching focused on improving their instructional practice.</p>
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Building Futures School Standards: Rubrics

Standard 5: Effective instructional leaders observe, give feedback and coach teachers to improve instruction.

	4	3	2	1
The principal actively facilitates the development of teachers by working with teacher teams (on SIP and SEAL), observing classrooms, and providing coaching and feedback.	The principal, as instructional leader, actively facilitates the professional growth of teachers by working with teacher teams (on SIP and SEAL), observing classrooms, and providing coaching and feedback.	The principal, as instructional leader, facilitates the professional growth of teachers by working with teacher teams (on SIP and SEAL), observing classrooms and providing feedback.	The principal, as instructional leader, facilitates the professional growth of teachers by, observing classrooms and providing some feedback.	The principal, as instructional leader, rarely facilitates the professional growth of teachers.
The principal uses all available internal and external teacher leadership and coaching resources to develop the skills and capacity of teachers in the school.	The principal pro-actively seeks out and uses all available internal and external teacher leadership and coaching resources to develop the skills and capacity of teachers in the school.	The principal seeks out and uses available internal and external teacher leadership and coaching resources to develop the skills and capacity of teachers in the school.	The principal uses available internal and external teacher leadership and coaching resources to develop the skills and capacity of teachers in the school.	The principal uses only on-site teacher leadership to develop the skills and capacity of teachers in the school.
The principal establishes priorities and aligns resources so that high-quality instruction and improving student results are the key foci of the school.	In collaboration with the ILT, the principal effectively uses student data and CWT data to establish priorities and align resources so that high-quality instruction and improving student results are the key foci of the school.	The principal effectively uses student data and CWT data to establish priorities and align resources so that high-quality instruction and improving student results are the key foci of the school.	The principal uses student data and CWT data to establish priorities and/or align resources so that instruction and improving student results are the key foci of the school.	The principal does not establish priorities or align resources.

<p>The principal actively facilitates, monitors, and supports the implementation of the SIP, SEAL and CWT systems for supporting and monitoring instruction and student learning in the school.</p>	<p>By participating regularly in teacher team meetings, the principal actively facilitates, monitors, and supports the implementation of the SIP, SEAL and CWT systems for supporting and monitoring instruction and student learning in the school.</p>	<p>By participating only sporadically in teacher team meetings, the principal facilitates, monitors, and supports the implementation of the SIP, SEAL and CWT systems for supporting and monitoring instruction and student learning in the school.</p>	<p>The principal facilitates, monitors, and supports the implementation of the SIP, SEAL and CWT systems for supporting and monitoring instruction and student learning in the school.</p>	<p>The principal monitors the implementation of the SIP, SEAL and CWT systems.</p>
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Building Futures School Standards: Rubrics

Standard 6: Schools are safe, supportive and family friendly.

	4	3	2	1
Schools have a process for reaching out to families and involving them in the mission, instructional approach and standards of the school.	The school has a well-defined systematic process for informing families of the state standards and assessments, and the school's mission and OnePlan goals. Further, the school has involved families in the formation and implementation of the school's mission and OnePlan.	The school has a process for informing families of the state standards and assessments, and the school's mission and OnePlan goals. The school has informed families about the formation and implementation of the OnePlan.	The school informs families of the state standards and assessments. Families receive information about the OnePlan at Open House or beginning parent meeting.	The school sends little or no information to families about the state standards and assessments and/or the OnePlan.
The school has a process for helping families understand the academic and performance expectations for their children, and develops programs to involve parents in helping students meet them.	The school has a well-defined systematic process for helping families understand the academic and performance expectations for their children. Rubrics/Scoring guides in various subject areas are sent home frequently to inform parents of student performance. Regularly held parent programs incorporate information on standards, content, assessments, and academic expectations.	The school has a process for helping families understand the academic and performance expectations for their children. Rubrics/Scoring guides in various subject areas are sent home to inform parents of student performance. Parent programs incorporate information on standards, content, assessments, and academic expectations.	The school has a process for helping families understand the academic and performance expectations for their children. Rubrics/Scoring guides in various subject areas are sent home sporadically to inform parents of student performance. Parent programs incorporate information on standards and content.	The school via a newsletter informs families about the academic and performance expectations for their children. Very few rubrics/scoring guides are sent home. Parent programs are mostly social in purpose, not academically-based.

<p>The school communicates regularly with parents about student progress toward the standard.</p>	<p>Teachers are pro-active and routinely communicate with parents about student progress towards the standards by discussing the results of formative and summative assessments. Rubrics/Scoring guides in various subject areas are sent home frequently to inform parents of student performance.</p>	<p>Teachers routinely communicate with parents about student progress towards the standards by discussing the results of formative and summative assessments. Rubrics/Scoring guides in various subject areas are sent home to inform parents of student performance.</p>	<p>Teachers only communicate with parents about student progress towards the standards when results of formative and/or summative assessments are poor. Rubrics/Scoring guides in various subject areas are sent home sporadically to inform parents of student performance.</p>	<p>Teachers do not communicate with parents about student progress towards the standards, except for quarterly progress reports. Very few rubrics/scoring guides are sent home.</p>
<p>The building, grounds and classrooms provide a safe and orderly environment for all stakeholders.</p>	<p>The ILT and principal ensure that the building, grounds, and classrooms are clean and safe. In order to provide a productive safe and orderly environment, decisions about classroom placement, student flow, and efficient use of time are based on what is best for students and instruction.</p>	<p>The principal ensures that the building, grounds, and classrooms are clean and safe. In order to provide a productive safe and orderly environment, decisions about classroom placement, student flow, and efficient use of time are based on what is best for students and instruction.</p>	<p>The principal ensures that the building, grounds, and classrooms are clean and safe. Decisions about classroom placement, student flow, and efficient use of time are based on factors other than those that lead to quality instruction.</p>	<p>The principal does not monitor the cleanliness or safety of the building, grounds, and classrooms. Decisions about classroom placement, student flow, and use of time are not addressed.</p>

SECTION 1: Planning Team Membership

Building Futures School Standard 1: Schools are effectively organized to share accountability for student learning.

Please include the names and signatures of all of the people involved in the development and approval of this document. The Planning team must be representative and inclusive of all constituents of the school community, including LSDMC members, intervention specialists, and educational support personnel (e.g., instructor assistants). Add additional rows as needed. Teachers must represent at least 50% of the team. For all teachers, list the grade or subject taught and whether the teacher holds a Lead Teacher position within the school.

Title of participant	Printed name	Signature
Principal	Virginia Rhodes	(Signature on hard copy)
LSDMC Chairperson, ILT Member, Family/Children First Coordinator	Joan Pack-Rowe	(Signature on hard copy)
PTO President, LSDMC Member, ILT Member, Parent	Danielle Nelson	(Signature on hard copy)
LSDMC Member, Parent	Marjorie Boggs	(Signature on hard copy)
LSDMC Member, ILT Member, Parent	Bridgette Hughes	(Signature on hard copy)
LSDMC Member, Pastor	Rev. Todd O'Neal	(Signature on hard copy)
LSDMC Member, College Hill Forum	Phyllis Schoenberger	(Signature on hard copy)
LSDMC Member, Pastor	Rev. Harold Chapman	(Signature on hard copy)
LSDMC Member, ILT Member, Lead Teacher, Case Coordinator	Martha Kamrani	(Signature on hard copy)

LSDMC Member, ILT Chairperson, Team Leader, Math Teacher	Bridgett Fasoldt	(Signature on hard copy)
LSDMC Member, ILT Member, Lead Teacher, Art Teacher	Debra Ray	(Signature on hard copy)
LSDMC Member, Security Assistant	Jackie Barton	(Signature on hard copy)
LSDMC Member, School Treasurer	Delores Owens	(Signature on hard copy)
LSDMC Member, GE Partner-in-Education	Paula Kollstedt	(Signature on hard copy)
LSDMC Member, Student, Grade 12	Christina Younger	(Signature on hard copy)
LSDMC Member, Student, Grade 11	Erica Bellamo	(Signature on hard copy)
LSDMC Member, Student, Grade 10	Demarko Payne	(Signature on hard copy)

SECTION 1: Planning Team Membership

Title of participant	Printed name	Signature
ILT Member, Team Leader, English Department Chairperson, Teacher	Samantha Gerwe-Perkins	(Signature on hard copy)
ILT Member, Lead Teacher, Math Department Chairperson, Teacher	Al Shumar	(Signature on hard copy)
ILT Member, Lead Teacher, Science Department Chairperson, Teacher	Barbara Blackwell	(Signature on hard copy)
ILT Member, Lead Teacher, Social Studies Department Chairperson, Teacher	Glenda Nix	(Signature on hard copy)
ILT Member, Team Leader, Social Studies Teacher	Elise Denu	(Signature on hard copy)
ILT Member, Team Leader, Math Teacher	Lynda Waters	(Signature on hard copy)
ILT Member, Team Leader, Science Teacher	Stephanie Reese	(Signature on hard copy)
ILT Member, Team Leader, Science Teacher	Dominic Lovaglio	(Signature on hard copy)
ILT Member, Team Leader, English Intervention Specialist	Gail Ash	(Signature on hard copy)

ILT Member, Instructor Assistant	Latrisha Mitchell-Payne	(Signature on hard copy)
ILT Member, Plant Operator	Ben Pennington	(Signature on hard copy)
ILT Member, Lead Teacher, GE College Bound Coordinator	LaShanda Chapel	(Signature on hard copy)
ILT Member, CFT Building Representative, English Teacher	Gail Black-Reed	(Signature on hard copy)

SECTION 2: School Summary and Strategies

SCHOOL PROFILE

Average Daily Membership (Enrollment)	% African-American	% American Indian or Native American	% Asian or Pacific Islander	% Hispanic	% Multi-Racial	% White	% Students with Disabilities	% Limited English Proficient	% Economically Disadvantaged
578	92.2	NC	NC	NC	NC	5.0	28.3	NC	65.7

TEACHER PROFILE

% of Core Academic Classes Not Taught by Highly Qualified Teachers	6.3
% of Core Academic Classes Taught by Properly Certified / Licensed Teachers	58.6

Strategies to attract and maintain base of Highly Qualified Teachers

What strategies will you employ at the school level to attract Highly Qualified Teachers AND to ensure that all children are taught by Highly Qualified Teachers?

1. Improve the school's learning climate so that talented HQ teachers presently on staff want to stay.
2. Improve AU's academic reputation and learning climate so that talented HQ teachers will apply for vacancies.
3. Reinforce high quality teaching by engaging in positive feedback when best practices are observed.
4. Communicate high expectations for best teaching practices and active student engagement; identify teachers needing improvement and offer analysis and resources to encourage them to improve their skills and daily practice.
5. Encourage existing teacher leaders by supporting and encouraging their work as dept., committee, and team leaders. Distribute workload by requiring all teachers to participate in committee work and contribute to their teams.
6. Shift focus of PD to local expertise. Regular distribution of PD opportunities and substitute support to attend.

SECTION 2: School Summary and Strategies

Building Futures School Standard 1: Schools are effectively organized to share accountability for student learning.

School Mission:

Aiken University High School's mission is to prepare students for success in college. In an environment where all adults provide active support and guidance, students will gain the skills necessary to succeed. Engaging instructional methods will foster student motivation to learn and belief in success. Students' adherence to strict attendance requirements will give them the opportunity to achieve high academic and behavioral standards.

Vision for School (for which all staff hold themselves accountable)*

- 1. We'll be consistent....**In actions, words, & enforcement of rules, policies, & procedures. We'll agree to disagree, but support the Team's decisions.
- 2. We'll communicate....**Basic respect, sharing information & ideas. We will set & achieve goals, and provide positive reinforcement, not negative. We won't compromise our goals by working "around" a problem, but go to the source. We won't feed or rely on the rumor mill. We'll use staff meetings, read e-mail & daily bulletin to keep informed, and keep others in the loop. When we get info, we'll think: "Who should I share this with?" We won't operate in a vacuum, and we'll seek to leverage the skills & talents of others.
- 3. We'll assume positive intent...**and not take things personally.
- 4. We'll do our job....**all of it!
- 5. We'll have fun...**by celebrating success & hard work.
- 6. We'll practice golden & platinum rules...**Golden: Do unto others as you would have them do unto you. Platinum: Do unto others as they would have you do unto them.

**The AU faculty committed to the above operating principles following a thorough discussion at the August '06 Retreat*

SECTION 2: School Summary and Strategies

***Building Futures School Standard 3:** Teachers use rich, performance-based assessments to adjust instruction and student support to meet individual student needs.*

Please describe the structures or organization of your school that allow teachers to provide performance-based benchmark assessments, share and discuss student work, and re-teach content when needed (e.g., inclusive and representative teaching teams, intervention/learning support plans, model of service delivery for diverse learners). Model of service delivery includes Least Restrictive Environment, access to curriculum, effective use of resources, and monitoring of service delivery.

AU has been re-organized into **4 vertical and 6 horizontal teams** to facilitate aggressive work on student achievement, engagement, and results. Core subject time was increased in the new schedule to 55 minutes daily. **Common planning time** is provided within the school day for instructional (horizontal) teams to meet, plan, and discuss student work; vertical teams meet monthly to do the same. Both sets of teams have additional time together through Gates-funded professional development. Discussion is underway by ILT and LSDMC for a timely decision to lengthen our currently short school day for the 07-08 school year.

ILT has re-introduced the work of sub-committees to promote depth of discussion and problem-solving around improved achievement, and includes Program, Curriculum, Staff Development, as well as Discipline & Social committees. Professional development is arranged to facilitate the work of these groupings, while introduction to and **training in Dashboard and data analysis** provides focus for their work. Leadership is team-based, not administratively scripted; teacher-leaders are charged with setting goals, designing strategies, and executing these plans after collegial dialogue and reflection on best practices. Vertical teams have done extensive work in **aligning standards and OGT-identified needs with lesson development**.

The Staff Development committee has targeted several key areas of critical need for the teaching staff: student engagement, scaffolding, data analysis, development/use of rubrics/scoring guides, and classroom management. The committee's work includes development of **a complete PD program** for the school year and summer, coordinated with the CPS district PD structure and content.

New administrative expectations and listening to staff ideas and concerns were the topic of one-on-one meetings between Principal and each individual staff member over the summer of '06. A **Faculty/Staff Retreat** held in August provided transition, critical community-building dialogue and formed a foundation upon which a true professional learning community can be built, and included support staff as well as teachers.

Current service delivery models include:

1. The use of a **grade-level Seminar** to provide extra instructional time for skills development, OGT preparation, and to carry out the school's mission to provide preparation for college admission and success.

2. Provision of a “Freshmore” team schedule designed to offer **school-day credit recovery** through flexible scheduling, both regular classes and APEX access with HQ subject-area teachers available for support, and small class sizes.
3. **After-school credit recovery** lab through APEX, with an HQ English teacher assisting directly with **literacy support**, and coordinating with other subject teachers on advanced work in each other core subject.
4. Support for teams in designing and executing **college access activities** by our GE College Bound facility and coordinator; additional direct student services such as bi-monthly college tours, GE scholars (honors) group, and mentoring by GE engineers.
5. **Exposure to engineering tasks and careers** through GE engineer-volunteers working directly in the classrooms.
6. **Free tutoring** in any subject every Tuesday & Wednesday (Homework Helper), and OGT tutoring every Saturday morning, both served with refreshments and bus tokens. Each instructional team provides a **weekly Help Night in each core subject** after school.
7. **Group and individual counseling** through Families & Children First—our partner agency which provides a nurse and 3 full-time counselors along with **school-family coordination** services. Groups include anger management & young parenting through teacher or administrative referral or parent request.
8. Special needs students and their non-identified but struggling peers are offered **differentiated instruction** in the least restricted environment, with a **continuum of services** ranging from full inclusion with IA classroom assistance to self-contained, or assistance to the family in finding outside resources or placement when needed. Scheduling is designed to accommodate partial inclusion as well. 6 Interventionists and our School Psychologist share the responsibility of designing, executing, and supporting instructional modifications to both included and self-contained students, IEP review, evaluation, assessment, and use of assistive technology. The Special Needs team has two (!) common prep times daily, and meets regularly with an agenda that addresses student work. One Interventionist serves as Case Coordinator and gives significant support and assistance to all staff in the dept. as well as regular teachers working with students with disabilities or suspected disabilities. That interventionist plays an active role in the recruitment and training of IAs to ensure **high-quality direct assistance to students**.
9. **Instructional teams are physically located in close proximity** in order to maximize instructional time and facilitate communication, coordination of instruction, parent and team conferencing, and to effectively monitor student attendance and behavior.
10. One AP course and 3 Dual Enrollment courses are offered at the upper level to expose students to **college-level instruction**.
11. Teachers of Juniors and Seniors are charged not only with monitoring and providing **intervention strategies for OGT-deficient** students, but with **direct preparation for ACT/SAT** and college entrance success. Strategies include alignment of ACT/SAT

content, direct coaching & tutoring, assistance with on-line test prep resources including Peterson's and Study Island, and intensive emphasis on vocabulary development.

12. Counseling resources include direct student academic and personal counseling. **Senior conference/credit check** is held with every senior in September, and a Junior conference of the same type is provided in February. 4th year students who are credit-deficient are offered a **“Graduating Junior” Contract** in a special conference with the Principal and at least one parent, in which they are offered a strategy and resources that will enable them to graduate with their class. A new **“Buddy System”** has been introduced for Seniors to promote **peer support** throughout the Senior year and a higher graduation rate, and a **Senior Night** event complete with college access parent workshop was designed to engage Seniors and their parents in planning actively for success.
13. Communicative tools such as a **central calendar, daily bulletin and parent newsletter** (every 5 weeks) have been reinstated. All are aimed at reinforcing the school's mission, not just announcing events, so the daily bulleting contains the SAT Word of the Day, and the parent newsletter stresses the link between regular attendance and academic success. In addition to the usual student schedule, all parents attending Open House this year were met by a line of hosts who gave out the midterm report, detailed attendance data on their child, a student fee update, fee waiver form, and an invitation to join PTO, have refreshments, learn about Gear-Up, and participate in the ribbon-cutting for the new conference room along with local business community representatives.
14. A **summer school program** offers credit recovery led by HQ teachers in each subject area, while the **Bridge program** provides college/credit/GPA orientation, academics, and community-building activities to promote Freshman success.
15. Incentive programs such as **Falcon Cash** and the quarterly **Honor Roll Breakfast** are being introduced to provide recognition for students who are making efforts towards academic success. The **Falcon's List** is a pre-Honor Roll status (GPA>2.0) designed to get students to view themselves as being in the academic ball game, rather than outside of it—to draw in a critical mass of students who are performing on a better level than average and who might not have previously identified themselves as students focused on academic success.

Building Futures School Standard 3: Teachers use rich, performance-based assessments to adjust instruction and student support to meet individual student needs.

Building Futures School Standard 4: Professional development is driven by student learning.

Please describe the structures in your school that allow for teacher collaboration, use of SIP and SEAL, differentiated instruction, and shared practice of teachers (e.g., use of inclusive practices, Pyramid of Interventions planning, collaborative service delivery systems such as co-teaching, inclusive vertical/horizontal teaching teams).

1. Teacher collaboration and “working on the work” is facilitated within the team structure, both vertical and horizontal. SIP is currently being reintroduced to a faculty previously trained but not reinforced and supported in the continuous use of SIP. Use of IST subject-area resources provides guidance and modeling to vertical teams and individual teachers. Progress on the CPS initiative on Extended Response has been embraced by both vertical and horizontal teams, and reinforced in one-on-one meetings between the Principal and team leaders. SEAL has not yet been reintroduced; administration is getting trained currently to support that upcoming initiative in the high schools.
2. Team leaders are being supported in their efforts to promote best practice through team-training at the Faculty/Staff Retreat, professional development articles provided by administration, and sub support for the November DuFour Learning Communities training.
3. Pyramid of Intervention planning is in progress; examination of exemplars from another CPS school is part of that process.
4. Teachers and teams are encouraged to break down isolation by doing peer observations, and through the “Moose is Loose” dialogue (“critical conversations” from the Retreat, which encourage teachers to break down defensiveness and show courage to address sensitive issues that affect student learning.)
5. Freshman team schedule enables complete fluidity/regrouping of students as needed.
6. Teams reinforce learning skills through common use of strategies (such as graphing) across disciplines.
7. Teams model and familiarize students with standardized testing formats, questioning styles and vocabulary across disciplines.

SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies

Building Futures School Standard 3: Teachers use rich-performance-based assessments to adjust instruction and student support to meet individual student needs.

State Achievement Data Summary by Whole School

State Test	Grade	Reading % at and above Proficiency or On-track target		Math % at and above Proficiency or On-track target		Science % at and above Proficiency or On-track target		Writing % at and above Proficiency or On-track target		Social Studies % at and above Proficiency or On-track target		Promotion Rate	Dropout Rates
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual		
	Total School	70.31	67.01	58.25	53.61		29.9		67.0		47.4		
	PreK												
State Diagnostic Assessments	K												
	1												
	2												
Ohio Achievement Test	3												
	4												
	5												
	6												
	7												
	8												
Ohio Graduation Test	9												
	10												
	11												
	12												

****Schools should use the next page to ensure that they are analyzing achievement gaps between subgroups. In the absence of officially provided state data, schools should do their own gap analyses to strengthen their instructional program.****

SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies

State Achievement Data Summary by Subgroup

	African-American	American Indian or Nat. Alaskan	Asian or Pacific Islander	Hispanic	Multi-Racial	White	Non-Disabled Students	Students with Disabilities	Non- Econ. Disadvtd.	Econ. Disadvtd.	Limited English Proficient	Female	Male
3rd Grade Achievement													
Reading													
Math													
4th Grade Achievement													
Reading													
Writing													
Math													
5th Grade Achievement													
Reading													
Math													
Science													
Soc Std													
6th Grade Achievement													
Reading													
Math													
7th Grade Achievement													
Reading													
Math													
8th Grade Achievement													
Reading													
Math													
Science													
Soc Std													
10th Grade Achievement													
Reading	64.8	----	----	----	----	NC	78.9	34.6	69.7	65.6	----	66.7	67.5
Writing	64.8	----	----	----	----	NC	80.3	30.8	60.6	70.3	----	68.4	65.0
Math	51.6	----	----	----	----	NC	64.8	23.1	48.5	56.3	----	47.4	62.5
Science	29.7	----	----	----	----	NC	32.4	23.1	30.3	29.7	----	22.8	40.0
Soc Std	45.1	----	----	----	----	NC	56.3	23.1	45.5	48.4	----	42.1	55.0
11th Grade Achievement													
Reading	86.0	NC	NC	----	----	NC	94.5	NC	81.8	87.8	NC	87.2	83.3
Writing	73.0	NC	NC	----	----	NC	84.7	10.0	66.7	77.8	NC	85.0	58.6
Math	68.4	NC	NC	----	----	NC	78.6	NC	68.2	70.7	NC	70.0	69.6
Science	39.1	NC	NC	----	----	NC	46.7	0.0	40.0	40.0	NC	42.5	36.7
Soc Std	50.0	NC	NC	----	----	NC	62.9	0.0	48.1	55.3	NC	57.1	46.9

SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies

If a school would also like to include district benchmark tests they are using, they should do so by using the chart below.

District Benchmark Data Summary by Whole School

District Benchmark n/a Benchmark Date: _____	Grade	Reading % at and above Proficiency or On-track target		Math % at and above Proficiency or On-track target		Science % at and above Proficiency or On-track target		Writing % at and above Proficiency or On-track target		Social Studies % at and above Proficiency or On-track target	
		<i>Target</i>	<i>Actual</i>	<i>Target</i>	<i>Actual</i>	<i>Target</i>	<i>Actual</i>	<i>Target</i>	<i>Actual</i>	<i>Target</i>	<i>Actual</i>
	Total School										
	PreK										
	K										
	1										
	2										
	3										
	4										
	5										
	6										
	7										
	8										
	9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	11	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

****Schools should use the next pages to ensure that they are analyzing achievement gaps between subgroups. In the absence of officially provided district data, schools should do their own gap analyses to strengthen their instructional program.****

SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies

District Benchmark Data Summary by Subgroup (Pre-K-6)

Date: _____	African-American	American Indian or Nat. Alaskan	Asian or Pacific Islander	Hispanic	Multi-Racial	White	Non-Disabled Students	Students with Disabilities	Non- Econ. Disadvtdg.	Econ. Disadvtdg.	Limited English Proficient	Female	Male
Pre-K													
Reading													
Math													
Kindergarten													
Reading													
Math													
1st Grade Benchmark													
Reading													
Math													
2nd Grade Benchmark													
Reading													
Math													
3rd Grade Benchmark													
Reading													
Math													
Science													
Soc Std													
4th Grade Benchmark													
Reading													
Math													
Science													
Soc Std													
5th Grade Benchmark													
Reading													
Math													
Science													
Soc Std													
6th Grade Benchmark													
Reading													
Math													
Science													
Soc Std													

SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies

District Benchmark Data Summary by Subgroup (7-12)

Date: _____	African-American	American Indian or Nat. Alaskan	Asian or Pacific Islander	Hispanic	Multi-Racial	White	Non-Disabled Students	Students with Disabilities	Non- Econ. Disadvtdg.	Econ. Disadvtdg.	Limited English Proficient	Female	Male
7th Grade Benchmark													
Reading													
Math													
Science													
Soc Std													
8th Grade Benchmark													
Reading													
Math													
Science													
Soc Std													
9th Grade End of Semester / Course Exams													
Reading													
Math													
Science													
Soc Std													
10th Grade End of Semester / Course Exams													
Reading													
Math													
Science													
Soc Std													
11th Grade End of Semester / Course Exams													
Reading													
Math													
Science													
Soc Std													
12th Grade End of Semester / Course Exams													
Reading													
Math													
Science													
Soc Std													

SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies

Summary of Academic Needs

Building Futures School Standard 3: Teachers use rich-performance-based assessments to adjust instruction and student support to meet individual student needs.

Please analyze the data from your achievement and benchmark test summaries for all student populations represented in your school and indicate (based on this data) 3-5 of the school's academic priorities for the coming year. Perform achievement gap analyses for all subgroups, including Limited English Proficient and Students with Disabilities, etc.

Priority	Content Area Concern	School-wide or Grade Level(s) or subgroup	Data Indicating Concern (please be specific)
1	Substandard reading comprehension prevents acquisition of knowledge and understanding of content in all disciplines.	Gr. 9-12	10 th Gr. OGT Reading proficiency is 64.8%; Reading Process Below Standard score is 3 times that of the statewide result.
2	Writing skills are below grade level; writing is incomplete, simplistic and of minimal quality.	Gr. 9-12	10 th Gr. OGT Writing proficiency is 64.8; Writing Process Below Standard score is twice that of the state result.
3	Students lack depth of understanding and basic problem-solving skills in math.	Gr. 9-12	10 th Gr. OGT Math proficiency is 51.6; Numbers & Measurement Below Standard are both over twice the statewide average.
4	Scientific knowledge is minimal and students lack scientific vocabulary necessary to excel.	Gr. 9-12	10 th Gr. OGT Science proficiency is 29.7, with all standards well below half the state result.
5	Students lack basic understanding of American & Ohio governmental and legal structures.	Gr. 9-12	10 th Gr. OGT Social Studies proficiency is 45.1 with all 4 standards 2-3 times below state avg.

SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies

An important note about subgroup analyses for academic and non-assessment academic areas:

In the following Strategy Pages, teams should analyze their instructional practices and service delivery models to determine why achievement gaps might exist (it is not acceptable to simply state that it is because they are disabled) between groups of students. A careful look must be taken at what is or is not happening for these students instructionally. Teachers, teams, support personnel, and the ILT should answer these kinds of questions to help them arrive at the root causes for achievement gaps or weak performance and to help them formulate appropriately focused intervention strategies:

- What achievement gaps exist that are greater than 25 (or some other number) percentage points?
- Between which groups do you notice the largest gaps?
- Why might these gaps exist?
- In what way might our classroom practices be influencing these achievement gaps?
- How are our students with diverse learning needs provided with access to the general curriculum?
- What are the instructional implications for these gaps?

Schools will want to view appropriate web reports for analyzing subgroup data. Schools can use the Service Delivery Self-Assessment Planning Guide to help them identify their current practice as it pertains to service delivery and to help chart their progress toward ideal practice. The Pyramid of Intervention helps schools determine the levels of tiered support needed for all students.

SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies
Academic Strategy for Concern Areas

Building Futures School Standard 1: Schools are effectively organized to share accountability for student learning.

Building Futures School Standard 2: Teachers use effective, standards-based curriculum and instructional practice.

Building Futures School Standard 3: Teachers use rich-performance-based assessments to adjust instruction and student support to meet individual student needs.

Building Futures School Standard 4: Professional development is driven by student learning.

Please use one page for each priority concern highlighted on the Summary of Academic Needs page. Make sure provisions are made to ensure that students who are having difficulties mastering standards are given effective, timely additional assistance to master the standards. Use the Service Delivery Self-Assessment Planning Guide to help identify current and desired practice levels of service delivery. Use the Pyramid of Interventions to determine levels of tiered support for all students.

Priority Concern # 1: ___ Substandard reading comprehension prevents acquisition of knowledge and understanding of content in all disciplines.

Priority Concern # 1 - end of year goal and objective:
 _____ 10th Gr. Reading 75%..... 11th Reading 89%

Root Causes	Instructional Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring
Poor vocabulary development	Heavy emphasis on lessons using increasingly difficult levels of vocabulary.	PD to develop vocab. activities	Dept. Chair	Dept. Mtg review of all vocab. activities.	Monthly
Limited reading experience	Increase independent reading assignments and guided reading practice.	PD to set up library usage routine; high-interest book purchase	Dept. Chair	Dept. review of all reading assignments for volume & success	Monthly

Root Causes	Instructional Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring
Lack of writing practice	Increase quality and quantity of writing assignments in all disciplines	Write source PD on Extended Response	All TLs & Dept. Chairs	SIP for writing exercises	Monthly
Low expectations in non-Eng. subjects	Increase teacher feedback on writing quality in on-English subjects	English- dept. led PD session on good feedback techniques	All TLs & Dept. Chairs	SIP for writing assignments	Monthly

Indicate Instructional Leader responsible for monitoring this priority concern in addition to principal: S. Gerwe-Perkins

SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies
Academic Strategy for Concern Areas

- Building Futures School Standard 1:*** Schools are effectively organized to share accountability for student learning.
- Building Futures School Standard 2:*** Teachers use effective, standards-based curriculum and instructional practice.
- Building Futures School Standard 3:*** Teachers use rich-performance-based assessments to adjust instruction and student support to meet individual student needs.
- Building Futures School Standard 4:*** Professional development is driven by student learning.

Please use one page for each priority concern highlighted on the Summary of Academic Needs page. Make sure provisions are made to ensure that students who are having difficulties mastering standards are given effective, timely additional assistance to master the standards. Use the

Service Delivery Self-Assessment Planning Guide to help identify current and desired practice levels of service delivery. Use the Pyramid of Interventions to determine levels of tiered support for all students.

Priority Concern # 3: Students lack depth of understanding and basic problem-solving skills in math.

Priority Concern # 3 - end of year goal and objective:

_____10th Math OGT: 70%, 11th: 85%, 12th: 100%_____

Root Causes	Instructional Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring
Students behind grade level & lacking basic skills	Use of Dashboard and other data sources and assessments in 9 th grade to establish skills needs Increase thinking skills by using higher level of Bloom's Focus on warm-ups with number sense and operations Increase use of measurement tools & graphic organizers	OAT data review	9 th Gr. Math teacher	Math Dept. chair	annual
Inconsistent quality of math instruction	Use of SIP/SEAL/CWT	SIP/SEAL/CWT IST assistance	Dept. Chair	Regular SIP; each teacher brings a lesson to review	Monthly
Discontinuity in instruction due to mobility and	See attendance section, p. 46				

attendance					

Indicate Instructional Leader responsible for monitoring this priority concern in addition to principal: A. Shumar

SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies
Academic Strategy for Concern Areas

Building Futures School Standard 1: Schools are effectively organized to share accountability for student learning.

Building Futures School Standard 2: Teachers use effective, standards-based curriculum and instructional practice.

Building Futures School Standard 3: Teachers use rich-performance-based assessments to adjust instruction and student support to meet individual student needs.

Building Futures School Standard 4: Professional development is driven by student learning.

Please use one page for each priority concern highlighted on the Summary of Academic Needs page. Make sure provisions are made to ensure that students who are having difficulties mastering standards are given effective, timely additional assistance to master the standards. Use the Service Delivery Self-Assessment Planning Guide to help identify current and desired practice levels of service delivery. Use the Pyramid of Interventions to determine levels of tiered support for all students.

Priority Concern # 4: ___Scientific knowledge is minimal and students lack scientific vocabulary necessary to excel.___

Priority Concern # 4 - end of year goal and objective:

Science OGT in 10th: 53%, 11th: 85%; 12th: 95%___

Root Causes	Instructional Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring
Poor science foundation	Increase level of rigor in vocabulary and content reading/comprehension	Data analysis to determine gaps in foundation	Dept. Chair	Review of data by strand	Monthly
Clarity in purpose of instruction	Display of standards and use of authentic assessments with a broad variety of instructional techniques	PD to design authentic assessments	Dept. Chair	Dept. meeting review of actual lessons implemented using authentic assessments	Monthly
Discontinuity of Instruction	See attendance, p. 46				

Root Causes	Instructional Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring
Students not on grade level in content	Remediation at the beginning at each course lasting from 2-5 weeks, students are held accountability for team identified vocabulary content vocabulary at all levels, use of dashboard in planning in order to address student deficiencies	PD Dashboard and data analysis time and time to develop common vocabulary content	Dept. Chair	Dept. review	Monthly
Increase effectiveness of teaching strategies	Use of SIP/SEAL and data from CWT. Exploration of effective strategies through peer observations	Release time to visit other classes in and out of the bldg.	Dept. Chair	Dept. agenda	Monthly

Indicate Instructional Leader responsible for monitoring this priority concern in addition to principal: __G. Nix_____

SECTION 4: Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies

Non-Assessment Academic Data Summary

Building Futures School Standard 6: Schools are safe, supportive, and family friendly.

Please use the following chart to document your non-assessment academic outcomes.

Grade	Attendance rate for previous school year	A2E / A2S Data	Stability / Mobility Data
Total School	93.9	399	92% Stable (officially) 255 students left AU—44%
Pre-K			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
Note Concern	Calculated rate does not reflect actual attendance	96% of suspensions were due to disruption & fighting	Some successful students left because of poor climate.

SECTION 4: Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies

Non-Assessment Academic Data Summary - Subgroups

Building Futures School Standard 6: Schools are safe, supportive, and family friendly.

Please use the following chart to document your non-assessment academic outcomes. Perform gap analyses for all subgroups, including Limited English Proficient, Students with Disabilities, etc.

Grade	Attendance rate for previous school year	A2E / A2S Data	Stability / Mobility Data
Total School	93.9	399	92% Stable (officially) 255 students left AU—44%
African-American			
American Indian			
Asian or Pac. Is.			
Hispanic			
Multi-Racial			
White			
Non-Disabled			
Students with Disabilities			
Non-Econ. Disadvt.			
Econ. Disadvtgd.			
Limited English Prof.			
Female			
Male			
Note Concern	Calculated rate does not reflect actual attendance	96% of suspensions were due to disruption & fighting	Many students left because of poor learning climate.

SECTION 4: Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies

Summary of Non-Assessment Academic Needs

Please analyze the data from your non-assessment academic indicators and prioritize 3-5 issues that need to be addressed. *Note: If reported attendance rate is less than 94%, it must be listed as one of the five areas of concern.* Include sub-group data in your summary where appropriate.

Priority	School Climate Category	School-wide or Grade Level(s) or subgroups	Data Indicating Concern (please be specific)
<i>Sample</i>	<i>A2E/A2S</i>	<i>Grade 5, students with disabilities</i>	<i>30% of all 5th grade students in this building referred to A2E/A2S were students with disabilities.</i>
1	Unsafe climate	Gr. 9-12	96% of A2E suspensions were due to fighting & class disruption.
2	Poor attendance	Gr. 9-12	Approx. 150 students/day (26%) not present in 1 st bell.
3	Massive course failure	Gr. 9-12	42% of students failed one or more courses in 05-06.
4	Lack of student engagement	Gr. 9-12	83% of staff interviewed during summer '06 cited refusal of students to make sufficient effort to make real academic progress and improve basic skills.
5	Lack of academic focus	Gr. 9-12	91% of staff interviewed during summer '06 identified inconsistency among staff as a major contributory factor in the school's lack of achievement.

SECTION 4: Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies

Non-Assessment Academic Strategy for Concern Areas

Building Futures Standard 6: Schools are safe, supportive, and family friendly.

Please use one page for each priority concern highlighted on the Summary of Non-Assessment Academic Needs page. Use the Service Delivery Self-Assessment Planning Guide to help identify current and desired practice levels of service delivery. Use the Pyramid of Interventions to determine levels of tiered support for all students.

School Climate Priority Concern # 1: ___Unsafe climate_____

School Climate Priority Concern # 1 - end of year goal and objective:

_____Cut incidents of fighting in half_____

Root Causes	Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring
Exposure of students to gang, street & family violence	Increase teacher referrals to FCF resources Team advisement and community-building exercises Expose students to awareness/help/resources	PD—Ruby Payne, gang awareness	Team Leader	Running checklist of referrals; quarterly calendar of advisement/awareness activities	Weekly
Inconsistent classroom management	Identify teachers who need assistance and	Peer observations with strong CMs	Administration	Dedicate 12 hrs/week to observation & conferencing	Weekly

	provide support				
Inconsistent administrative/security support	Set up specific protocols for hall movement & referral response Operating principles	CWT training; OPOT training	Principal; Discipline committee	Weekly admin. Review; close monitoring of security performance	Daily/weekly
Students lack exposure to peaceful/mature conflict resolution	Use advisement program in teams to model & practice CR.	CR training for students	Team Leaders	Team review of CR progress	Weekly
Poor communications about expectations for both students and adults	Pre-planned programs/calendar dates, protocols for assemblies, etc. All expectations in writing and in advance; Regular staff & committee updates	Communications and team-building for staff	Principal/APs	Daily production/review of publications, announcements, calendar and event planning	Daily

Indicate the person responsible for monitoring this priority concern in addition to the principal: __APs & TLs_____

SECTION 4: Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies

Non-Assessment Academic Strategy for Concern Areas

Building Futures Standard 6: Schools are safe, supportive, and family friendly.

Please use one page for each priority concern highlighted on the Summary of Non-Assessment Academic Needs page. Use the Service Delivery Self-Assessment Planning Guide to help identify current and desired practice levels of service delivery. Use the Pyramid of Interventions to determine levels of tiered support for all students.

School Climate Priority Concern # 2: ___Poor attendance_____

School Climate Priority Concern # 2 - end of year goal and objective:

_____20% decrease in whole-day absence_____Cut 1st bell tardies in half (30/day)_____

Root Causes	Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring
Lack of home-school communication	Each team makes very specific protocols including dividing students for attendance calling. Parent education efforts to get notes in/share notes w/teachers Improve quality of phone #s Teams mail notes home	PD at staff meeting with model calls/role-plays Exemplar letters for team use	Team Leader	Weekly checklist review in all teams	Weekly
Truancy habits in some families	Aggressive SSW contact; citation to court; referral to services		SSW	Weekly review of chronic offenders	Weekly
Lack of interest in or success in school	Increase relevance; more hands-on applications built into lessons; related field trips	Engagement PD	Team Leaders; Dept. Chairs	“Engagement Meter” feedback at staff meetings	Bi weekly

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Indicate the person responsible for monitoring this priority concern in addition to the principal: ___M. Givens_____

SECTION 4: Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies

Non-Assessment Academic Strategy for Concern Areas

Building Futures Standard 6: Schools are safe, supportive, and family friendly.

Please use one page for each priority concern highlighted on the Summary of Non-Assessment Academic Needs page. Use the Service Delivery Self-Assessment Planning Guide to help identify current and desired practice levels of service delivery. Use the Pyramid of Interventions to determine levels of tiered support for all students.

School Climate Priority Concern # 3: ___Massive course failure_____

School Climate Priority Concern # 3 - end of year goal and objective:
 _____Cut course failure rate by 30%_____

Root Causes	Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring
Attendance	See p. 51				
Lack of engagement	Increase quality of classroom instruction, variety of strategies and student participation	Engagement PD	Team Leaders; Admin	Peer observations; CWTs	Daily
Lack of focus on future	Help students see their futures by exposure activities &	Team planning time to plan	Team Leaders	ILT review of One Plan progress	Monthly

	debriefing; Career days, shadowing projects, college visits; leadership training	events			

Indicate the person responsible for monitoring this priority concern in addition to the principal: __Team Leaders_____

SECTION 4: Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies

Non-Assessment Academic Strategy for Concern Areas

Building Futures Standard 6: Schools are safe, supportive, and family friendly.

Please use one page for each priority concern highlighted on the Summary of Non-Assessment Academic Needs page. Use the Service Delivery Self-Assessment Planning Guide to help identify current and desired practice levels of service delivery. Use the Pyramid of Interventions to determine levels of tiered support for all students.

School Climate Priority Concern # 4: ___Lack of student engagement

School Climate Priority Concern # 4 - end of year goal and objective:

_____ Increase completions of assignments by 50%_____

Root Causes	Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring
Boredom	Increase relevance of lessons and variety of activities Give students more opportunities to present and express themselves	Engagement PD	Team Leaders & Dept. Chairs	Peer observations	Weekly

Lack of model relationships	Advisement activities in teams Referral to CYC mentoring coordinator Team member advisement list	PD for relationship-building	Team Leaders	Team review	Monthly

Indicate the person responsible for monitoring this priority concern in addition to the principal: ___Team Leaders___

SECTION 4: Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies

Non-Assessment Academic Strategy for Concern Areas

Building Futures Standard 6: Schools are safe, supportive, and family friendly.

Please use one page for each priority concern highlighted on the Summary of Non-Assessment Academic Needs page. Use the Service Delivery Self-Assessment Planning Guide to help identify current and desired practice levels of service delivery. Use the Pyramid of Interventions to determine levels of tiered support for all students.

School Climate Priority Concern # 5: ___Lack of academic focus_____

School Climate Priority Concern # 5 - end of year goal and objective:

_____Schedule and budget for 07-08 built around academic needs of students_____

Root Causes	Action Strategy <i>Standards based practice – observable action</i>	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring
Insufficient Planning	Timely construction of budget & schedule Planning timeline for 2 nd semester Calendar planning	PD for calendar planning	ILT Chair & Principal	ILT & Committee agendas	Monthly
Lack of collegiate dialogue	Practice & model building collegial dialogue into all agendas Do common reading	PD for dialogue practice & reading group	ILT Chair & Admin	ILT/Staff meeting agendas	Monthly
Lack of staff exposure to successful models	Release teachers for observation bells & visiting days to observe successful peers & teams	Subs	Admin	ILT	Monthly

Indicate the person responsible for monitoring this priority concern in addition to the principal: __Team Leader__

SECTION 5: Professional Development Plan

Summary of Professional Development Plan

Building Futures School Standard 4: Professional development is driven by student learning.

Given the support and professional development highlighted in the academic and non-assessment academic strategy pages, please lay out your school's full professional development plan for the year in the following table. Make sure to examine achievement gap analyses for subgroups, including Limited English Proficient and Students with Disabilities, etc., to help inform your school's professional development needs.

Planned Date	Topic	Participants (indicate whole school, topic or grade level team, parents etc.)	Who Will Deliver PD (lead teacher, administrator, ILT Coach, Mayerson, the district)	Measurable Outcome for Monitoring Success
<i>Sample 10/5/06</i>	<i>Co-teaching and collaboration</i>	<i>General education and intervention specialists at grade 6</i>	<i>Margaret Searle and IST</i>	<i>All participants will be able to state and model the 6 forms of co-teaching and apply to their daily instruction.</i>
8/15-16	Retreat—School Climate	All faculty, admin. & civil service staff	Global Lead Consulting/AU Admin.	Staff will construct and embrace a set of Operating Principles that will enable consistent academic focus.
9/1	Assessment FOR Learning	Faculty	Rick Stiggins; AU Admin	All vertical teams will obtain & discuss performance data on their team's students.
10/9	Intro to Extended Response	Faculty	Michael Kelly (IST)	All core subject area teachers will deliver ER modeling, guided practice in coordination
11/3	Extended Response SIP process	Faculty	Kathy Wright, AU admin & lead teachers	Teachers will regain practice in SIP & engage in lesson analysis in a collegial way.

11/3	Classroom management/Intro to Student Engagement	Faculty	Peer Panel AU Lead Teachers	All teams will identify links between planning for engagement and classroom management issues.
11/16	Student Engagement, Part 2	Faculty	Team Leaders, IST	Teams will schedule a peer observation to support colleagues in designing engaging work.

11/18	Student Engagement, Part 3	Faculty	Team Leaders	Teams will SIP engaging lessons
11/30	Student Engagement, Part 4	Faculty	Team Leaders	Teams will design multiple engaging lessons and rubrics for student products
2/16	Higher Level Bloom's	Faculty	IST	Teams will practice re-teaching & designing rigor into lessons
3/26	OGT/Bloom's alignment	Faculty	Team Leaders	Teams will practice OGT alignment with higher-order thinking

SECTION 6: Coordination of Federal, State, and Local Programs

What federal, state, and local programs are currently being used in your school (e.g., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, job training, Reading First, Even Start)?

1. Families & Children First
2. Safe & Drug-Free Schools
3. Gear-Up
4. GE College Bound
5. CYC Mentoring Program
6. Project Connect

What plan do you have to coordinate and/or integrate these programs to serve the needs of all of your students?

1. All program coordinators and staff meet regularly with Principal to review goals and activities, coordinate calendars, and set protocols for student services and student involvement.
2. Staff members for these programs are introduced to faculty members and collaboration is encouraged and supported.
3. One goal for all programs is full knowledge of their services to all faculty and the development of a comfort level and familiarity that assures mutual trust, appropriate referrals, and timely consultation.
4. AU administration offers complete data on student schedules, daily school schedule, extra-curricular events, committee and staff meeting and other calendar dates, student attendance, student grades, and student discipline to each agency for which it is appropriate. AU facilitates physical resources such as phone, computer, SASI, and email access to agencies whenever appropriate.
5. Representatives of group homes, Hamilton County Juvenile Court & Probation Dept. and staff of the Cincinnati Police Dept. also meet with administrators to be updated on changes in school routines & expectations, share student legal and housing status, review student data and update student progress.

SECTION 7: Transition Plan for Pre-K-12

Building Futures Standard 6: Schools are safe, supportive, and family friendly.

Transition activities need to be planned and established for preschool children to kindergarten, kindergarten to primary, primary to intermediate, intermediate to middle to high and for other children moving from school to school, program to program or teacher to teacher, etc. A coordinated set of transition services must be identified and put in place for all students with disabilities by the age of 16. Refer to your needs assessment to determine your objectives and to develop your action plan.

Level	Objective/ Evaluation	Grade/ Subject	Action Strategies	Timeline	Person Responsible	Funding Cost/ Source	Monitoring
Middle to High	Community/team-building to reduce transition impact; Introduction to H.S. academic expectations, credit system & graduation requirements	9	<ol style="list-style-type: none"> 1. Summer Bridge 2. Recruitment & enrollment information at Choice fairs/meet successful peers 3. Mail recruitment brochure 4. Invitation to visit AU 5. Welcome to AU letter 6. 4 summer mailings to parents 7. Orientation Night 8. Team-building exercises in 	From Oct. in year previous to enrollment through end of 1 st semester.	Administration, 9 th gr. Team, peer leaders Counselor	Gen. Fund; Bridge, mail/copy costs appx. 4K	Administration, 9 th grade Team Leader, Counselor, Case Coordinator

			initial weeks 9. Flexible groupings 10. Recursive assessment of adjustment by team & intervention as needed				
High School to Post HS	College access; scholarship acquisition; acquisition of good work & study habits	Gr. 11-12	Jr/Sr Conferences/Sr. Night College Tours Trnscrpt/Credit/Grad. Req. training ACT/SAT prep/Peterson's	Feb/Sept/Au Every 2 wks Twice/Yr. Ongoing	Jr/Sr team CB Coord. Counselor	2K GE fund	CB Coord., Admin.
Students with Disabilities	Job readiness or college prep per IEP Student Worker opportunities Assistance w/ Work Permit & Work Support Group Portfolio	9-12	Training for Occ. Ed. Teacher & team Development of comprehensive work program Develop job training, job descriptions, evaluation system Kuder training	Identified steps in each grade level 9-12	Transition team	(To be determined)	SC TL, Transition Coord., Admin.

SECTION 8: Family Partnership Plan

Building Futures Standard 6: Schools are safe, supportive, and family friendly.

Family Involvement is a contributing factor to improving student achievement. A quality family program is designed with student achievement as the foundation. Reaching all families, including those not yet involved in the school, is critical. Families must serve on your planning team and your LSDMC. Families must be involved in education aimed at guiding children toward positive behavior. Families must be involved in the planning and implementation of services of students with disabilities. Refer back to the needs assessment section to establish priorities based on needs. The Family Involvement Ladder reflects Joyce Epstein's six types of School-Family Community Partnerships: Parenting; Communicating; Volunteering; Learning at Home; Decision-Making; Collaborating with the Community.

Check (✓) the box to indicate you have included the following:

- | | |
|--|---|
| <input type="checkbox"/> Parent Involvement Goal Sheet | <input type="checkbox"/> PTO/PTA Organized |
| <input type="checkbox"/> Parent Involvement Chart | <input type="checkbox"/> SDO Parent Action Plan |
| | <input type="checkbox"/> If Title I, Parent Policy and Parent Compact |

Develop a Home/School Compact and a Family Partnership policy. Determine and write which rungs of family involvement the school community will target next year using the following chart. Then, complete the Family Involvement Chart.

7. Other	
6. Collaborating with Community: Coordinate resources and services for families, students, and the school with businesses, agencies and promote services to the community.	Families & Children First are primary coordinators, offering resources directly to students, such as counseling, support groups, and conflict mediation, and to families, such as nursing care. Through LSDMC, FCF meets regularly with parents, community representatives & school personnel.
5. Decision-Making: Include families as participants in school decisions, governance and advocacy through PTS/PTO, ILT, LSDMC, committees and other organizations.	All decision-making bodies include active representation from parents/community. This includes PTO, LSDMC, and ILT.
4. Learning at Home: Involve families with their children in learning activities at home, including homework and other curriculum related activities and decisions.	Student Handbook spells out academic study expectations for both students, and for parents, describing helpful assistance and providing easy reference numbers for help. A new initiative asks all teachers to develop and provide a syllabus for their course and an outline of course requirements and expected major projects, topics, assignments, & deadlines.
3. Volunteering: Improve recruitment, workshops, work and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.	Volunteers are solicited through PTO, the parent newsletter, and directly by administration to parents, and community venues such as the College Hill Forum (local community council). Volunteer positions are described, and parents who volunteer are recognized.
2. Communicating Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.	A bi-quarterly parent newsletter ensures that parents are informed of updates to the school calendar, new programs, and academic progress. Open House features multiple student data updates for parents.

<p>1. Parenting: Assist families with parenting and child-rearing skills; understand child and adolescent development. Assist staff in understanding families.</p>	<p>FCF provides a support group for young mothers. Design workshop for parenting adolescents. Teachers are being provided with Ruby Payne's "A Framework of Poverty" in order better understand the strengths in the student and the family.</p>
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Section 8: Family Partnership Plan

Family Involvement Chart - K-8

Rung of Ladder	Last year # of parents observed	Performance result indicators (#, %) to activities	School action strategies to ensure success of indicators	What changed behavior do you hope to achieve from the activities?	Monitoring date/person responsible		Recording Chart Actual numbers (data collection during the year)

If during our monitoring the plan is not working, we will

Section 8: Family Partnership Plan

Example Only – Schools may develop their own Compact.

Cincinnati Public Schools TITLE I PROGRAM HOME/SCHOOL COMPACT

CINCINNATI PUBLIC SCHOOLS ADMINISTRATIVE PROCEDURE 6178.1: It is the belief of the Cincinnati Public Schools that parents/guardians are involved in the planning, design, and implementation of the Title I program through activities such as the following:

- Convene an annual meeting, to which all parents/guardians of participating children must be invited, to explain the programs and activities provided with funds available under this program. The annual meeting may be districtwide or at the building level, so long as all parents/guardians of participating children are provided the opportunity to attend.
- Provide parents/guardians of participating children with reports on their children's progress.
- Conduct teacher conferences with the parents/guardians of each participating child, to discuss the child's progress, placement, and methods the parents/guardians can use to complement the child's instruction.
- Make all personnel under the Title I district program readily accessible to parents/guardians.
- Permit parents/guardians of participating children to observe Title I program activities.
- Provide opportunities for regular meetings of parents/guardians of participating children to formulate input for the program, if so desired.
- Provide parents/guardians of participating children with timely information about the program.
- Make parents/guardians aware of involvement requirements and other relevant provisions of the program.
- Provide reasonable support for family partnership activities, as requested by parents/guardians.
- Coordinate, to the extent possible, family partnership activities with programs funded under the Adult Education Act.
- Provide information, program, and activities for parents/guardians in a language and form that is understood.

Section 8: Family Partnership Plan

This **HOME/SCHOOL COMPACT** should be read and agreed to before signing:

*We know that learning can take place only when there is a combination of effort, interest, and motivation. Because we are all committed to this student's progress in the **Title I** program, we are going to do our best to promote achievement. This agreement is a promise to work together. We believe that this agreement can be fulfilled by our team effort. Together we can improve teaching and learning.*

As a Teacher I agree to:

1. Provide high-quality instruction in a supportive and effective learning environment.
2. Enable participating students to meet performance standards.
3. Support a partnership among school, home, and the community to improve student achievement.
4. Provide training to parents/guardians to work with their children at home to attain performance standards.
5. Give feedback to the students about their progress each week.

As a Parent/Guardian I agree to:

1. Be sure my child attends school daily and on time.
2. Meet with teachers at least twice this year about my child's conduct and performance at school.
3. Attend and participate in at least four meetings and/or school activities this year.
4. Provide a quiet place for my child to read, study, or write, as well as the pencils and paper needed.
5. Check my child's homework.

As a Student I agree to:

1. Work as hard as I can on and accept responsibility for my school assignments.
2. Attend school every day unless I am sick.
3. Follow the Districtwide Code of Behavior.
4. Ask my teacher questions when I do not understand something.
5. Spend at least 20 minutes each night on homework.

Most importantly, we promise to help each other carry out this agreement.

Student _____ Parent/Guardian _____

Teacher _____ School _____ Date _____

Section 8: Family Partnership Plan

*Cincinnati Public Schools
Title I Program*

GUIDELINES for DEVELOPING a FAMILY PARTNERSHIP POLICY

Each Title I school is required to jointly develop with parents/guardians a written family involvement policy. This partnership policy must then be distributed to the families of participating students. The policy should describe the means for carrying out the requirements in the following areas:

POLICY INVOLVEMENT

- An Annual Meeting must be held to inform parents/guardians of their school's participation in Title I, and should include an explanation of the program, the requirements of the program, and their responsibility to be involved in it.
- Meetings for parents/guardians must be offered regularly, and should be scheduled on a flexible basis (morning, evening). Funds should be allocated for services, including: transportation, child care, home visits, etc.
- Parents/guardians must be involved in the planning, review, and improvement of the Title I program in your school. If not already in place, a process must be developed to involve family representatives in the joint planning and design of your school's program.
- Parents/guardians must receive:
 - ✓ Timely information about the Title I program;
 - ✓ Their child's individual student assessment results and an interpretation of those results;
 - ✓ School performance profiles that report the progress of the Title I program annually;
 - ✓ A description and explanation of the school curriculum;
 - ✓ Opportunities for regular meetings to share experiences, and participate in shared decision-making;
 - ✓ Timely responses to their suggestions, as well as the opportunity to review and submit comments on the Schoolwide plan submitted each year.

Section 8: Family Partnership Plan

SHARED RESPONSIBILITIES for HIGH STUDENT PERFORMANCE

- A Home/School Compact must be jointly developed with parents/guardians, for all students served in the Title I program. It should outline how parents and other family members, the entire school staff, and students will share the responsibility for improved student achievement. It should also include the means by which a partnership will be built and developed to help students achieve State Standards. The following components should be included in the Home/School Compact:
 - ✓ The school's responsibility in providing quality curriculum and instruction in a support and effective learning environment;
 - ✓ How parents/guardians will be responsible for supporting their children's learning (monitoring attendance, homework completion, television watching, etc.), for volunteering in their child's classroom, and for participating in decisions related to their child's education and positive use of extracurricular time;
 - ✓ The importance of communication between the school and the home on an ongoing basis, and minimally through: annual parent/guardian-teacher conferences; frequent progress reports on their children; and reasonable opportunities to interact with staff, observe, volunteer and participate in classroom activities.

BUILDING CAPACITY for INVOLVEMENT

- The Title I school must provide assistance to participating parents/guardians in understanding the National Education Goals, State Standards, state and local assessments, and the requirements of the Title I program. The school must also provide parents/guardians with guidance in monitoring their children's progress, in working with the school to improve student performance, and in participating in decisions related to the education of their children.
- The school must provide materials and training for parents/guardians, such as literacy training, or training to help them work with their children to improve achievement.
- Principals, teachers, and other support personnel must be educated in working with parents/guardians as equal partners, implementing and coordinating programs for them, and building the link between home and school.
- Coordination and integration must take place between the Title I family partnerships programs and activities, and other programs: Head Start, Even Start, Home-Based Preschool, Preschool Disabilities, Parents as Teachers, Public School Preschool and other programs as feasible and appropriate.
- The Title I school must develop appropriate roles for community-based organizations and businesses in family partnership activities (Urban League, Partners in Education, etc.)
- Parents/guardians must be provided with opportunities to learn about child development (from birth), as well as child rearing issues, designed to help them become full partners in the education of their children.
- Parents/guardians must be provided with opportunities to learn about their rights and responsibilities related to their child's unique learning needs.
- All information that is sent to the homes of participating children must be in the language used in those homes.

SECTION 9: OnePlan Monitoring

Ongoing Monitoring, Adjustment and Feedback

Building Futures School Standard 1: Schools are effectively organized to share accountability for student learning.

Date _____

In each area highlighted for strategy, please assess the implementation and outcomes of your strategies to date and determine if any adjustments in implementation or strategy are necessary to ensure the school will reach its goals.

Academic Strategy / Action	I, IP, NI*	Evidence of impact on instructional practice and academic outcomes	Adjustment(s)/ New Strategy, if needed
Monitor climate to ensure consistent academic focus	I	Suspension days reduced by ½ over same time period for 1 st 5 wks.	Share data with whole staff; adjust supervision; teams take responsibility for consistent classroom management practice.
Open Attendance Center	NI	(unable to staff due to budget reduction)	Monitor team responsibility to call home when absent. Hold 1 st bell tardies w/ OGT instruction. Increase lunch passing time to 4 minutes.
Re-team horizontally	I	Teams have begun to look at data	Ensure schedule with adequate common planning for 07-08
Emphasize vertical team Leadership via SIP	I	Depts. have developed detailed strategies for coordinated instruction.	Design PD so that it enables vertical team time for SIP & SEAL when SEAL training is complete.
Grade level seminars	IP	Unclear; must be measured	Measure OGT performance by Seminar participation
Senior night, buddy system, conferences, and Grad. Jr. contracts	I	22/68 (32%) seniors failed a course 1 st midterm compared to 46/88 (52%) in 05-06; failure rate cut in 1/2	It's working! Design more frequent senior meetings and buddy activities to keep seniors connected.
Free tutoring 5 days/wk	I	No evidence; few students attending.	Draft letter to parent of students who have failing quarter grades, "assigning" them to tutoring sessions.

*Implementing, Implementing Partially, Not Implementing

SECTION 10: School Budget

Building Futures School Standard 1: Schools are effectively organized to share accountability for student learning.

The school budget (*ATTACHED*) should be a uniform document that clearly documents the use of all school spending. The budget should address how resources will be used to implement the following ten component requirements below and the OnePlan goals. For each component, list what broad strategies are being used to implement the component and where they appear in the budget.

Component Requirement	What resources in the budget will be used to implement these components?
Comprehensive needs assessment	Sufficient staffing for an extended schedule will require reduction in administrative budget.
Schoolwide reform strategies	Attendance Center staffing is essential.
Instruction by highly qualified teachers	No additional resources needed
High quality professional development	Gates funds provided for 10 hrs/tchr plus 2 days of Team Leader training
Strategies to attract and utilize high quality, highly-qualified teachers to high need schools	Early identification of vacancies.
Strategies to increase parental involvement	Increase in communication & information made available in a timely way. Additional 2K needed for copying, mailing.
(Early Childhood)	n/a
Measures to include teachers in decisions regarding use of academic assessments	Not a budget issue.
Assistance to struggling students with effective, timely additional assistance	GE funding; Gear-Up assistance; no General Fund monies needed.
Coordination of federal, state, local programs	FCF funding & staff.

School Improvement Plan: Addendum to OnePlan for SI Schools
Requirements for Ohio SI Schools in compliance with No Child Left Behind

If a school is identified for improvement, it must develop a three-year improvement plan within three months. Each three-year plan must include:

1. Written documentation of the building needs that caused School Improvement status

Substandard reading comprehension prevents acquisition of knowledge and understanding of content in all disciplines.	Gr. 9-12	10 th Gr. OGT Reading proficiency is 64.8%; Reading Process Below Standard score is 3 times that of the statewide result.
Writing skills are below grade level; writing is incomplete, simplistic and of minimal quality.	Gr. 9-12	10 th Gr. OGT Writing proficiency is 64.8; Writing Process Below Standard score is twice that of the state result.
Students lack depth of understanding and basic problem-solving skills in math.	Gr. 9-12	10 th Gr. OGT Math proficiency is 51.6; Numbers & Measurement Below Standard are both over twice the statewide average.
Scientific knowledge is minimal and students lack scientific vocabulary necessary to excel.	Gr. 9-12	10 th Gr. OGT Science proficiency is 29.7, with all standards well below half the state result.
Students lack basic understanding of American & Ohio governmental and legal structures.	Gr. 9-12	10 th Gr. OGT Social Studies proficiency is 45.1 with all 4 standards 2-3 times below state avg.

2. Specify responsibilities of the state and district and the specific technical assistance the district will provide.

Ohio’s constitution requires the state to provide a “thorough and efficient” system of public education for all. The district will provide the Instructional Support Team, a group of teacher and administrative peer leaders who will serve as a resource and lend their experience and expertise to individuals, teams, and whole-school improvement efforts.

3. Teacher Mentoring program

Aiken University High School will provide a two-tiered system of supports for any new or transfer teacher to assist them in achieving their best performance and making a productive adjustment.

1. Principal and dept. chair and/or team leader will conduct an orientation meeting prior to the teacher’s induction. This meeting will include: Background information on school and program, school improvement history, goals, and priorities, performance expectations, routines & procedures, access to resources, and a data packet that includes all schedule, protocol, directory, map, textbook information and any other practical information available.

2. New and transfer teachers will meet weekly with Principal, Dept. Chair & Team Leader (separately) for the first two months, and monthly thereafter. A support group of new teachers building will meet monthly during the first semester, and once at the end of 3rd quarter.

3. A “Buddy Teacher” mentor will be assigned to each new or transfer teacher for the year.

3. New and transfer teachers will be released for visiting days, Mayerson PD, and peer observations as needed to allow them an opportunity to seek information and skills that can be helpful in achieving their best performance.

4. New and transfer teachers will be asked to fill out a survey document that will assess their induction experience and allow them to make valuable suggestions to administration & peers towards an improved induction process for the school’s growth.

4. Meaningful parent involvement

<p>6. Collaborating with Community: Coordinate resources and services for families, students, and the school with businesses, agencies and promote services to the community.</p>	<p>Families & Children First are primary coordinators, offering resources directly to students, such as counseling, support groups, and conflict mediation, and to families, such as nursing care. Through LSDMC, FCF meets regularly with parents, community representatives & school personnel.</p>
<p>5. Decision-Making: Include families as participants in school decisions, governance and advocacy through PTS/PTO, ILT, LSDMC, committees and other organizations.</p>	<p>All decision-making bodies include active representation from parents/community. This includes PTO, LSDMC, and ILT.</p>
<p>4. Learning at Home: Involve families with their children in learning activities at home, including homework and other curriculum related activities and decisions.</p>	<p>Student Handbook spells out academic study expectations for both students, and for parents, describing helpful assistance and providing easy reference numbers for help. A new initiative asks all teachers to develop and provide a syllabus for their course and an outline of course requirements and expected major projects, topics, assignments, & deadlines.</p>
<p>3. Volunteering: Improve recruitment, workshops, work and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.</p>	<p>Volunteers are solicited through PTO, the parent newsletter, and directly by administration to parents, and community venues such as the College Hill Forum (local community council). Volunteer positions are described, and parents who volunteer are recognized.</p>
<p>2. Communicating Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p>	<p>A bi-quarterly parent newsletter ensures that parents are informed of updates to the school calendar, new programs, and academic progress. Open House features student data updates for parents.</p>

<p>1. Parenting: Assist families with parenting and child-rearing skills; understand child and adolescent development. Assist staff in understanding families.</p>	<p>FCF provides a support group for young mothers. Design workshop for parenting adolescents. Teachers are being provided with Ruby Payne's "A Framework of Poverty" in order better understand the strengths in the student and the family.</p>
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6. Policies/practices to strengthen core academic subjects and address SI instructional issues. Incorporated strategies must be based on scientifically based research.

SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies
Academic Strategy for Concern Areas

***Building Futures School Standard 1:** Schools are effectively organized to share accountability for student learning.*

***Building Futures School Standard 2:** Teachers use effective, standards-based curriculum and instructional practice.*

***Building Futures School Standard 3:** Teachers use rich-performance-based assessments to adjust instruction and student support to meet individual student needs.*

***Building Futures School Standard 4:** Professional development is driven by student learning.*

Please use one page for each priority concern highlighted on the Summary of Academic Needs page. Make sure provisions are made to ensure that students who are having difficulties mastering standards are given effective, timely additional assistance to master the standards. Use the Service Delivery Self-Assessment Planning Guide to help identify current and desired practice levels of service delivery. Use the Pyramid of Interventions to determine levels of tiered support for all students.

Priority Concern # 1: ___ Substandard reading comprehension prevents acquisition of knowledge and understanding of content in all disciplines.

Priority Concern # 1 - end of year goal and objective:
 _____ 10th Gr. Reading 75%..... 11th Reading 89%

Root Causes	Instructional Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring
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Poor vocabulary development	Heavy emphasis on lessons using increasingly difficult levels of vocabulary.	PD to develop vocab. activities	Dept. Chair	Dept. Mtg review of all vocab. activities.	Monthly
Limited reading experience	Increase independent reading assignments and guided reading practice.	PD to set up library usage routine; high-interest book purchase	Dept. Chair	Dept. review of all reading assignments for volume & success	Monthly
Inconsistent quality & rigor of instruction in English class	Re-introduce SIP/SEAL process	PD for SIP, SEAL; IST assistance	Dept. Chair	Dept. SIP session with each member contributing a lesson	Monthly

Indicate Instructional Leader responsible for monitoring this priority concern in addition to principal: S. Gerwe-Perkins

SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies
Academic Strategy for Concern Areas

Building Futures School Standard 1: Schools are effectively organized to share accountability for student learning.

Building Futures School Standard 2: Teachers use effective, standards-based curriculum and instructional practice.

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Building Futures School Standard 4: Professional development is driven by student learning.

Please use one page for each priority concern highlighted on the Summary of Academic Needs page. Make sure provisions are made to ensure that students who are having difficulties mastering standards are given effective, timely additional assistance to master the standards. Use the Service Delivery Self-Assessment Planning Guide to help identify current and desired practice levels of service delivery. Use the Pyramid of Interventions to determine levels of tiered support for all students.

Priority Concern # 2: ____ Writing skills are below grade level; writing is incomplete, simplistic and of minimal quality. ____

Priority Concern # 2 - end of year goal and objective:

_____ 10th Gr. Writing 75%, 11th Gr. 80% _____

Root Causes	Instructional Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring
Lack of writing practice	Increase quality and quantity of writing assignments in all disciplines	Write source PD on Extended Response	All TLs & Dept. Chairs	SIP for writing exercises	Monthly
Low expectations in non-Eng. subjects	Increase teacher feedback on writing quality in on-English subjects	English- dept. led PD session on good feedback techniques	All TLs & Dept. Chairs	SIP for writing assignments	Monthly

Indicate Instructional Leader responsible for monitoring this priority concern in addition to principal: _S. Gerwe-Perkins_____

SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies
Academic Strategy for Concern Areas

- Building Futures School Standard 1:*** Schools are effectively organized to share accountability for student learning.
- Building Futures School Standard 2:*** Teachers use effective, standards-based curriculum and instructional practice.
- Building Futures School Standard 3:*** Teachers use rich-performance-based assessments to adjust instruction and student support to meet individual student needs.
- Building Futures School Standard 4:*** Professional development is driven by student learning.

Please use one page for each priority concern highlighted on the Summary of Academic Needs page. Make sure provisions are made to ensure that students who are having difficulties mastering standards are given effective, timely additional assistance to master the standards. Use the Service Delivery Self-Assessment Planning Guide to help identify current and desired practice levels of service delivery. Use the Pyramid of Interventions to determine levels of tiered support for all students.

Priority Concern # 3: Students lack depth of understanding and basic problem-solving skills in math.

Priority Concern # 3 - end of year goal and objective:

_____ 10th Math OGT: 70%, 11th: 85%, 12th: 100%_____

Root Causes	Instructional Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring
Students behind grade level & lacking basic skills	Use of Dashboard and other data sources and assessments in 9 th grade to establish skills needs Increase thinking skills by using higher level of Bloom's Focus on warm-ups with number sense and operations Increase use of measurement tools & graphic organizers	OAT data review	9 th Gr. Math teacher	Math Dept. chair	annual
Inconsistent quality of math	Use of SIP/SEAL/CWT	SIP/SEAL/CWT IST assistance	Dept. Chair	Regular SIP; each teacher brings a lesson to review	Monthly

instruction					
Discontinuity in instruction due to mobility and attendance	See attendance section, p. 46				

Indicate Instructional Leader responsible for monitoring this priority concern in addition to principal: A. Shumar

SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies
Academic Strategy for Concern Areas

Building Futures School Standard 1: Schools are effectively organized to share accountability for student learning.

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Building Futures School Standard 3: Teachers use rich-performance-based assessments to adjust instruction and student support to meet individual student needs.

Building Futures School Standard 4: Professional development is driven by student learning.

Please use one page for each priority concern highlighted on the Summary of Academic Needs page. Make sure provisions are made to ensure that students who are having difficulties mastering standards are given effective, timely additional assistance to master the standards. Use the Service Delivery Self-Assessment Planning Guide to help identify current and desired practice levels of service delivery. Use the Pyramid of Interventions to determine levels of tiered support for all students.

Priority Concern # 4: ___Scientific knowledge is minimal and students lack scientific vocabulary necessary to excel.___

Priority Concern # 4 - end of year goal and objective:

Science OGT in 10th: 53%, 11th: 85%; 12th: 95%___

Root Causes	Instructional Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring
Poor science foundation	Increase level of rigor in vocabulary and content reading/comprehension	Data analysis to determine gaps in foundation	Dept. Chair	Review of data by strand	Monthly
Clarity in purpose of instruction	Display of standards and use of authentic assessments with a broad variety of instructional techniques	PD to design authentic assessments	Dept. Chair	Dept. meeting review of actual lessons implemented using authentic assessments	Monthly
Discontinuity of Instruction	See attendance, p. 46				

due to attendance					
Inconsistent quality of instruction	SIP/SEAL	SIP/SEAL training	Dept. Chair	SIP sessions with each teacher bringing lessons	Monthly

Indicate Instructional Leader responsible for monitoring this priority concern in addition to principal: B. Blackwell

SECTION 3: Comprehensive Needs Assessment of School (Academic) with Schoolwide Reform Strategies
Academic Strategy for Concern Areas

***Building Futures School Standard 1:** Schools are effectively organized to share accountability for student learning.*

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Please use one page for each priority concern highlighted on the Summary of Academic Needs page. Make sure provisions are made to ensure that students who are having difficulties mastering standards are given effective, timely additional assistance to master the standards. Use the Service Delivery Self-Assessment Planning Guide to help identify current and desired practice levels of service delivery. Use the Pyramid of Interventions to determine levels of tiered support for all students.

Priority Concern # 5: Students lack appropriate knowledge base of US/World History, government systems, political philosophy foundations, economic theory and content related vocabulary

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Priority Concern # 5 - end of year goal and objective:
60% OGT passage on Social Studies test

Root Causes	Instructional Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring
Students not on grade level in content	Remediation at the beginning at each course lasting from 2-5 weeks, students are held accountability for team identified vocabulary content vocabulary at all levels, use of dashboard in planning in order to address student deficiencies	PD Dashboard and data analysis time and time to develop common vocabulary content	Dept. Chair	Dept. review	Monthly
Increase effectiveness of teaching strategies	Use of SIP/SEAL and data from CWT. Exploration of effective strategies through peer observations	Release time to visit other classes in and out of the bldg.	Dept. Chair	Dept. agenda	Monthly

Indicate Instructional Leader responsible for monitoring this priority concern in addition to principal: __G. Nix_____

7. High quality and continuous professional development for teachers and staff

SECTION 5: Professional Development Plan

Summary of Professional Development Plan

Building Futures School Standard 4: Professional development is driven by student learning.

Given the support and professional development highlighted in the academic and non-assessment academic strategy pages, please lay out your school's full professional development plan for the year in the following table. Make sure to examine achievement gap analyses for subgroups, including Limited English Proficient and Students with Disabilities, etc., to help inform your school's professional development needs.

Planned Date	Topic	Participants (indicate whole school, topic or grade level team, parents etc.)	Who Will Deliver PD (lead teacher, administrator, ILT Coach, Mayerson, the district)	Measurable Outcome for Monitoring Success
<i>Sample 10/5/06</i>	<i>Co-teaching and collaboration</i>	<i>General education and intervention specialists at grade 6</i>	<i>Margaret Searle and IST</i>	<i>All participants will be able to state and model the 6 forms of co-teaching and apply to their daily instruction.</i>
8/15-16	Retreat—School Climate	All faculty, admin. & civil service staff	Global Lead Consulting/AU Admin.	Staff will construct and embrace a set of Operating Principles that will enable consistent academic focus.
9/1	Assessment FOR Learning	Faculty	Rick Stiggins; AU Admin	All vertical teams will obtain & discuss performance data on their team's students.

10/9	Intro to Extended Response	Faculty	Michael Kelly (IST)	All core subject area teachers will deliver ER modeling, guided practice in coordination
11/3	Extended Response SIP process	Faculty	Kathy Wright, AU admin & lead teachers	Teachers will regain practice in SIP & engage in lesson analysis in a collegial way.
11/3	Classroom management/Intro to Student Engagement	Faculty	Peer Panel AU Lead Teachers	All teams will identify links between planning for engagement and classroom management issues.
11/16	Student Engagement, Part 2	Faculty	Team Leaders, IST	Teams will schedule a peer observation to support colleagues in designing engaging work.

11/18	Student Engagement, Part 3	Faculty	Team Leaders	Teams will SIP engaging lessons
11/30	Student Engagement, Part 4	Faculty	Team Leaders	Teams will design multiple engaging lessons and rubrics for student products
2/16	Higher Level Bloom's	Faculty	IST	Teams will practice re-teaching & designing rigor into lessons
8. 3/26	OGT/Bloom's alignment	Faculty	Team Leaders	Teams will practice OGT alignment with higher-order thinking Parent

Notification of SI status

If required, will be done with Parent Newsletter

9. Annual Evaluation

Annual review of One Plan goals and strategies will be conducted on a rotating basis in each monthly meeting by section or topic. Final review will occur in July.

10. School reform that supports and is supported by teachers, principals, administrators, and other staff

SECTION 4: Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies

Non-Assessment Academic Strategy for Concern Areas

Building Futures Standard 6: Schools are safe, supportive, and family friendly.

Please use one page for each priority concern highlighted on the Summary of Non-Assessment Academic Needs page. Use the Service Delivery Self-Assessment Planning Guide to help identify current and desired practice levels of service delivery. Use the Pyramid of Interventions to determine levels of tiered support for all students.

School Climate Priority Concern # 1: ___Unsafe climate_____

School Climate Priority Concern # 1 - end of year goal and objective:

_____Cut incidents of fighting in half_____

Root Causes	Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring
Exposure of students to gang, street & family violence	Increase teacher referrals to FCF resources Team advisement	PD—Ruby Payne, gang awareness	Team Leader	Running checklist of referrals; quarterly calendar of advisement/awareness	Weekly

	and community-building exercises Expose students to awareness/help resources			activities	
Inconsistent classroom management	Identify teachers who need assistance and provide support	Peer observations with strong CMs	Administration	Dedicate 12 hrs/week to observation & conferencing	Weekly
Inconsistent administrative/security support	Set up specific protocols for hall movement & referral response Operating principles	CWT training; OPOT training	Principal; Discipline committee	Weekly admin. Review; close monitoring of security performance	Daily/weekly
Students lack exposure to peaceful/mature conflict resolution	Use advisement program in teams to model & practice CR.	CR training for students	Team Leaders	Team review of CR progress	Weekly
Poor communications about expectations for both students and adults	Pre-planned programs/calendar dates, protocols for assemblies, etc. All expectations in writing and in advance; Regular staff & committee updates	Communications and team-building for staff	Principal/APs	Daily production/review of publications, announcements, calendar and event planning	Daily

Indicate the person responsible for monitoring this priority concern in addition to the principal: __APs & TLs_____

SECTION 4: Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies

Non-Assessment Academic Strategy for Concern Areas

Building Futures Standard 6: Schools are safe, supportive, and family friendly.

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School Climate Priority Concern # 2: ___Poor attendance_____

School Climate Priority Concern # 2 - end of year goal and objective:

_____20% decrease in whole-day absence_____Cut 1st bell tardies in half (30/day)_____

Root Causes	Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring
Lack of home-school communication	Each team makes very specific protocols including dividing students for attendance calling. Parent education efforts to get notes in/share notes w/teachers Improve quality of phone #s Teams mail notes home	PD at staff meeting with model calls/role-plays Exemplar letters for team use	Team Leader	Weekly checklist review in all teams	Weekly
Truancy habits in some families	Aggressive SSW contact; citation to court; referral to services		SSW	Weekly review of chronic offenders	Weekly

Lack of interest in or success in school	Increase relevance; more hands-on applications built into lessons; related field trips	Engagement PD	Team Leaders; Dept. Chairs	"Engagement Meter" feedback at staff meetings	Bi weekly

Indicate the person responsible for monitoring this priority concern in addition to the principal: ___M. Gives_____

SECTION 4: Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies

Non-Assessment Academic Strategy for Concern Areas

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School Climate Priority Concern # 3: ___Massive course failure_____

School Climate Priority Concern # 3 - end of year goal and objective:
 _____Cut course failure rate by 30%_____

Root Causes	Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring

Attendance	See p. 51				
Lack of engagement	Increase quality of classroom instruction, variety of strategies and student participation	Engagement PD	Team Leaders; Admin	Peer observations; CWTs	Daily
Lack of focus on future	Help students see their futures by exposure activities & debriefing; Career days, shadowing projects, college visits; leadership training	Team planning time to plan events	Team Leaders	ILT review of One Plan progress	Monthly

Indicate the person responsible for monitoring this priority concern in addition to the principal: __Team Leaders_____

SECTION 4: Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies

Non-Assessment Academic Strategy for Concern Areas

Building Futures Standard 6: Schools are safe, supportive, and family friendly.

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School Climate Priority Concern # 4: ____Lack of student engagement
 School Climate Priority Concern # 4 - end of year goal and objective:
 _____Increase completions of assignments by 50%_____

Root Causes	Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring
Boredom	Increase relevance of lessons and variety of activities Give students more opportunities to present and express themselves	Engagement PD	Team Leaders & Dept. Chairs	Peer observations	Weekly
Lack of model relationships	Advisement activities in teams Referral to CYC mentoring coordinator Team member advisement list	PD for relationship-building	Team Leaders	Team review	Monthly

Indicate the person responsible for monitoring this priority concern in addition to the principal: ___Team Leaders___

SECTION 4: Comprehensive Needs Assessment of Additional Non-Assessment Academic Indicators with Schoolwide Reform Strategies

Non-Assessment Academic Strategy for Concern Areas

Building Futures Standard 6: Schools are safe, supportive, and family friendly.

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School Climate Priority Concern # 5: ___Lack of academic focus_____

School Climate Priority Concern # 5 - end of year goal and objective:

_____Schedule and budget for 07-08 built around academic needs of students_____

Root Causes	Action Strategy Standards based practice – observable action	Support or Professional Development Needed	Responsible Person or Team	Method of Monitoring	Frequency of monitoring
Insufficient Planning	Timely construction of budget & schedule Planning timeline for 2 nd semester Calendar planning	PD for calendar planning	ILT Chair & Principal	ILT & Committee agendas	Monthly
Lack of collegiate dialogue	Practice & model building collegial dialogue into all agendas Do common reading	PD for dialogue practice & reading group	ILT Chair & Admin	ILT/Staff meeting agendas	Monthly
Lack of staff exposure to successful models	Release teachers for observation bells & visiting days to observe successful peers & teams	Subs	Admin	ILT	Monthly

Indicate the person responsible for monitoring this priority concern in addition to the principal: ___Team Leader___

11. Before/after/summer school program

AU offers a summer school program with HQT in each subject area for credit recovery. In addition, students may engage in credit recovery or enrichment through the use of our APEX online learning system, with an HQT on site to assist. Free tutoring is available 4 afternoons a week, and every Saturday morning. Teacher teams also coordinate help nights in which they stay late after school to assist any student needing help.

12. School Budget

(Budget is attached)

Building Needs That Caused School Improvement Status

Required Needs Assessment:

Written documentation of the building needs that caused School Improvement status must be on file in the building

Aiken University High School is in School Improvement (SI) Status, Year 2_____ for School Year 06-07_____.

Most recent State Test Overall AYP data shows: *(highlight AYP status which applies or delete status that does not apply)*

Reading	not met AYP
Math	met AYP
Attendance	N/A
Graduation	met AYP

Subgroup AYP Data: *(circle or highlight only subgroups reported on Local Report Card)*

Reading

Math

African-American not met AYP
Econ. Disadvantaged not met AYP

not met AYP
not met AYP

School Reform Strategies

Requirement: Ensure school reform practices and activities that support and are supported by teachers, principals, administrators, and other staff, for example creating an ongoing process for feedback.

1. Description of structures and strategies that demonstrate the following school reform practices and activities:

(use information found on p. 25 of One Plan)

- a. **Frequent formative assessment**—Subject of PD and practiced and monitored by teams

- b. **Data-driven Instruction**—PD topic/analysis by both vertical & horizontal teams.

- c. **Teacher collaboration in planning and instruction (including Intervention support)**—Common team planning time

- d. **Collaborative examining, discussing, and scoring of student work through Standards in Practice (SIP)**—PD topic, done through vertical teams.

- e. **Re-teaching content when needed**—PD topic/practiced by teams

- f. **Service delivery model for diverse learners**—Continuum of services, development of Pyramid of Intervention

- g. **Differentiated instruction**—PD topic

- h. **Pyramid of Interventions**—Currently under development