

# **Strategic and Continuous School Improvement Plan**

**for**

**Oak Hill High School**

**6069**

**for the period of  
July 1, 2008 to June 30, 2011**

*Submitted by:*

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**Mike McDivitt  
Principal  
May 1, 2008**

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**NOTE:** Those components, designated by Sec. 3 of 511 IAC 6.2-3-3 as must being included in a Strategic and Continuous School Improvement Plan, are underlined. A secondary school must also offer courses to allow all students to become eligible to receive an academic honors diploma and encourage the attainment of same or complete the Core 40 curriculum.

Oak Hill High School chose to adopt the continuous school improvement format of the North Central Association as its model for compliance with P.L.221. This decision was made following a review of other school improvement planning strategies and for the following reasons:

The NCA school improvement model

- is a continuous school improvement model;
- has a strong correlation with the plan components required by P.L.221;
- is supported by opportunities for professional development;
- has peer review as an integral component of the process;
- provides software for data analysis and the development of a school profile that facilitates consistent data gathering for each school;
- focuses on improved achievement for all students.

## **School Improvement Committee Membership**

Heather Barrett -- Teacher

Bart Fox – Community Representative

David McDivitt – Teacher

Mark Linna – Parent

Mike McDivitt– Principal

Shane Edwards – Asst. Principal

Sherri Rush – Parent

Kelly Galligan - Teacher

Susan Smith – Teacher

Dawn Torrence -- Teacher

Maureen Hall – Support Staff

Joe VanSkyock – Parent

**Certification of Superintendent's Review and Adherence to Timelines as  
Established by I.C.20-10.2-3-2**

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Step 1 – I.C.20-10.2-3-2 Sec.2.(a)

The committee, comprised of the building principal, administrators, teachers, parents, and community and business leaders, must submit a school's initial plan to the superintendent by March 1, of the school year before the year of implementation.

\_\_\_\_\_  
*Signature of Building Principal*

\_\_\_\_\_  
*Date of Submission for Superintendent Review*

Step 2 – I.C.20-10.2-3-2 Sec. 2. (a)(1)(2)(3)

The superintendent shall review the plan to ensure that the plan aligns with the school corporation's objectives, goals, and expectations; and may make written recommendations of modifications to the plan to ensure the alignment and return plan and recommendations to the committee by April 1 of the school year before the year of implementation.

\_\_\_\_\_  
*Signature of Superintendent*

\_\_\_\_\_  
*Date of Return*

Step 3 – I.C.20-10.2-3-2 Sec. 2.(b)(c)

A school committee may modify the plan to comply with the recommendations made by the superintendent then shall submit the plan and the written recommendations of the superintendent to the governing body by May 1 of the school year before the school year before the year of implementation.

\_\_\_\_\_  
*Signature of Building Principal*

\_\_\_\_\_  
*Date of Submission for Board Review*

**Summary of Superintendent's Recommendations Per I.C.20-10.2-3-2 Sec. 2.(a)(1)**

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Written recommendations to ensure alignment with the school corporation's objectives.

Written recommendations to ensure alignment with the school corporation's goals.

Written recommendations to ensure alignment with the school corporation's expectations.

**Resolution of the Board of School Trustees to Adopt the Strategic and Continuous School Improvement Plan**

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This resolution is adopted by the Board of School Trustees for Oak Hill United School Corporation, Converse, Indiana.

WHEREAS a three year Strategic and Continuous School Improvement Plan has been developed and coordinated by the building principal with input from a committee of persons which included administrators, teachers, parents, and community and business leaders for Oak Hill High School as required by I.C.20-10.2-3-1, and

WHEREAS, the Superintendent of Schools has, as required by I.C.20-10.2-3-2 Sec. 2 (a), reviewed the plan to ensure that the plan aligns with the school corporation's objectives, goals, and expectations, and

WHEREAS the governing body is required under I.C.20-10.2-3-2 Sec. 2(d) to review said plan, and

WHEREAS the governing body reviewed this plan on May 21, 2002, at the Office of the Superintendent of Schools, 1474 North 800 West-27 Box 550, Converse, In 46919.

THEREFORE BE IT RESOLVED that the governing body will submit this plan to the Indiana Department of Education as required under 511 IAC 6.2-3-5 Sec. 5. and directs that a copy of this plan remain on file for public review in the Office of the Principal.

ATTEST:

BOARD OF SCHOOL TRUSTEES

\_\_\_\_\_  
*James W. Smith, Superintendent*

\_\_\_\_\_  
*Toby Middlesworth, President*

\_\_\_\_\_  
*Scott A. Dubois, Vice-President*

\_\_\_\_\_  
*Dana Biggs, Secretary*

\_\_\_\_\_  
*Steve Fagan, Member*

\_\_\_\_\_  
*Kevin Pearson, Member*

\_\_\_\_\_  
*Ryan Smith, Member*

\_\_\_\_\_  
*Kent Sumpter, Member*

**Documentation of the Annual Review of the Strategic and Continuous School Improvement Plan by the School Improvement Committee**

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Have a majority membership of the School Improvement Committee sign on this page prior to the following dates: May 1, 2008, May 1, 2009, May 1, 2010

**Certification of Annual Review**

**Date:** \_\_\_\_\_

\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*Committee Chairperson*

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*Committee Chairperson*

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*Committee Member*

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*Committee Member*

**Certification of Annual Review**

**Date:** \_\_\_\_\_

\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*Committee Chairperson*

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*Committee Chairperson*

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*Committee Member*

**Certification of Annual Review**

**Date:** \_\_\_\_\_

\_\_\_\_\_  
*Principal*

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*Committee Chairperson*

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*Committee Chairperson*

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*Committee Member*

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## School Profile

Motto

**"S.O.A.R."**

### **Seeking Outstanding Achievements and Results**

The staff of Oak Hill High School is committed to providing all students with the opportunities necessary to maximize their learning potential. Since we believe that this is a shared responsibility between the home and school, Oak Hill High School has adopted the following Mission Statement:

*Oak Hill High School offers a learning environment that provides all students the opportunity to achieve their full potential in curricular, co-curricular, and extracurricular activities. Working together as a faculty, staff and community, we strive to create citizens that will make a positive contribution to our society.*

### **The District:**

The Oak Hill United School Corporation serves families in the two East-Central Indiana counties of Grant and Miami. It occupies a 115 square mile area in western Grant County and southeastern Miami County. It includes eight small towns: Amboy, Converse, Herbst, Jalapa, Mier, Sims, Swayzee, and Sweetser. Two major state highways, Indiana 18 and Indiana 13 provide quick, convenient access to Marion, Kokomo, Wabash, and Elwood. The larger cities of Anderson, Muncie, Indianapolis, and Fort Wayne are within an hour's drive.

<b>Population Over Time</b>	<b>Number</b>	<b>Rank in State</b>	<b>Percent of State</b>	<b>Indiana</b>
Yesterday(1990)	74,169	19	1.3%	5,544,156
Today(2006)	69,825	23	1.1%	6,302,646
Tomorrow(2010 proj.)	71,261	22	1.1%	6,417,198
Percent Change 1990 to 2000	-1.0%	87		9.7%

Sources: US Census Bureau; Indiana Business Research Center

<b>Population Estimates by Age in 2006</b>	<b>Number</b>	<b>Rank in State</b>	<b>Pct Dist. in County</b>	<b>Pct Dist. in State</b>
Preschool (0 to 4)	3,967	25	5.7%	6.8%
School Age (5 to 17)	11,718	23	16.8%	18.2%
College Age (18 to 24)	8,273	18	11.8%	9.8%
Young Adult (25 to 44)	16,205	25	23.2%	27.6%
Older Adult (45 to 64)	18,482	23	26.5%	25.2%
Older (65 plus)	11,180	19	16.0%	12.4%
Median Age	39.1			Median Age = 36.3

Sources: US Census Bureau; Indiana Business Research Center

**The Economy:**

Over seventy-five percent of the Oak Hill community's total land area is used for farming. Local businesses include grain elevators, implement dealerships, an automobile dealership, an automotive products plant, an ethanol plant and many retail establishments. These businesses provide seasonal and year-round employment. Many Oak Hill residents also find employment in nearby Marion and Kokomo.

**Civic Life:**

Many churches, clubs and civic organizations enrich the lives of Oak Hill citizens. They contribute immensely to the spiritual and social well-being of community residents. Three nearby reservoirs, Mississinewa, Salamonie, and Huntington, provide excellent opportunities for fishing, boating, water skiing, swimming, camping, and hiking. Surrounding communities offer good facilities for bowling, golf, tennis and cinema as well as water parks. Neighboring Marion supports a strong civic theater and a philharmonic orchestra, as does nearby Kokomo.

**Higher Education:**

Two state universities operate campuses near Oak Hill: Indiana University at Kokomo and Ball State University at Muncie. Each offers extensive evening and summer courses. Ball State also provides many evening courses at nearby Grissom Air Force Reserve Base, Marion High School, Southwood High School and other nearby locations. Two excellent private colleges, Indiana Wesleyan University and Taylor University, are located in Grant County. Indiana Vocational Technical College maintains campuses in Marion, Kokomo, and Muncie.

### **The Corporation's History:**

In 1957, the Converse and Sweetser school systems consolidated to form the Oak Hill School Corporation. When the Swayzee school system joined the consolidation in 1965, it became the Oak Hill United School Corporation.

The corporation began a building program immediately after its original consolidation. According to a long-range plan, the buildings in Converse, Sweetser, and Swayzee were replaced with new structures. A junior/senior high school complex was erected near Mier in the fall of 1960.

The opening of a new physical education addition to this complex in 1979 completed the program. An outstanding feature of the physical education facility is an indoor swimming pool with a floor which may be elevated to accommodate the instructional needs of young and physically challenged children. In the mid '90's technological improvements were made to accommodate instruction of computer aided drafting and instructional labs, with individual computers in the academic resource lab.

The most recent renovation occurred in 2006-2008 when Oak Hill underwent a major renovation project that included carpet throughout the building, a new weight room, updates in both the upper gym and lower gym, updates to the grounds, a state of the art filtration system in the pool, new bathrooms throughout the building, updates in the library, the lecture area and all the classrooms, increases in technology throughout the building, the addition of a new Academic Resource Lab, and the additions of new offices. Oak Hill students now enjoy excellent school buildings with all of the facilities for a flexible, student-centered approach to learning. Each Oak Hill school holds a first

class commission from the Indiana Department of Education. Oak Hill Schools' K-12 educational program has 1489 students. Grades K, 1-2 are taught at Converse Elementary. Grades K, 3- 4 are taught at Sweetser Elementary. Grades K, 5-6 are taught at Swayzee Elementary. Grades 7-8 are in the junior high school and Grades 9-12 are in the high school. The corporation endorses the principle of equal opportunity and adheres to all Title IX regulations in its student policies.

**The Senior High Program:**

Oak Hill High School tailors its educational program to individual student needs. It strives to impart the values, knowledge and skills which the maturing student needs for educational, occupational and personal success. There are 496 students at Oak Hill High School with the population consisting of 95% Caucasian, 1% Hispanic, and 3% multi-racial.

Oak Hill High School students may also enroll in technical and trade courses through the Tucker Area Career Center in Marion and Heartland Career Center in Wabash. Students can also earn dual credit through Indiana Wesleyan University and Ivy Tech State College. Oak Hill offers the opportunity for aspiring teachers to assist elementary teachers in their duties through the cadet teaching program. Oak Hill has a good school-to-work program that involves many senior students. Oak Hill High School has four computer labs, a state of the art CAD lab, two Linux computer labs in the junior and senior level English classes, and each classroom has at least one computer. Oak Hill's small enrollment encourages close rapport between students and teachers. Frequent opportunities arise for informal counseling by teachers, and an excellent formal counseling service also assists students with personal problems and future plans.

The Oak Hill United School Corporation offers extensive special services to meet the educational needs of children with physical, intellectual, social or emotional differences. These services involve instruction in classrooms, homes and hospitals. Frequently occurring special needs are served through individualized programs for exceptional children. These programs ensure a free and appropriate education providing flexibility, atmosphere, environment and opportunities for the pupil to experience success in reaching his/her maximum potential. The goal of these programs is to prepare each child to become a successful, independent citizen. Low-incidence special needs are fulfilled through the Grant County Special Education Co-operative.

Oak Hill High School exhibits many educational features of which its faculty, students, parents, and community can be justifiably proud. The warm caring attitude of the faculty, support staff, and administration, coupled with the supportive attitude of the parents, provides an environment in which students can achieve maximum personal growth.

*IC20-10.2-3-3(c)*

**Description of Curriculum and Location:**

Oak Hill High School's Curriculum Guide is a narrative description of educational objectives, strategies, and resources. The curriculum guide is a tool used to assist staff members in reaching objectives in each course. The objectives are written to support the achievement of Indiana academic standards. Committees revise the curriculum guide prior to each curriculum and textbook adoption.

Oak Hill High School offers three types of diplomas for 2008 and 2009 graduates: a General Diploma, Core 40 Diploma, and an Academic Honors Diploma. Graduates in 2010 and beyond have the opportunity to earn one of four diplomas: General Diploma, Core 40 Diploma, Core 40 with Academic Honors Diploma and Core 40 with Technical Honors Diploma. Students are made aware of the different diplomas, and are encouraged to work towards completion of the Core 40 or Academic Honors Program. Oak Hill High School also provides a Certificate of Achievement or Certificate of Completion as necessary.

A copy of Oak Hill High School's Curriculum Guide will be located in each classroom, each department office, the central office, the high school office, and the high school library and will be accessible through our homepage on the worldwide web as we adopt new curriculum. The curriculum is constantly being revised and aligned with state standards in the year previous to the adoption.

*IC20-10.2-3-5(a)(2)*

Oak Hill High School offers a variety of courses and activities for students interested in a challenging academic experience. During the instructional day, advanced placement courses are offered in English, calculus, chemistry and German. Extracurricular opportunities available include academic teams (English, fine arts, math, science, and social studies), the Entomology Club, the Forensic Team, Drama, the FFA, and athletics.

**Assessments:**

Grade	Fall Assessment	Spring Assessment
9	ISTEP	Core 40 end-of-course exams: mathematics
10	ISTEP	Core 40 end-of-course exams: mathematics
11	ISTEP	ISTEP Core 40 end-of-course exams: mathematics, and language arts
12	ISTEP	ISTEP Core 40 end-of-course exams: mathematics

The Basic Skills Remediation Program is designed to review basic English and math skills based on the 9<sup>th</sup> grade Indiana State Standards. Students who are below standards on the ISTEP+/GQE are required to participate in remediation. The remediation program will be done in the normal classroom setting by classroom teachers, special education staff, and instructional assistants. The remediation program will also include a class for juniors and seniors that need a self-contained remediation class.

**ISTEP+/GQE Remediation Resources & Programs**

<b>Reading/Language Arts</b>	<b>Mathematics</b>
Weekly Remediation Program (After School)	Weekly Remediation Program (After School)
Jump Start	Jump Start
Extra Assistance (After School via Educational Assistant)	Extra Assistance (After School via Educational Assistant)
Workbooks	Workbooks
The Learning Company Computer Software	The Learning Company Computer Software
Scope Scholastic Magazine	SkillsBank Computer Software
SkillsBank Computer Software	

## Special Services Resources & Programs

<b>Language Arts</b>	
Think Alongs	American Guidance Service Textbooks & Programs
SkillsBank Computer Software	The Learning Company Computer Software
Power Paragraph	Small Group Assistance

<b>Reading</b>	
American Guidance Service Textbooks & Programs	Small Group Assistance
The Learning Company Computer Software	Think Alongs
SkillsBank Computer Program	

<b>Mathematics</b>	
Saxon Mathematics	American Guidance Service Textbooks & Programs
The Learning Company Computer Software	SkillsBank Computer Software
Small Group Assistance	

*IC20-10.2-3-5(a)(3)*

**Oak Hill High School , # 6069**  
7756 W Delphi Pk-27

Converse, IN 46919-9518

Type of Locale = Rural, outside  
MSA

### **General Information**

Phone: (765)384-4381

Grade Span : 09-12

Oak Hill United School  
Corp

Fax: (765)384-5414

5 Year Accreditation

Open Date:  
 09/01/1960

**Performance Based Accreditation Data**

<u>Year</u>	<u>Attendance Rate</u>	<u>Grad Rate</u>	<u>Avg Pct Passing ISTEP</u>	<u>Free Lunch Count</u>	<u>Reduced Lunch Count</u>	<u>Percent Free Lunch</u>
1996-97	96.0%	95.3	70.1%	25	5	5.0%
1997-98	95.1%	88.8	63.7%	42	8	8.0%
1998-99	94.8%	93.2	69.9%	31	16	6.0%
1999-00	95.5%	91.8	72.3%	32	11	6.0%
2000-01	95.6%	95.9	80.0%	35	19	7.0%
2001-02	95.6%	90.0	73.6%	30	20	6.0%
2002- 03	96.2%	87.7	83.8%	30	20	6.0%
2003-04	95.3%	96.3	78.4%	32	21	6.0%
2004-05	94.8%	98.3	71.6	59	19	12.0%
2005-06	95.0%	78.7	80.1	59	19	12%
2006-07	95.0%	91.2	80.3	77	19	15%

**SAT Scores, College Bound Senior Data**

<u>Year</u>	<u>Verbal</u>	<u>Math</u>	<u>Pupils Tested</u>	<u>Pct of 12<sup>th</sup> Graders Tested</u>	<u>Indiana Average</u>		<u>US Average</u>	
					<u>Verbal</u>	<u>Math</u>	<u>Verbal</u>	<u>Math</u>
1994-95	510	498	64	45%	492	494	504	506
1995-96	512	520	40	33%	494	494	505	508
1996-97	498	519	57	46%	494	497	505	511
1997-98	492	506	67	54%	497	500	505	512
1998-99	500	496	57	48%	496	498	505	511
1999-00	494	507	57	42%	498	501	505	514
2000-01	487	502	61	47%	499	501	506	514
2001-02	472	460	58	53%	498	503	504	516
2002-03	517	515	71	63%	500	504	507	519
2003-04		997		64%	1007			
2004-05		962		57%	1012			
2005-06		979		59%	1007			
2006-07								

**ENROLLMENT DATA (PE FORM)**

<b>School Year</b>	<b>Total Enrollment</b>	<b>College Attendance Rate</b>	
1994-95	543	43%	
1995-96	521	58.10%	Definition change in 1996-97
1996-97	525	74%	
1997-98	526	79.30%	
1998-99	516	78.60%	
1999-00	517	59.20%	
2000-01	495	65.50%	
2001-02	482	77.7%	
2002-03	479	79.0%	
2003-04	501	80.0%	
2004-05	485	68%	
2005-06	495	74%	
2006-07	522		

**ISTEP Test Performance**

<b>Year</b>	<b>Grade</b>	<b>Pupils Tested</b>	<b><u>Percent Meeting State Standard</u></b>	<b><u>State Avg Meeting Standard</u></b>
1994-95	9	130	65.9%	59.2%
1995-96	10	134	82.1%	81.9%
1996-97	10	122	59.5%	57.8%
1997-98	10	139	50.4%	54.8%
1998-99	10	128	58.6%	56.1%
1999-00	10	119	61.3%	58.3%
2000-01	10	120	71.7%	60.0%
2001-02	10	127	65.4%	58.8%
2002-03	10	111	83.8%	68.1%
2003-04	10		78.4%	71.0%
2004-05	9	116	63.0%	59%
2004-05	10	134	62.0%	57%
2005-06	9	131	85.9%	68.8%
2005-06	10	120	73.8%	66.2%
2006-07	9	137	79.6%	67.2%
2006-07	10	135	81.1%	65.6%

**School Mission Statement:**

Oak Hill High School offers a learning environment that provides all students the opportunity to achieve their full potential in curricular, co-curricular, and extracurricular activities. Working together as a faculty, staff and community, we strive to create citizens that will make a positive contribution to our society.

**Motto:**

S.O.A.R. = Seeking Outstanding Achievements and Results

**Belief Statements:**

- We believe all students can learn.
- We believe we can help all students reach their maximum potential.
- We believe education is the foundation of a successful democratic society.
- We believe that students have a variety of learning styles.
- We believe that technology is an integral part of a student's education in our global society.

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Section 4
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**Indiana Academic Standards:**

Curriculum development is based on the current Indiana Academic Standards. Departments regularly review and revise curriculum and update as needed.

*IC20-10.2-3-3©  
IC20-10.2-3-5(a)(6)(A)*

**Instructional Strategies:**

Teachers use a variety of instructional strategies to integrate the Indiana Academic Standards in lesson development. These strategies may include, but are not limited to, the following: differentiated instruction, cross-curricular instruction, performance-based instruction, cooperative learning, modeling, kinesthetic activities, project-based learning, technology integration, and traditional teaching methods. *IC20-10.2-3-3©*

**Parental Involvement**

Oak Hill High School has various opportunities to foster and promote parental involvement. Some opportunities that are currently in use consist of parent-teacher communications, special projects, parent organizations, extracurricular events, and athletic events.

Current Parent-Teacher communications at Oak Hill High School:

1. Open House: In the fall the high school hosts an open house. This provides a great opportunity for parents to meet the teachers in an informal setting.
2. Newsletter: Four times per school year the high school puts out a newsletter which is mailed to students homes. The newsletter updates parents on activities, meetings and opportunities for students to be involved with.
3. Internet Web Site/STI Home Plus: The high school web site currently contains an activities calendar, student grades, discipline, and the daily student announcements which provide valuable information to parents who have access to the internet.
4. Email: All teachers in the high school have access to email. Some teachers are currently using email to communicate directly with parents.
5. Student Study Teams: Faculty, students, parents and administration are actively involved in student study teams for the purpose of helping individual students increase achievement.
6. Parent/Teacher Conferences: In the fall Parent/Teacher Conferences are hosted during an extended day. These conferences provide interaction which allow communication regarding student progress. Conferences may be scheduled at any time throughout the school year.
7. Telephone calls
8. Freshman Orientation: Opportunity for the Guidance Department to introduce graduation requirements and the scheduling process. Teachers are present to share information concerning specific course offerings.
9. Report cards and mid-term grade reports.
10. Media releases and feature articles.
11. Good News Cards.

**Oak Hill High School parents are actively involved in the following special projects, school organizations, and extra-curricular activities...**

**Current Involvement**

Class presentations  
Field trips  
Student Study Teams  
Athletic events  
Athletic groups  
Music groups  
Drama groups  
Special projects  
Substitute teachers  
Book Fair  
Meet the Teacher night  
E-mail (parent/teacher)  
Career Development events  
FFA Banquet  
NHS/3.5 Banquet/Tap Day  
FFA Toy Tractor Show  
Guest Speakers  
Social Studies-Vietnam Veterans Day  
Oak Hill High School European Trips  
Prom  
Sweetheart Dance  
Financial Aid Workshops  
STI Home  
Parent-Teacher Conferences  
Speech Meets  
Academic Teams  
European Trips  
Senior/Awards Program  
Parent Athletic groups  
Band  
Orchestra  
Agriculture Advisory Board  
Textbook Adoption  
FFA State Convention

**Possible Future Involvement**

Parent Teacher Organization  
Parent help with academic teams  
Parent Tutoring  
Service Learning project  
School wide garage sale  
Start of the year competitions  
(between student/parents/faculty)  
Guidance Dept. communication  
meetings

*IC 20-10.2-3-5(a)(5)*

## **School Plan for a Safe and Disciplined Learning Environment**

Oak Hill High School currently has several items in place that contribute to its safe and disciplined learning environment. They are as follows:

- 1. Oak Hill United School Corporation Junior/Senior High Student Handbook**  
The handbook is given to each student at the beginning of the school year and will be posted on the high school web site ([www.ohusc.k12.in.us](http://www.ohusc.k12.in.us)). It includes what the school expects from students, guidelines for student conduct, the discipline policy and discipline grid. The discipline grid lists infractions and the specific disciplinary action that will occur for each infraction. This helps students, teachers, staff and parents know what to expect when an infraction occurs and helps contribute to a safe and disciplined learning environment.
- 2. Oak Hill United School Corporation Crisis Response Guide**  
The response guide is given to all teachers and staff. It covers how to handle various emergency situations such as bomb threats, earthquakes, fires and guns or weapons. Teachers and staff are reminded at the beginning of the school year to review its contents
- 3. Call Buttons in All Classrooms**  
Call buttons are in classrooms to give teachers access to the high school office.
- 4. Visitor Pass Policy**  
Oak Hill High School has established guidelines for visitors. These guidelines are strictly enforced. There is a sign posted at every entrance to the building requiring visitors to check into the high school office. In addition, all entry doors are locked during school hour with the exception of the main entrance by the high school office.
- 5. Security Cameras**  
Security cameras are located in the high school building. Cameras are placed to help maintain and provide for a safe and disciplined learning environment.
- 6. Before and After School Supervisions**  
Teachers and administrators all have a supervision duty before or after school. These duties entail supervision of the parking lots, directing traffic, and supervision of the commons area, the gyms, and all the hallway areas.

### **Future Considerations:**

The following idea is being considered during renovations in an effort to assist in providing for a safe and disciplined learning environment: installation of telephones in each classroom.

*IC20-10.2-3-5(a)(7)*

## **Technology**

Oak Hill High School has various types of technology available for both staff and student use. The school has five computer labs available for classroom use. Two library labs, two Business Department labs, and the Industrial Technology all have labs. Oak Hill High School is now supplied with two English classroom computer labs. Teachers have a computer in their classroom for recordkeeping and communication. The Academic Resource Lab and Basic Skills classroom have several computers for student use. All computers are networked, connected to an LCD projector, and have e-mail capability and internet access for improved communication between administration, staff members and parents.

The high school has a corporation technology coordinator and assistant technology coordinator available to help with hardware and software concerns. Through business and practical art classes students learn and experience differing aspects of technology. High school staff has received training on the computer and many of the software programs available. Training of staff will continue to be considered for in-services, and as new staff is hired, training by the Technology Assistant is possible. Technology will be a priority in future building renovations.

Teachers use the computers for recordkeeping, lesson preparation, presentation, and communication, as well as direct use by students in various classroom settings.

(MOUS program, CADD programs, and Publications class)

**Other technology used in various classrooms:**

VCR/TV	CD players and headphones
Scanners	DVD
Power construction equipment	Electronic tuners
ACCESS	Interactive software
LCD Projectors	CD burner
CADD software	Computer Aided Manufacturing software
Digital Cameras	Computer Numeric Controlled Mill
Camcorders	Design Jet Plotter
GroupWise	LAB Pros
World Wide Web	USB Keys
CD-ROMs	DVD Burners
Various Math software	Vernier Probe
Photo Editor	Macro Media Dream Weaver
Graphing Calculators	Front Page
Language Lab Equipment	InDesign
Various other software packages	Surveying equipment
Listserve	Communications Lab
MOS Certification	

*IC20-10.2-3-5(a)(8)*

The technology applications listed above are a result of the faculty and staff's desire to improve the integration of technology, which is an integral part of the School Improvement Plan.

**Indiana Department of Education  
Professional Development Plan**

**School Name:** Oak Hill High School

**County/Corp/School Number:** Miami/ Oak Hill United School Corporation/ #6069

**Address:** 7756 W. Delphi Pike 27  
Converse, IN 46919

**Phone:** (765) 384-4381

**Fax:** (765) 384-5414

**Name of Principal:** Mr. Mike McDivitt

**Principal's e-mail address:** [mikemc@ohusc.k12.in.us](mailto:mikemc@ohusc.k12.in.us)

**Grade levels included in school:** 9-12

I, Teresa Shafer, as the exclusive representative, by signing this document, demonstrate my support for the Professional Development Program submitted by the above-mentioned school.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Teresa Shafer

**Committee Responsible for this Plan**

<b>Name</b>	<b>Group you are representing:</b>	<b>Signature</b>
Ms. Heather Barrett	Teacher	
Mr. Shane Edwards	Assistant Principal	
Mr. Bart Fox	Community Member	
Ms. Kelly Galligan	Teacher	
Ms. Maureen Hall	Support Staff	
Mr. Mark Linna	Parent	
Mr. Dave McDivitt	Teacher	
Mr. Mike McDivitt	Principal	
Ms. Sherri Rush	Parent	
Ms. Susan Smith	Teacher	
Ms. Dawn Torrence	Teacher	
Mr. Joe VanSkyock	Parent	

## **1. Vision for Professional Development**

Our vision, as a staff, for the professional development program is to help students reach their maximum potential. It is our intent that the Oak Hill High School faculty will establish an improved school climate and make adjustments to academic programming in an effort to help all students. Our vision includes engaging all faculty members in the investigation and participation of trials, usage and reflection of academic programming to meet the needs of all students. We will investigate both discipline-specific and interdisciplinary methods of academic programming. We will proceed through this in hope of meeting the individual needs of a wider range of students.

## **2. Professional Development Program Goals**

We have two goals for our Professional Development Program. We would like to improve school climate and adjust academic programming for all students with a special emphasis toward our academically challenged students.

Our first goal is to improve school climate. It is hoped that this goal will increase the awareness of the importance of interaction between and teachers and students as well as the positive interaction between faculty. As a result of reaching this goal we would like to see student behavior improve, student relationships improve, and more student success. These things would improve the climate for both teachers and student satisfaction. It is also expected that we will see an improvement in attendance rate, graduation rate and ISTEP scores.

The second goal of our program is to modify the school programming to promote academic success for all students. The school improvement team, along with the professional development committee, will investigate and possibly implement programs to improve school climate and student achievement. It would be highly suggested to allow staff release time for the Staff Development Committee to encourage the further development of these programs. This program would improve multi-facets of the educational climate, attendance rates, graduation rates and ISTEP scores.

In summary, we plan to keep looking toward our vision of helping students reach their maximum potential. We hope to do this by improving school climate and modifying the school programming to assist all students in achieving higher academic success.

### **3. Staff Involvement in Continuous Learning**

We plan to start with a faculty discussion concerning the best way to research creating a more positive climate. First we need to discuss if inter-disciplinary or discipline specific methods should be researched. This will allow us to engage in professional colloquy with this group in order to come to a conclusion concerning the direction our faculty should take with the program. Once we have determined the direction to proceed, we will research appropriate methods. As more updates are added, teachers will be provided more opportunities for input. Teachers will on occasion be given time to discuss in small groups or as a whole to implement any ideas that are deemed beneficial. Consideration will be given to hiring a consultant with knowledge, experience and background in the areas related to both of the goals, school climate and academic achievement.

Teachers will be provided time to brainstorm possible changes to any and all existing programs that will increase the academic success of all students. This may include time to visit other schools with already established programs in order to form our program.

## ACTION PLAN

**School Goal # 1:** The English/Language Arts goal from freshmen year to sophomore year will improve 2% for each yearly cohort.

Professional Development Goal (s):

1. Oak Hill High School will create a positive school climate.
2. Oak Hill High School will adjust academic programs to facilitate academic success of all students.

<u>Activity</u>	<u>Intended Audience</u> (Stakeholders)	<u>Person Responsible</u>	<u>Collaborative Partners Needed</u>	<u>Time Line</u> (Include completion date)	<u>Resources</u> (People, materials, time)		
						<b>Need</b>	<b>Have</b>
In-service	Teachers	Staff Development Team	Teachers	September–May; 3 times/ year 2008-2011	Release time Presenter Staff	*	*
Collaboration	Teachers	Lead Teacher	Teachers	September-May; 1 time/month 2008-2011	Planned time Staff	*	*
Remediation Program	Students	Principal	Guidance Teachers	Individual Semesters Continuous	Class Times Skills Teachers Changed Master Schedule	*	*

**School Goal # 2:** The mathematics goal from freshmen year to sophomore year will improve 2% for each yearly cohort.

Professional Development Goal (s):

- 1.. Oak Hill High School will create a positive school climate.
2. Oak Hill High School will adjust academic programs to facilitate academic success of all students.

<u>Activity</u>	<u>Intended Audience</u> (Stakeholders)	<u>Person Responsible</u>	<u>Collaborative Partners Needed</u>	<u>Time Line (Include completion date)</u>	<u>Resources</u> (People, materials, time)		
						<b>Need</b>	<b>Have</b>
In-service	Teachers	Staff Development Team	Teachers	September–May; 3 times/ year 2008-2011	Release time Presenter Staff	* *	*
Collaboration	Teachers	Lead Teacher	Teachers	September-May; 1 time/month 2008-2011	Planned time Staff	*	*
Remediation Program	Students	Principal	Guidance Teachers	Individual Semesters Continuous	Class Times Skills Teachers Changed Master Schedule	*	* *



**School Goal # 3:** By the end of the 2010-2011 school year, Oak Hill High School’s five-year average attendance rate will improve to 95.5%.

Professional Development Goal (s):

- 1.. Oak Hill High School will create a positive school climate.
2. Oak Hill High School will adjust academic programs to facilitate academic success of all students.

<u>Activity</u>	<u>Intended Audience</u> (Stakeholders)	<u>Person Responsible</u>	<u>Collaborative Partners Needed</u>	<u>Time Line (Include completion date)</u>	<u>Resources</u> (People, materials, time)		
						<b>Need</b>	<b>Have</b>
In-service	Teachers	Staff Development Team	Teachers	September–May; 3 times/ year 2008-2011	Release time Presenter Staff	*	*
Collaboration	Teachers	Lead Teacher	Teachers	September-May; 1 time/month 2008-2011	Planned time Staff	*	*
Remediation Program	Students	Principal	Guidance Teachers	Individual Semesters Continuous	Class Times Skills Teachers Changed Master Schedule	*	*

**School Goal # 4:** By the end of 2008-2009 Oak Hill High School's 3 year graduation rate average will be 88%. (based on “new” method of computing)

Professional Development Goal (s):

- 1.. Oak Hill High School will create a positive school climate.
2. Oak Hill High School will adjust academic programs to facilitate academic success of all students.

<u>Activity</u>	<u>Intended Audience</u> (Stakeholders)	<u>Person Responsible</u>	<u>Collaborative Partners Needed</u>	<u>Time Line (Include completion date)</u>	<u>Resources</u> (People, materials, time)		
						<b>Need</b>	<b>Have</b>
In-service	Teachers	Staff Development Team	Teachers	September–May; 3 times/ year 2008-2011	Release time Presenter Staff	*	*
Collaboration	Teachers	Lead Teacher	Teachers	September-May; 1 time/month 2008-2011	Planned time Staff	*	*
Remediation Program	Students	Principal	Guidance Teachers	Individual Semesters Continuous	Class Times Skills Teachers Changed Master Schedule	*	*

## Evaluation

The evaluation process will begin in the second semester of the 2008 - 2009 school year.

**School Goal # 1:** The English/Language Arts goal from freshmen year to sophomore year will improve 2% for each yearly cohort.

I. Summary of data and evidence upon which this school goal was based:

- a. Yearly cohort ISTEP+ Scores
- b. Core 40 end-of-year assessments

II. What new knowledge, skills, and attitude toward learning will result from your Professional Development Program?

Teacher initiated collaboration will help facilitate an environment that will assist students in obtaining the state standards. The new programs created in the alternative room will help directly in achieving the desired academic results. The remediation program will be created in order to reinforce desired knowledge.

III. What data and evidence related to new knowledge, skills and attitudes towards learning will you collect to evaluate the Professional Development Program's impact on progress towards this school goal?

- a. Five-year English/Language Arts averages.
- b. Remediation program enrollment and congruent Language Arts scores

**School Goal # 2:** The mathematics goal from freshmen year to sophomore year will improve 2% for each yearly cohort.

I. Summary of data and evidence upon which this school goal was based:

- a. Yearly cohort ISTEP+ Scores
- b. Core 40 end-of-year assessments

II. What new knowledge, skills, and attitude toward learning will result from your Professional Development Program?

Teacher initiated collaboration will help facilitate an environment that will assist students in obtaining the state standards. The new programs created in the alternative room will help directly in achieving the desired academic results. The remediation program will be created in order to reinforce desired knowledge.

III. What data and evidence related to new knowledge, skills and attitudes towards learning will you collect to evaluate the Professional Development Program's impact on progress towards this school goal?

- 1. Five-year Math averages.
- 2. Remediation program enrollment and congruent Math scores

**School Goal # 3:** By the end of the 2010-2011 school year, Oak Hill High School's five-year average attendance rate will improve to 95.5%.

I. Summary of data and evidence upon which this school goal was based: Oak Hill High School's five-year average attendance rate is 95.3% (2002-03 school year through the 2006-07 school year).

II. What new knowledge, skills, and attitude toward learning will result from your Professional Development Program?

Collaboration and in-services will help create an environment that lends itself to increased student desire to be in attendance. Alternative educational programs and adjustment of the remediation program will lead to academic success and therefore to increase the desire to be in attendance.

III. What data and evidence related to new knowledge, skills and attitudes towards learning will you collect to evaluate the Professional Development Program's impact on progress towards this school goal?

School Attendance Records

**School Goal # 4:** By the end of 2008-2009 Oak Hill High School's 3 year graduation rate average will be 88%. (based on “new” method of computing)

- I. Summary of data and evidence upon which this school goal was based: Oak Hill High School's two year average is 84.9%.
  
- II. What new knowledge, skills, and attitude toward learning will result from your Professional Development Program?
  1. Collaboration and in-services will help create an environment that will assist students in obtaining a diploma.
  2. Alternative educational programs and adjustment of the remediation program will lead to increased academic success and improved graduation rate.
  
- III. What data and evidence related to new knowledge, skills and attitudes towards learning will you collect to evaluate the Professional Development Program's impact on progress towards this school goal?

School Graduation Rate

## Total Funds Available for Professional Development: Grants, Gifts, and Appropriation

Updated 6-5-07

Federal Sources	Amount	State Sources	Amount	School Corp. Sources	Amount	School Sources Include grants and partnerships	Amount	Total Amount of Each Row
Title II, Part A	\$42,548	Gifted/Talented	\$12,907	General Fund	\$2,288,799			\$2,344,254
Title V Part A	\$2,163	Staff Development Grant	\$25,160					\$27,323
Title IV Part A	\$4,578.00	Title I	\$157,870					\$162,448
Total each "Amount" column	\$48,289		\$195,937		\$2,288,799			\$2,511,905

## Survey Information

The following information is needed by the Indiana Department of Education. It will be used to identify best practices to share with other schools. **THE ANSWERS WILL NOT BE PART OF THE SCORING RUBRIC FOR YOUR GRANT.**

Your cooperation in answering these two questions is greatly appreciated.

Please limit your answers to one page and do not use less than a ten-point font.

1. Will time be organized differently in your school to accommodate professional development? If so, how?

Teacher meetings and in-service times will be used as opportunities for staff collaboration. Other means of creating professional development time in our schedule will be explored.

2. How will technology be used in your professional development? (This refers to technology used as a delivery system for professional development and/or helping staff use technology in instruction.

1. ListServe Opportunity
2. Research of relevant topics for alternative educational programs
3. Possible in-house training on technology

*IC20-10.2-3-5(a)(8)*  
*IC20-1-1-6.5(l)*

## Cultural Competency

IC 20-10.2-8-3

Oak Hill High School's School Improvement Plan Committee considered the cultural competency of the teachers, administrators, staff, parents and students as the Strategic and Continuous Improvement Plan was developed.

The school's population was considered for the following groups: gender, racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic.

### **English/Language Arts Grade 10 ISTEP**

Limited English Proficiency, Race, and Ethnicity did not have significant samples in 2004.

<b>% Passing</b>					
<b>Gender</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Female	77%	77%	89%	83%	80%
Male	77%	69%	62%	82%	64%
Difference	1%	8%	27%	1%	<b>16%</b>

**Gender:** The 16% difference is substantial and will be addressed.

<b>% Passing</b>					
<b>SES</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Free/Red.	58%	59%	50%	85%	67%
Paid	81%	74%	74%	82%	73%
Difference	13%	15%	24%	3%	<b>6%</b>

**Socioeconomic:** The 6% difference is not substantial.

<b>% Passing</b>					
<b>Spec. Ed.</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Special Ed.	NA	24%	45%	45%	19%
General Ed.	NA	79%	77%	85%	79%
Difference	NA	55%	32%	40%	<b>60%</b>

**Special Education:** The 60% difference is substantial and will be addressed.

**Mathematics**  
**Grade 10 ISTEP**

Limited English Proficiency, Race, and Ethnicity did not have significant samples.

<b>% Passing</b>					
<b>Gender</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Female	77%	73%	76%	78%	68%
Male	80%	72%	71%	82%	69%
Difference	3%	1%	5%	4%	<b>1%</b>

**Gender:** The 1 % difference is not substantial.

<b>% Passing</b>					
<b>SES</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Free/Red.	68%	47%	47%	65%	50%
Paid	81%	76%	73%	81%	72%
Difference	13%	29%	26%	16%	<b>22%</b>

**Socioeconomic:** The 22% difference is substantial and will be addressed.

<b>% Passing</b>					
<b>Spec. Ed.</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Special Ed.	NA	18%	36%	45%	31%
General Ed.	NA	80%	77%	83%	73%
Difference	NA	62%	41%	38%	<b>42%</b>

**Special Education:** The 42% difference is substantial and will be addressed.

**English/Language Arts**  
**Grade 9 ISTEP**

Limited English Proficiency, Race, and Ethnicity did not have significant samples in 2004.

<b>% Passing</b>				
<b>Gender</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Female	85%	90%	87%	86%
Male	62%	79%	74%	74%
Difference	33%	11%	13%	<b>12%</b>

**Gender:** The 12% difference is substantial and will be addressed.

<b>% Passing</b>				
<b>SES</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Free/Red.	52%	67%	78%	63%
Paid	75%	85%	80%	85%
Difference	23%	18%	2%	<b>22%</b>

**Socioeconomic:** The 22% difference is substantial and will be addressed.

<b>% Passing</b>				
<b>Special Ed.</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Special Ed.	36%	63%	23%	31%
General Ed.	75%	86%	85%	86%
Difference	39%	23%	62%	<b>55%</b>

**Special Education:** The 55% difference is substantial and will be addressed.

**Mathematics**  
**Grade 9 ISTEP**

Limited English Proficiency, Race, and Ethnicity did not have significant samples in 2004.

<b>% Passing</b>				
<b>Gender</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Female	74%	85%	80%	83%
Male	68%	89%	79%	81%
Difference	6%	4%	1%	<b>2%</b>

**Gender:** The 2% difference is not substantial.

<b>% Passing</b>				
<b>SES</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Free/Red.	52%	63%	74%	63%
Paid	75%	87%	81%	87%
Difference	23%	24%	7%	<b>24%</b>

**Socioeconomic:** The 24% difference is substantial and will be addressed.

<b>% Passing</b>				
<b>Special Ed.</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Special Ed.	21%	75%	38%	23%
General Ed.	77%	88%	84%	89%
Difference	56%	13%	46%	<b>66%</b>

**Special Education:** The 66% difference is substantial and will be addressed.

Culturally appropriate strategies for increasing educational opportunities and educational performance for the groups noted above will include, but are not limited to, the following.

- Tutoring (provided by staff and peers)
- Adjusted academic programming
- Various instructional strategies
- Providing in-class work time
- Remediation program
- Student Study Team process
- Alternative assessments used in classrooms
- Learning style/Multiple Intelligence area identification
- School communication with parents
- Guidance department resources
- Summer school offerings

Recommended areas in which additional professional development is necessary to increase cultural competency in the school's educational environment include:

- Research and training in alternative educational programs (for low achieving students)
- Collaboration with peers involved in programs that are desirable
- Discovery of remediation research
- Continued development of various instructional strategies

*IC 20-10.2-8-3*

The school improvement plan for Oak Hill High School is outlined beginning on page 51. Our plan is presented in this format in order to:

- Focus on the interventions as the means to accomplish the stated goals.
- Recognize the correlation that exists between increasing student achievement and the expansion of instructional strategies, the integration of media and technology into the curriculum, and the need for professional development to accomplish these goals.
- Create a document that can be easily communicated to and understood by all stakeholders.

Assessment of the current status of educational programming includes the following:

**Attendance Rate**

	'99	'00	'01	'02	'03	'04	'05	'06	'07
<u>Top Schools (95th Percentile)</u>	97.6	97.7	97.6	97.6	97.5	97.8	97.7	98.2	97.7
State Average	95.7	95.9	95.7	95.9	95.8	95.9	95.9	96.0	95.8
<u>Oak Hill High School</u>	<b>94.8</b>	<b>95.5</b>	<b>95.6</b>	<b>95.6</b>	<b>96.2</b>	<b>95.3</b>	<b>94.8</b>	<b>95.0</b>	<b>95.0</b>

*IC20-10.2-3-3(b)(1)*

Percentage of students meeting ISTEP academic standards

**Grade 10 Pct Passing ISTEP+ Language Arts Standard**

	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08
<u>Top Schools (95th Percentile)</u>	91	92	91	92	94	94	93	94	94
State Average	71	70	69	70	70	69	69	68	68
<u>Oak Hill High School</u>	<b>76</b>	<b>81</b>	<b>76</b>	<b>88</b>	<b>78</b>	<b>72</b>	<b>74</b>	<b>82</b>	<b>72</b>

**Grade 10 Pct Passing ISTEP+ Math Standard**

	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08
<u>Top Schools (95th Percentile)</u>	88	90	88	91	92	94	91	90	93
State Average	65	68	66	68	68	65	65	66	67
<u>Oak Hill High School</u>	68	<b>79</b>	<b>72</b>	<b>79</b>	<b>79</b>	<b>72</b>	<b>73</b>	<b>80</b>	<b>68</b>

### Graduation Rate

	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
Top Schools (95th Percentile)	100	100	100	100	100	100	100	96*	
State Average	90	90	90	91	91	90	89.9	76.1*	76.5
Oak Hill High School (4 years)	93	92	96	90	88	96	98.3	78.6*	91.2
Oak Hill High School (5 years)									

\*The state of Indiana changed the graduation rate formula starting the 2005-2006 school year.

*IC20-10.2-3-3(b)(2)*

### Tracking of ISTEP+ Progress by Classes

	%ages above Standards		Mean Scale Scores		Remediation	
	E/LA	Math	E/LA	Math	#s	%ages
Grade 3						
Grade 6						
Grade 8 (1998)	81%	75%	521.1	521	32	26%
Grade 10 (2000)	81%	79%	516.2	523.6	33	28%

	%ages above Standards		Mean Scale Scores		Remediation	
	E/LA	Math	E/LA	Math	#s	%ages
Grade 3						
Grade 6 (1997)	74%	66%	509.0	506.7	51	40%
Grade 8 (1999)	70%	70%	494.9	510.4	47	37%
Grade 10 (2001)	76%	72%	499.3	513.8	42	32%

	%ages above Standards		Mean Scale Scores		Remediation	
	E/LA	Math	E/LA	Math	#s	%ages
Grade 3						
Grade 6 (1998)	75%	75%	513.4	501.4	36	32%
Grade 8 (2000)	71%	71%	496.8	506.8	46	37%
Grade 10 (2002)	88%	79%	511.7	516.7	25	23%

\*\*ISTEP+ assessed new Indiana Academic Standards and produced new cut scores.

	%ages above Standards		Mean Scale Scores		Remediation	
	E/LA	Math	E/LA	Math	#s	%ages
Grade 3						
Grade 6 (1999)	66%	76%	502.7	508.5	41	35%
Grade 8 (2001)	75%	77%	501.8	513.5	36	30%
Grade 10 (2003)	78%**	79%**	502.8	517.3	28	21%

	%ages above Standards		Mean Scale Scores		Remediation	
	E/LA	Math	E/LA	Math	#s	%ages
Grade 3 (1997)	69%	73%				
Grade 6 (2000)	61%	75%	496.8	514.1	59	43%
Grade 8 (2002)	67%**	82%**	535.9	562.8	49	36%
Grade 9 (2003)***	65%	79%				
Grade 10 (2004)	72%	73%	577.3	617.9		

\*\*\*Trial assessment year.

	%ages above Standards		Mean Scale Scores		Remediation	
	E/LA	Math	E/LA	Math	#s	%ages
Grade 3 (1998)	82%	59%	532.1	510.2	26	26%
Grade 6 (2001)	70%	85%	502	519.5	34	32%
Grade 8 (2003)	67%	77%	535.1	560.6	45	38%
Grade 9 (2004)	71%	70%	541.6	568.1		
Grade 10 (2005)	74%	73%				

	%ages above Standards		Mean Scale Scores		Remediation	
	E/LA	Math	E/LA	Math	#s	%ages
Grade 3 (1999)	64%*	74%*	524.5*	531.3*	18*	15%*
Grade 6 (2002)	88%**	91%**	518.8	520.6	23	18%
Grade 7 (2003)***	81%	93%				
Grade 8 (2004)	82%	86%	552.0	571.0	22	17%
Grade 9 (2005)	85%	87%				
Grade 10 (2006)	82%	80%				

\*1999- Two third grade classes had numerous undetermined scores that might skew third grade data for that year.

	%ages above Standards		Mean Scale Scores		Remediation	
	E/LA	Math	E/LA	Math	#s	%ages
Grade 3 (2000)						
Grade 6 (2003)	78%	88%	509.2	513.8		
Grade 7 (2004)	72%	85%	535	531.8		
Grade 8 (2005)	78%	77%	543.5	559		
Grade 9 (2006)	80%	80%	564	579		
Grade 10 (2007)	72%	68%				

	%ages above Standards		Mean Scale Scores		Remediation	
	E/LA	Math	E/LA	Math	#s	%ages
Grade 3 (2000)	62%	75%	494	504.1	53	44%
Grade 6 (2003)	78%**	88%**	510.1	513.2	35	27%
Grade 7 (2004)	72%	85%	535.0	531.8	36	27%
Grade 8 (2005)	78%	77%	564.2	581.9		
Grade 9 (2006)	80%	80%	564	579		
Grade 10 (2007)	72%	68%				

	%ages above Standards		Mean Scale Scores		Remediation	
	E/LA	Math	E/LA	Math	#s	%ages
Grade 3 (2001)	67%	70%	504	513.5	45	41%
Grade 5 (2003)***	83%	91%			18	17%
Grade 6 (2004)	80%	91%	511.0	534.2	20	19%
Grade 7 (2005)						
Grade 8 (2006)	82%	85%	557	584.6		
Grade 9 (2007)						
Grade 10 (2008)						

	%ages above Standards		Mean Scale Scores		Remediation	
	E/LA	Math	E/LA	Math	#s	%ages
Grade 3 (2002)	86%**	67%**	442.1	412.6	42	38%
Grade 4 (2003)***	82%	76%			21	18%
Grade 5 (2004)	80%	85%	487.0	479.0	23	20%
Grade 6 (2005)	76%	87%				
Grade 7 (2006)	75%	84%	539	540		
Grade 8 (2007)						
Grade 9 (2008)						
Grade 10 (2009)						

	%ages above Standards		Mean Scale Scores		Remediation	
	E/LA	Math	E/LA	Math	#s	%ages
Grade 3 (2003)	74%**	74%**	438.5	426.5	38	36%
Grade 4 (2004)	76%	77%	461.3	447.5	27	24%
Grade 5 (2005)	74%	87%				
Grade 6 (2006)	73%	91%	504.8	527		
Grade 7 (2007)						
Grade 8 (2008)						
Grade 9 (2009)						
Grade 10 (2010)						

\*\* = ISTEP + Assessed new Indiana Academic Standards and produced new cut scores.

## Tracking of ISTEP+ Progress by Grades (from 3<sup>rd</sup>-6<sup>th</sup> grade, 6<sup>th</sup>-8<sup>th</sup> grade, and 8<sup>th</sup>-10<sup>th</sup> grade)

### Percentages Above Standards

Grade 3 to Grade 6		1997-2000	1998-2001	1999-2002	2000-2003	2001-2004	2002-2005	2003-2006	2004-2007
English/Language Arts	3 <sup>rd</sup>	69%	82%	64%	62%	67%	86%	74%	83%
	6 <sup>th</sup>	61%	70%	88%*	78%	80%	76%	73%	
Mathematics	3 <sup>rd</sup>	73%	59%	74%	75%	70%	67%	74%	74%
	6 <sup>th</sup>	75%	85%	91%*	88%	91%	87%	91%	

### Percentages Above Standards

Grade 6 to Grade 8		1997-1999	1998-2000	1999-2001	2000-2002	2001-2003	2002-2004	2003-2005	2004-2006	2005-2007
English/Language Arts	6 <sup>th</sup>	74%	75%	66%	61%	70%	88%	76%	73%	
	8 <sup>th</sup>	70%	71%	75%	67%*	67%	82%	78%	82%	
Mathematics	6 <sup>th</sup>	66%	75%	76%	75%	85%	91%	87%	91%	
	8 <sup>th</sup>	70%	71%	77%	82%*	77%	82%	77%	85%	

### Percentages Above Standards

Grade 8 to Grade 10		1997-1999	1998-2000	1999-2001	2000-2002	2001-2003	2002-2004	2004-2006	2005-2007
English/Language Arts	8 <sup>th</sup>	74%	81%	70%	71%	75%	67%	82%	78%
	10 <sup>th</sup>	76%	81%	76%	88%	78%	72%	82%	
Mathematics	8 <sup>th</sup>	76%	75%	70%	71%	77%	82%	86%	77%
	10 <sup>th</sup>	68%	79%	72%	79%	79%	73%	80%	

\* = New Indiana Academic Standards assessed and new cut scores determined.

**Specific Areas Where Improvement is Needed Immediately**

IC20-10.2-3-3(d)

<b>Strategic and Continuous School Improvement and Achievement Plan Oak Hill High School</b>		
<b>Goal 2008-2009</b>	Grade cohorts for English/Language Arts will show statistical improvement of 3% each time the ISTEP is taken.	
<b>Benchmark</b>	The cohort's previous year ISTEP results.	
<b>Supporting Data</b> (Triangulate the data)	<b>Assessments</b>	
<ul style="list-style-type: none"> <li>◆ ISTEP +</li> <li>◆ English 11 Core 40 assessments</li> <li>◆ PSAT/SAT/ACT</li> </ul>	<b>◆ Standardized</b>	<b>◆ Locally Developed</b>
	<ul style="list-style-type: none"> <li>◆ Tenth grade ISTEP +/-GQE</li> </ul>	<ul style="list-style-type: none"> <li>◆ Daily homework</li> <li>◆ Tests/quizzes</li> <li>◆ Class participation</li> <li>◆ Modified rubrics</li> </ul>
<b>Intervention</b>	<b>Research/Best Practices</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>○ GQE remediation</li> <li>○ Review of skills in English 10</li> <li>○ BOOST program</li> <li>○ Introduction of novels into curriculum</li> <li>○ Implementation of a Silent Sustained Reading program</li> <li>○ Scholastic Reading Counts</li> <li>○ Peer tutoring</li> <li>○ Create a writing lab</li> <li>○ Increase library circulation</li> <li>○ Literature Club for students</li> <li>○ Equal distribution of students within individual departments</li> </ul>	<ul style="list-style-type: none"> <li>◆ Indiana Academic Standards</li> <li>◆ School visits/e-mail correspondences</li> <li>◆ Teacher research</li> <li>◆ Reading across the curriculum and increased reading time increases student vocabulary and reading comprehension</li> <li>◆ Make all curriculum more writing intensive</li> </ul>	<ul style="list-style-type: none"> <li>◆ English textbook adoption</li> <li>◆ Indiana E/LA Academic Standards</li> <li>◆ Web page access</li> <li>◆ Analysis of ISTEP results</li> <li>◆ Linux labs</li> </ul>

<b>Strategies</b>			
<b>Instructional</b>	<b>Parent involvement</b>	<b>Media/Technology</b>	<b>Staff Development</b>
<ul style="list-style-type: none"> <li>◆ Each department will use modified rubrics periodically to assess student work</li> <li>◆ Oak Hill High School will implement a high school reading program</li> <li>◆ Teachers will use differentiated instruction to address the learning needs of all students</li> <li>◆ Peer Tutoring</li> <li>◆ Remediation opportunities for students</li> <li>◆ Before/After school tutoring</li> <li>◆ ISTEP results will be used to identify group weaknesses...to be shared with staff</li> <li>◆ More vocabulary work in each curriculum area</li> <li>◆ Reading across the curriculum established</li> </ul>	<ul style="list-style-type: none"> <li>◆ Communication to parents via web page</li> <li>◆ Use of school newsletter to communicate classroom activities</li> <li>◆ STI home plus</li> <li>◆ Parent/Teacher Conference and Meet the Teacher Night</li> <li>◆ Faculty and staff send home Good News cards</li> </ul>	<ul style="list-style-type: none"> <li>◆ Writing and editing will be done on the computer</li> <li>◆ Students will share completed work through the use of media equipment</li> <li>◆ Use of computerized reading program</li> <li>◆ Use of PowerPoint, Excel, persuasive essays, in cross-curricular activities to strengthen English skills across curriculum</li> <li>◆ Increase student use of technology for class projects and presentations</li> <li>◆ Increase teacher use of various technologies for alternative presentation of material</li> </ul>	<ul style="list-style-type: none"> <li>◆ Differentiated instruction</li> <li>◆ Faculty will read professional books</li> <li>◆ Oak Hill High School will investigate implementing a writing program into the curriculum</li> <li>◆ Staff development that trains teachers to use ISTEP results for improving instruction and student learning</li> <li>◆ Training for all teachers to learn to teach reading and writing</li> </ul>

<b>Strategic and Continuous School Improvement and Achievement Plan Oak Hill High School</b>		
<b>Goal 2008-2009</b>	Grade cohorts for mathematics will show statistical improvement of 3% each time the ISTEP is taken.	
<b>Benchmark</b>	The cohort's previous year ISTEP results.	
<b>Supporting Data</b> (Triangulate the data)	<b>Assessments</b>	
<ul style="list-style-type: none"> <li>◆ ISTEP +</li> <li>◆ Core 40 assessments</li> <li>◆ PSAT/SAT/ACT</li> </ul>	<b>Standardized</b>	<b>Locally Developed</b>
	<ul style="list-style-type: none"> <li>◆ Tenth grade ISTEP + /GQE</li> </ul>	<ul style="list-style-type: none"> <li>◆ Daily homework</li> <li>◆ Tests/quizzes</li> <li>◆ Class participation</li> </ul>
<b>Intervention</b>	<b>Research/Best Practices</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>○ All students will utilize problem-solving strategies on a daily basis</li> <li>○ Individualizing student programs</li> <li>○ Development of critical thinking skills</li> <li>○ Peer tutoring</li> <li>○ BOOST program</li> <li>○ Consider a required course order...Algebra 1, Algebra 2, Geometry</li> <li>○ Reduce number of students in Pre-Algebra classes</li> <li>○ Access ISTEP sample test on the internet...for review</li> <li>○ Investigate elimination of Pre-Algebra class from curriculum</li> <li>○ Re-teach concepts students have trouble comprehending</li> </ul>	<ul style="list-style-type: none"> <li>◆ Indiana Academic Standards</li> <li>◆ Everyday problems and relevant applications of math concepts increases student understanding</li> <li>◆ Teacher research</li> </ul>	<ul style="list-style-type: none"> <li>◆ NCTM Standards</li> <li>◆ Indiana Math Academic Standards</li> <li>◆ Analysis of ISTEP results</li> </ul>

<b>Strategies</b>			
<b>Instructional</b>	<b>Parent involvement</b>	<b>Media/Technology</b>	<b>Staff Development</b>
<ul style="list-style-type: none"> <li>◆ Math department will integrate relevant math projects into all math curriculum</li> <li>◆ Students will keep notebooks for recording problems, correcting homework, and notes and use this to monitor progress in the math course</li> <li>◆ Math department will use standardized test results and teacher assessments to reinforce areas of weak performance</li> <li>◆ Peer Tutoring</li> <li>◆ Review Algebra skills in 10<sup>th</sup> grade to prepare for ISTEP</li> <li>◆ Students must show work on homework...as on ISTEP</li> <li>◆ Consider additional course offerings</li> </ul>	<ul style="list-style-type: none"> <li>◆ Communication to parents via web page</li> <li>◆ Use of school newsletter to communicate classroom activities</li> <li>◆ STI home plus</li> <li>◆ Parent/Teacher Conference and Meet the Teacher Night</li> <li>◆ Faculty and staff send home Good News cards</li> </ul>	<ul style="list-style-type: none"> <li>◆ Use of calculators in instruction</li> <li>◆ Use of specialized instructional software</li> <li>◆ Use of appropriate Internet sites in instruction</li> <li>◆ Use of various technologies to analyze data and make inferences concerning data</li> <li>◆ Increase teacher use of technology for alternative presentation of topics</li> <li>◆ Increase student use of technology for class projects</li> <li>◆ Use of Sketch Pad</li> </ul>	<ul style="list-style-type: none"> <li>◆ Differentiated instruction</li> <li>◆ Teacher collaboration to develop opportunities for improving math skills across the curriculum</li> <li>◆ Alternative assessment</li> <li>◆ Staff development that involves developing strategies for motivating the unmotivated student</li> <li>◆ Training for staff to use ISTEP results for improving the teaching and learning process</li> </ul>

Strategic and Continuous School Improvement and Achievement Plan Oak Hill High School		
<b>Goal 2008-2009</b>	By the end of 2008–2009 Oak Hill High School’s five-year average attendance rate will improve to 95.5%.	
<b>Benchmark</b>	Oak Hill High School's five-year average attendance rate is 95.2% (2002-03 school year through the 2006-07 school year).	
<b>Supporting Data</b> (Triangulate the data)	<b>Assessments</b>	
<ul style="list-style-type: none"> <li>◆ State attendance records</li> <li>◆ Letters to parents informing them of their child's absences</li> <li>◆ Pre-arranged absence data</li> </ul>	<b>◆ Standardized</b>	<b>◆ Locally Developed</b>
	<ul style="list-style-type: none"> <li>◆ DOE attendance records</li> </ul>	<ul style="list-style-type: none"> <li>◆ STI attendance records</li> </ul>
<b>Intervention</b>	<b>Research/Best Practices</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>○ Student Study Teams</li> <li>○ Perfect Attendance incentives</li> <li>○ Students vs. Faculty competition</li> <li>○ Continue alternative school option in place of Out of School Suspension</li> </ul>	<ul style="list-style-type: none"> <li>◆ Regular attendance improves education</li> <li>◆ Engaging students in the learning process improves attendance</li> <li>◆ ISS instead of OSS</li> </ul>	<ul style="list-style-type: none"> <li>◆ Utilize staff development training to promote a positive school climate that is inviting and promotes good attendance</li> </ul>

<b>Strategies</b>			
<b>Instructional</b>	<b>Parent involvement</b>	<b>Media/Technology</b>	<b>Staff Development</b>
<ul style="list-style-type: none"> <li>◆ Educational activities will be planned on a daily basis to encourage student attendance</li> <li>◆ Assistant principal will make personal calls and home visits to those with chronic absenteeism</li> <li>◆ The assistant principal will mail home attendance letters</li> <li>◆ Local agencies such as Child Protective Services and Probation will be used for assistance with chronic absenteeism</li> <li>◆ Student Study Team meetings will be held for students with attendance problems and potential attendance problems</li> <li>◆ Teacher lesson plans will emphasize activities that increase student engagement</li> </ul>	<ul style="list-style-type: none"> <li>◆ Parents must pre-arrange certain absences</li> <li>◆ Parents will be kept informed of student absences and the effect they have on learning and achievement</li> <li>◆ Parents will be involved in the Student Study Team process</li> <li>◆ Parents will be involved in the Attendance Review process</li> </ul>	<ul style="list-style-type: none"> <li>◆ Use the student management program (STI) to track attendance</li> <li>◆ Increase positive classroom climate, use of technology, and differentiated instruction/assessment to provide students with incentive</li> </ul>	<ul style="list-style-type: none"> <li>◆ Differentiated Instruction</li> <li>◆ Learning Styles</li> <li>◆ Technology training to enhance instruction</li> <li>◆ Brain research</li> <li>◆ Motivating the unmotivated student</li> <li>◆ Alternative assessment</li> <li>◆ Research alternative/creative scheduling and its effect on attendance</li> </ul>

<b>Strategic and Continuous School Improvement and Achievement Plan Oak Hill High School</b>			
<b>Goal 2008-2009</b>	By the end of 2008-2009, Oak Hill High School's 3 year graduation rate average will be 88%.		
<b>Benchmark</b>	Oak Hill High School's two year average is 85%.		
<b>Supporting Data</b> (Triangulate the data)	<b>Assessments</b>		
♦ State graduation records	♦ <b>Standardized</b>	♦ <b>Locally Developed</b>	
	♦ DOE website	♦ School withdrawal records and exit interviews	
<b>Intervention</b>	<b>Research/Best Practices</b>	<b>Resources</b>	
<ul style="list-style-type: none"> <li>♦ Explore alternative school options</li> <li>♦ Attendance review through STI</li> <li>♦ Student Study Teams</li> <li>♦ Vocational counseling</li> <li>♦ Require passing grade in one level of a discipline before taking the next level</li> <li>♦ Explore a specified level of accomplishment for 8<sup>th</sup> graders to be allowed to enter 9<sup>th</sup> grade</li> <li>♦ Increase summer school offerings</li> <li>♦ Monitor student work permits more closely</li> <li>♦ Consider a "Study Skills" course a part of 8<sup>th</sup> or 9<sup>th</sup> grade curriculum for all students</li> <li>♦ Community Service option for credit</li> <li>♦ Math and English Lab for credit</li> <li>♦ Algebra taken as 9<sup>th</sup> graders</li> <li>♦ Consider alternative scheduling options to permit Student Resource Time or homeroom opportunity</li> <li>♦ Consider offering night courses</li> <li>♦ Involvement in SHOCAP</li> </ul>	<ul style="list-style-type: none"> <li>♦ Educated people improve society</li> <li>♦ Those students with a high school diploma have a greater likelihood of future success</li> <li>♦ A positive school climate that is inviting, engages students in their learning, and promotes good attendance has been shown to decrease the drop-out rate</li> </ul>	<ul style="list-style-type: none"> <li>♦ County-wide grant writer</li> <li>♦ Community Foundation</li> </ul>	

<b>Strategies</b>			
<b>Instructional</b>	<b>Parent involvement</b>	<b>Media/Technology</b>	<b>Staff Development</b>
<ul style="list-style-type: none"> <li>◆ Differentiated instruction will be used to meet the educational needs of a diverse student population</li> <li>◆ Develop a study skills class that also provides vocational and educational opportunities and counseling for students to help them understand their increased options when they graduate from high school</li> <li>◆ English and math remediation classes</li> <li>◆ Summer school remediation opportunities will be provided to help students receive more individualized help and the opportunity to make up credits needed for graduation</li> <li>◆ Before/After school tutoring</li> <li>◆ Assess courses with large number of students failing</li> </ul>	<ul style="list-style-type: none"> <li>◆ Parents will be involved with Student Study Teams</li> <li>◆ Attendance reviews</li> <li>◆ Communication through e-mail, newsletter, phone calls, etc.</li> <li>◆ Establish a high school PTO</li> </ul>	<ul style="list-style-type: none"> <li>◆ Increase the use of technology to meet individual differences in learning styles</li> </ul>	<ul style="list-style-type: none"> <li>◆ Differentiated instruction</li> <li>◆ Motivating the unmotivated student</li> <li>◆ Research alternative/creative scheduling and its effect on graduation rate</li> <li>◆ Engage students in the learning process</li> <li>◆ Learning styles</li> <li>◆ Technology training</li> </ul>

**Statutes and Rules to be Waived**

*IC20-10.2-3-5(a)(1)*

None

## **Three (3) Year Time Line**

See Action Plan

*IC20-10.2-3-1,  
IC20-10.2-3-3(a)(1)*

# **Strategic Goals and Objectives for Oak Hill United School Corporation**

Developed by the Strategic Planning Team  
December, 2000

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## **Core Values Identified**

- ◆ Oak Hill's value system is based on the quality of the people in our community's businesses, churches, and organizations.
- ◆ The Oak Hill community is always striving to improve itself in education, activities, and facilities.
- ◆ Education is a life-long process that is the responsibility of the individual and the entire community.
- ◆ The willingness and ability of the Oak Hill community to provide a safe and secure learning environment that allows the best opportunity for all students to reach their greatest potential.
- ◆ With high standards, the Oak Hill community succeeds in developing knowledge and skills through academic and extracurricular programs, such as athletics and fine arts, that transcends generations.

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## **Oak Hill United School Corporation Mission Statement**

The mission of the Oak Hill United School Corporation is to work together with the community to empower each student with the knowledge, skills, and high standards which prepares them to be successful, contributing members of a changing global society.

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## **Strategic Delimiters**

No initiation of a new program/service unless we have:

- ◆ Adequate staffing
- ◆ Proper training
- ◆ Adequate funds
- ◆ Facilities
- ◆ Student interest
- ◆ Communication with the community
- ◆ Accomplished in a reasonable time frame
- ◆ Proper research
- ◆ Need
- ◆ Available leadership

## **GOAL #1**

*By 2006, students will exhibit positive behaviors toward school and society.*

Strategy: Continually develop, utilize, and review programs which will enhance positive student behavior.

*Conflict Resolution Programs continue to be embedded*

*District-wide Discipline Plan that incorporates character education*

*Use of behavior contracts, individual educational plans, Bridges, SHOCAP*

*District-wide Character Education Program through social studies, CAPE, C.L.A.S.S. at the Junior High – Incentives/Recognition – Mural*

- Alternative School Option
- Crisis Response Plan Update

## **GOAL #2**

*By 2006, Oak Hill United School Corporation will utilize curriculum which allows students to achieve maximum growth, mastery of state standards, and/or their individual educational objectives.*

Strategy: Create a plan to develop on-going programs that will help students achieve their goals.

*Curriculum Review/Revision Process is ongoing*

*Teacher Expectations focus on differentiation and end-of-the-year meeting*

*School Improvement Plans: ISTEP and Differentiated Instruction*

*Begin assessing students regarding learning styles to further differentiation*

*NWEA/ISTEP/STAR/DIBELS – use of data*

- High Ability Learners

### **GOAL #3**

*By 2006, elementary class size will be balanced and have adequate technology.*

Strategy A: Evaluate alternative options to create a balanced elementary class size.

*Equity Committee Recommendations in March, 2003*

*Forced Transfer of students in August, 2003*

*Created 4/5 split – Added two teachers after year started – Added assistants*

*Very uneven class sizes continue – Same problems evident*

- Current Enrollment Projections for 2004-05
- Request by Board of School Trustees on February 25<sup>th</sup>

Strategy B: Create elementary technology access for students in order to meet our strategic objectives.

*Incorporation of technology as a tool for each curricular area*

*Use of technology in elementaries a daily technique*

*Publicize e-mail addresses for teachers – Web site and brochures*

*Use e-mail for home/school communication*

*Updating of Web site – Homepage for each school and available for each teacher*

*CD Rom capability in each classroom – more and more publishers providing CD*

*All Oak Hill hardware upgrade -- \$600,000*

*Upgrading connectivity for capability and internet speed*

*Replacement of hardware (300 in 1999 – 475 in 2004)*

*Lots of modeling by teachers – student management software – report cards*

*Survey found 92% of homes have computer – 92 % of those connected to internet*

### **GOAL #4**

*By 2006, the Oak Hill United School Corporation will encourage increased quality in teaching staff.*

Strategy: Develop an ongoing process that evaluates and improves standards and motivates instructional staff to strive for higher quality.

*Staff development to differentiate instruction*

*Study Groups and Collaboration Meetings*

*Revision of Grading Standards and Practices*

*Revised Evaluation Process for Faculty, with rubrics, goal setting*

*Teacher Expectations defined – Differentiated Instruction – End of Year Meetings*

- Need to recruit Mentors to meet new standards