

July 1, 2011

Strategic and Continuous School Improvement Plan

for

**Oak Hill Junior High School
7760 W Delphi Pike #27
Converse, Indiana 46919
(765) 384-4385
Fax (765) 384-4386
www.ohusc.k12.in.us**

**School Number
2305**

**for the period of
July 1, 2011 to June 30, 2014**

Submitted by:

**Greg Perkins
Principal**

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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 Junior 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

Lisa Belcher	Teacher
Kara Guiff	Teacher
Brynley Martin	Teacher
Tracey Brooks	Support Staff
Phil Brown	Business Leader/Parent
Shirley Page	Parent
Greg Perkins	Principal

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

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)

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.

- Ensure that all teachers (and, as appropriate, support staff) receive the training outlined in the staff development plan and ensure that all teachers and staff authentically attempt the stated strategies. Ensure that all staff understands that no evaluative consequences will be imposed if a strategy is authentically attempted but fails.

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

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 Junior 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 1, 2008, 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 511IAC 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

Joel Martin, Superintendent

Scott Dubois

Kevin Pearson

Ryan Smith

Steve Fagan

Dana Biggs

Doug Daugherty

Jerry Smith

Improvement Plan by the School Improvement Committee

Have a majority membership of the School Improvement Committee sign on this page prior to the following dates: Sept. 15 2011, Sept 15, 2012, and Sept.15, 2013

**Certification of
Annual Review**

**Certification of
Annual Review**

**Certification of
Annual Review**

Date: _____

Date: _____

Date: _____

Principal

Principal

Principal

Committee Member

Committee Member

Committee Member

Committee Member

Committee Member

Committee Member

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Committee Member

School Profile

Oak Hill United School Corporation is located in a mostly rural agricultural area in the northwestern corner of Grant County and the southeastern corner of Miami County in Indiana. The corporation is comprised of the small communities of Amboy, Converse, Herbst, Jalapa, Mier, Sims, Swayzee, Sweetser, and outlying areas. The corporation has one high school, one junior high school, and three elementary schools. Elementary age students are divided by grade level between three schools. All first and second grade students in the corporation attend Converse Elementary. Sweetser Elementary School houses all third and fourth grade students. All fifth and sixth grade students in the corporation attend Swayzee Elementary.

Oak Hill Junior High is located in Mier, Indiana, which is centrally located in the school corporation's district. Oak Hill Junior High is in a one-story brick building that was constructed in 1958-1960 as a consolidation of the Sweetser and Converse community schools. Originally, the building housed students in grades seven through twelve.

In 1965, the community of Swayzee joined the Oak Hill United School Corporation. The one-story brick building in Mier then became a high school building for grades nine through twelve. The junior high (grades seven and eight) moved to the former Swayzee school building in Swayzee, Indiana.

In 1969-1971, a new two-story high school building was constructed and attached to the one-story brick building at Mier, and the junior high (grades seven and eight) returned from Swayzee to the original one-story brick building at the Mier site.

In 1977-1979, the existing gymnasium, industrial technology, agriculture, and music areas were renovated. A swimming pool, auxiliary gymnasium, weight room, and wrestling room were added to the building complex.

In 1992, the original one-story brick building serving as the junior high was redesigned and renovated. Current technology, such as a television monitor and a computer with Intranet access, was added to each classroom. The junior high school facilities were also improved by the addition of a television station, photography black room, and computer lab.

In 1996, in the junior high building, new telephone lines were installed and Internet access was added to each classroom. Computers for a new computer lab were purchased. Both the new computer lab and the existing computer lab were wired for Internet access.

In 1999, the main gymnasium, locker rooms, outdoor athletic buildings, and the electrical, heating/cooling, and plumbing systems were renovated.

The junior high and high school share the main and auxiliary gymnasiums, cafeteria, music area, weight room, wrestling room, locker rooms, swimming pool, outside buildings, and athletic fields.

Currently, in the school year 2011-2012, Oak Hill Junior High includes grades seven and eight and has a student population of 253 students. The number of students per grade is 111 students in grade seven and 127 students in grade eight. Nine students in our PCE program are in grades other than 7 or 8.

The Oak Hill Junior High staff consists of 64 non-certified support staff and 27 certified staff. Some staff members are shared with the high school and elementary schools. The non-certified support staff includes: 1 secretary, 3 shared custodians, 22 shared bus drivers, 12 shared cooks, 20 coaches, 7 educational assistants, 1 librarian, and 2 shared technology coordinators. The Oak Hill Junior High certified staff includes: 25 teachers (15 shared), 1 administrator, 1 shared nurse, 1 shared speech and language pathologist, and 1 guidance counselor.

A basic school day at Oak Hill Junior High consists of seven main periods, plus a homeroom period. The seventh grade classes are English, Literature/Communications, Science, Mathematics, Geography, and "wheel" classes may include (Physical Education, Swimming, Health, Agriculture Science, Computer Applications, Spanish, Art, and Industrial Technology). The eighth grade classes are English, Literature/Communications, Science, Mathematics, U.S. History, and "wheel" classes may include (Physical Education, Swimming, Health, Art, Computer Applications, Agriculture Science, and Family & Consumer Science.). Students also have the opportunity to participate in Band, Choir, and Orchestra. A tutorial program is offered during the school day to assist students with special needs.

The extra-curricular sports available to Oak Hill Junior High students include football, cheerleading, basketball (boys and girls), volleyball, cross-country (boys and girls), track (boys and girls), wrestling, and swimming (coed).

Oak Hill Junior High has several student organizations, such as: Student Council, Drama Club, Voices From The Hallway (a publication of student writings), Yearbook, School Newspaper, Future Farmers of America (FFA), Fellowship of Christian Athletes (FCA), National Junior Honor Society, and Academic Teams (Math, Science, History, and English). Also, students have an opportunity to participate in Purdue University's Super Saturday Program.

Oak Hill Junior High uses an Incentive Program to motivate and reward students. This program features Academic Passes to school functions, Pizza Parties for all A's, Perfect Attendance Awards, Student of the Month recognition, No Tardy Parties, Honor Roll recognition, Incentive Trip Awards, Top Eighth Grade Student Award, and the Don E. Howell Award.

Oak Hill Junior High School was given the Four-Star Award by the Indiana Department of Education in 1988 and 2010, and has received incentive funds from the State of Indiana on two separate occasions in recognition of improvement in the areas of attendance and ISTEP scores.

Oak Hill Junior High has a Parent Teacher Organization (PTO) that is active in school functions. The PTO is responsible for social activities organized strictly for junior high students.

Home Page for Oak Hill Junior High School: <http://www.ohusc.k12.in.us/JH/index.htm>

General Information

Oak Hill Junior High School , # 2305 Phone: (765)384-4385 Fax: (765)384-4386
7760 W Delphi Pk-27 Grade Span : 07-08 5 Year Accreditation
Converse, IN 46919-9518 Oak Hill United School Corp Open Date: 09/01/1965
Type of Locale = Rural, outside MSA

Year	Free Lunch Count	Reduced Lunch Count
2000 – 2001	24	11
2001 – 2002	25	15
2002 – 2003	30	21
2004 – 2005	29	13
2005 – 2006	29	10
2006 – 2007	38	12
2007 – 2008	48	3
2008 – 2009 Fall	51	11
2009 – 2010	57	16
2010 – 2011	68	22

Enrollment Data

Year	Total Enrollment	2010-2011 Ethnic Breakdown	
2000-01	245	White	232
2001-02	245	Black	1
2002-03	252	Hispanic	3
2003-04	261	Asian	1
2004-05	261	Native American	1
2005-06	242	Multiracial	7
2006-07	234		
2007-08	252		
2008-09	252		
2009-10	245		
2010-11	245		

Description of school's curriculum and its location.

Oak Hill Junior 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 grade level. The objectives are written to support the achievement of Indiana academic standards. Committees revise the curriculum guide prior to each curriculum and textbook adoption and the school board approves the curriculum.

A copy of the junior high's Curriculum Guide is located in each classroom and in the office area accessible for review. The Curriculum Guide can also be accessed on the Oak Hill Junior High School website. The curriculum is constantly being revised and aligned with state standards in the year previous to the adoption.

Below is a description of the curriculum by subject area according to state standards being developed by the state of Indiana.

Description of Curriculum – By Subject Area

Subject Area	Description
English/LA	Curriculum is aligned with state standards.
Social Studies	Curriculum is aligned with state standards.
Science	Curriculum is aligned with state standards.
Math	Curriculum is aligned with state standards.
Art*	Curriculum is aligned with state standards
Music**	Curriculum is aligned with state standards
F.A.C.S.*	Curriculum follows guidelines established by state which are in conjunction with the SCANS competencies.
Ag*	Curriculum is aligned with state standards
ITE*	Curriculum is aligned with state standards
PE*	Curriculum is aligned with state and national standards
Sp. Ed.	7 th and 8 th grade curriculum for life skills and transition is aligned with transition law.
Keyboarding*	Curriculum based on business curriculum
Spanish*	Curriculum is aligned with state standards.
Health*	Curriculum is aligned with state standards.

*Exploratory/Wheel Classes

**Elective Class

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

Assessments

7th and 8th Grade –ISTEP+ and Acuity – Assessment

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

School Mission Statement

Oak Hill Junior High School provides an exciting and challenging learning environment by encouraging each student to develop lasting life skills through building self-worth, responsibility, and self-sufficiency. Oak Hill Junior High promotes individual growth and a sense of community through participation in a wide variety of school-related activities.

School Motto

P.A.C.E. – Positive Attitudes Change Everything

Indiana Academic Standards

The Oak Hill Curriculum Committee uses the state standards as the foundation for developing Oak Hill's curriculum. Our expectations meet and exceed state standards and are revised every six years. Instructional materials are reviewed and selected by teachers, parents, and administrators to address the components of the state standards. Methods of tracking state standards are implemented by individual classroom teachers and are monitored by administration. Using data from assessments such as ISTEP+ and NWEA English/language arts and math tests, analysis can be made to track student progress towards mastery of essential skills/state standards. Students who do not meet state standards are provided with opportunities for remediation.

IC20-10.2-3-3©

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

Instructional Strategies

Subject Area

English	<p>7-Whole-class instruction, individualized instruction with Writing Workshop, peer editors/student conferencing, cooperative learning groups, inquiry-based, project-based learning and portfolio assessment (reflective learning)</p> <p>8-Whole-class instruction, modeling, peer editing and collaboration, cooperative learning groups, inquiry and project based (hands on) assessments, hands-student teaching, communications presentations, technology usage (internet, Word, PP an MS Publisher)</p>
Literature	<p>7-Whole-class instruction, individualized instruction with Reading Workshop, cooperative learning, project-based learning, manipulatives, performance opportunities, literary response, writing, read-alouds, technology use (Word, PowerPoint, Inspiration)</p> <p>8-Whole-class instruction, cooperative learning, project-based (hands-on) instruction and assessment, cooperative learning groups, read-alouds, dramatic presentations, technology usage, (internet, Word, PP, and MS Publisher)</p>
Social Studies	<p>Instruction with note-taking and lecture. Story-telling, maps, cooperative learning groups, computer research, skits, crafts, song writing, discussion, and projects</p>
Science	<p>7- instruction with note-taking, lecture, projects, labs, demonstrations, game reviews, discussions, videos, computer research, power point</p> <p>8- instruction with note-taking, hands on activities, data collection and filing of data on Department of Natural Resources website, Internet activities, intranet activities</p>

Math	Textbook teaching, cooperative learning, hands on learning, technology, use of the internet, projects, question and answer teaching,
Art	Hands-on drawing, painting, art history, computer research and color theory perspective
Music	Whole class and individualized instruction
F.A.C.S.	Cooperative learning, labs, computer applications, note-taking, discussion, textbook, worksheets, demonstrations, games and videos
Ag	Classroom instruction, hands-on labs, and projects
ITE	Class projects, textbook teaching, and hands on instruction
PE	Cooperative learning, hands-on instruction, performance-based instruction, peer tutoring, and demonstration
Sp. Ed.	Small group instruction, individualized instruction, repetition, manipulatives, graphic organizers, visualizing and verbalizing, life application modeling, projects, music/rhythm, group/partner work and discussions.
Study Skills	Students will learn organization techniques, note-taking skills and reading comprehension strategies.
Computer-Tech	Individualized instruction, textbook teaching, and hands-on instruction
Service Learning	Students complete service projects designed to benefit the OHJH community, the Oak Hill community at large, and the broader world community.
Tutorial	Designed to offer remediation to students falling below a passing score on the ISTEP and/or Acuity tests. Students work specifically in the areas of organization, study skills, and the general instruction of language arts and/or math

Parental Involvement

Oak Hill Junior Hill School has various opportunities to foster parental involvement. Some of the opportunities that are currently implemented include:

- Student Study Team Meetings
- STI Home Plus
- Volunteers
- Parent Night
- Committee Membership
- Conferences and Workshops
- Contact Press for additional communication
- Parent Teacher Organization
- Quarterly Newsletters
- Attendance Letters
- Orientation Night
- Informal Parent- Teacher Conferences
- Athletics
- Music Department: Music Patrons Organization
- Open Door Policy
- Student of the Month
- Web Site: Homework Page
- Teacher Web Pages
- Email Communication
- Chaperones
- Student Publications
- Seventh Grade Coffee House
- Project Assistance
- Positive Phone Calls and Letters
- Good News Cards

Technology Initiatives

Oak Hill Junior High School continues to make technology an area of priority. We have two computer labs with 26 “thin client” computers in each lab. Computers are also located in all general education, special education, music, art rooms and library. Special education classrooms and the library also have “mini labs” of 4- 6 student computers. Junior high core classrooms are equipped with LCD projectors and Mobi presenters. Several classrooms have student response clickers available. Two special education classrooms have Elmo presenters.

A computer teacher teaches all students in grades 7 and 8 technology skills, keyboarding and computer applications for six to seven weeks per year. In computer applications classes, students will enhance their keyboarding skills by working on a software program which focuses on speed, accuracy and improvement. Teachers are committed to using technology as a learning tool in their content area classrooms. All students are required to utilize many of the programs listed below to make presentations, conduct research and/or submit writing projects.

Our teachers and staff have had training on the computer and many of the software programs available. Training has provided by the school corporation at various professional development opportunities. As new teachers and staff are hired, training is provided by the building technology coordinator as well as the corporation technology coordinator.

Teachers use the computers for attendance and record keeping, lesson preparation, presentations and grade reporting. Teachers also have the ability to access information from STI the student management program. Parents use STI Home+ to gain access to their child’s grades, discipline reports, assignments and attendance records.

Technology, Software and Hardware Used In Classrooms

Acuity Testing
Aleks Mathematics
CD-ROMs
Closed-Circuit TV
Computers
Digital Cameras
DVD
Elmo presenters
Excel
Homework Calendar on our Internet Homepage
Internet Research/Webquest
Internet Resources
Grammar Key
Laser Disc
LCD Projectors

Mobis
Moodle - Discussion Boards
Opaque Projector
Overhead Projectors
Power Point
Publisher
Quick Pads
Read Naturally
Satellite TV
Scanners
Smart View Projection Calculator
STI Informational Software
Student Response Clickers
Technology units are added to the curriculum as it is written
Various software packages for grading and instruction
Word

The technology applications listed above are a result of the faculty and staff's desire to improve the integration of technology into the classroom instruction.

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

School plan for safe and disciplined learning environment.

Oak Hill Junior High School has several policies and procedures in place in order to maintain a safe and disciplined learning environment for students and staff. Such procedures include locking all building doors other than the front entry, conducting scheduled fire and tornado drills, a crisis response guide to follow during all emergency situations, a progressive discipline plan to encourage appropriate and safe standards of student behavior, not allowing students to wear coats or carry book bags into classrooms, periodic locker inspections involving the local sheriff's department, and an intercom system for quick response to each classroom. Also, fire door mechanisms have been installed for added safety. The school also promotes a safe and disciplined learning environment by sponsoring, Red Ribbon Week, and Character Education sessions. Having a full-time Guidance Counselor is another preventative measure for a safe and disciplined learning environment.

The following are available and work toward prevention:

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. It is also accessible on the Oak Hill Junior High School website. The student handbook 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 consequences 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 to All Classrooms/Intercom System/Security Cameras**

Call buttons in classrooms give teachers immediate access to the junior high school office in case of emergencies. The security cameras monitor hallways as a preventative measure.

4. **Full Time Guidance Counselor**

The guidance counselor is available to help students resolve their conflicts peacefully, learn effective ways to handle anger, and deal with personal issues that may be negatively affecting interactions at school. The guidance counselor interacts with students individually, in small groups, and through classroom presentations, and meets with parents as needed. He educates students in Conflict Resolution and Communication Skills. The guidance counselor coordinates activities for Red Ribbon Week to promote a healthy, drug-free lifestyle.

5. **Crisis Prevention Intervention**

A corporation representative attended a four day CPI (Crisis Prevention Intervention) training. This individual will be working with staff at all levels corporation wide, including our junior high, to train people in verbal deescalation and proactive measures to help students avoid escalating to the point they become physically aggressive. This training will help ensure the safety of all students and staff at Oak Hill Junior High.

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

IC20-1-1-6.5(l)

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

INDIANA DEPARTMENT OF EDUCATION
PROFESSIONAL DEVELOPMENT PROGRAM

DUE DATE: September 15, 2011

School Information

School Name: Oak Hill Junior High School

County/Corp/School# Miami/Oak Hill United School Corporation/2305

Address: 7760 W. Delphi Pike-27
(Street, P.O. Box)
Converse, IN 46919
(City, State, Zip)

Phone: (765) 384-4385

Fax: (765) 384-4386

Name of Principal (Include Title): Mr. Greg Perkins, Principal

Principal's e-mail address: gregpe@ohusc.k12.in.us

Grade levels included in school: 7th and 8th

FORM B

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

Signature

Date

Danielle Hewitt
Name (typed)

Committee responsible for this plan.

Name	Group you are representing:	Signature	Date
Lisa Belcher	Teacher		
Brynley Martin	Teacher		
Kara Guiff	Teacher		
Tracey Brooks	Support Staff		
Phil Brown	Business Leader/Parent		
Shirley Page	Parent		
Greg Perkins	Administration		

Narratives: Please do not use less than a ten-point font. Make your answers as concise as possible and no longer than one page.

1. What is your school's vision toward which this Professional Development Program will lead?
(The vision may be taken from your school improvement plan or created for this document.)
Optional.

Oak Hill Junior High staff desires to engage in Professional Development opportunities that enable us to encourage students to do their best. Staff Development should lead to the eventual outcome of increasing student achievement and should encourage current proven best practice teaching strategies.

2. What is (are) the goal(s) of your Professional Development Program?

Through the Professional Development Program, the staff at Oak Hill Junior High will create a positive physical and emotional environment. The staff will also utilize curriculum and teaching strategies that:

- integrate technology literacy and media,
- show awareness of current brain research,
- focus on writing across the curriculum,
- are real-life applicable,
- integrate cultural diversity,
- are cross curricular, and
- show knowledge of differentiated instruction by recognizing learning styles and multiple intelligences and the range of talents and abilities found in diverse classrooms.

To attain these things, we acknowledge the need for ongoing staff development.

FORM C (cont'd)

3. How will all staff members be involved in continuous learning? How will continuous learning be embedded in practice?

- Staff will be given time to collaborate and discuss new knowledge.
- Staff will be encouraged to implement new knowledge into daily lessons.
- Staff will be encouraged to attend workshops and conferences that will help them develop in areas in which they need support.
- Staff will be encouraged to employ the practices of differentiated instruction.
- Staff will attend school sponsored in-services which relate to the goals of the School Improvement Plan.

ACTION PLAN

School Goal # 1 (from SIP) (The Professional Development Program should be limited to, at most, three school goals. Please use one Form D for each school goal.)

Professional Development Goal (s) (From #2 Form C) The staff at Oak Hill Junior High will learn ways to create a positive physical and emotional environment. (*Optional*)

Research upon which your professional development approach was formulated (*Optional*)

<u>Activity*</u>	<u>Intended Audience (Stakeholders)</u>	<u>Person Responsible</u>	<u>Collaborative Partners Needed</u>	<u>Time Line (Include completion date)</u>	<u>Resources (People, materials, time)</u>		
						Need	Have
Differentiated Instruction workshops	All Staff	Principal	Expert and staff presenters	8/11-5/14	Presenters Time	*	
Group and Individual Workshops	Staff	Staff/Principal	Expert Presenters	8/11-5/14	Presenters Time	*	
Collaborative Time	Staff	Staff/Principal		8/11-5/14	Time	*	*
Exposure to current research	Staff	Staff/Principal	State and National Educational Organizations	8/11-5/14	Educational Publications Gary Phillips website and other resources	*	*

*See definitions page

ACTION PLAN

School Goal # 2 (from SIP) (The Professional Development Program should be limited to, at most, three school goals. Please use one Form D for each school goal.)

Professional Development Goal (s) (From #2 Form C) The staff will promote curriculum and teaching strategies that integrate technology literacy and media, show awareness of current brain research, focus on writing across the curriculum, are real-life applicable, integrate cultural diversity, are cross curricular, and show knowledge of differentiated instruction by recognizing learning styles and multiple intelligences and the range of talents and abilities found in diverse classrooms. *(Optional)*

Research upon which your professional development approach was formulated *(Optional)*

<u>Activity*</u>	<u>Intended Audience (Stakeholders)</u>	<u>Person Responsible</u>	<u>Collaborative Partners Needed</u>	<u>Time Line (Include completion date)</u>	<u>Resources (People, materials, time)</u>		
					Need	Have	
IMLEA	Staff	Principal	Expert presenters IMLEA presenters	8/11-5/14	Presenters Time	*	*
Group and Individual Workshops	Staff	Staff/Principal	National and State Education Organizations Staff Presenters	8/11-5/14	Presenters Time	*	*
Collaborative Time	Staff	Principal		8/11-5/14	Time	*	
Exposure to current research	Staff	Staff	NCTE and other professional research organizations and publishers	8/11-5/14	Publications	*	

ACTION PLAN

School Goal # 3 (from SIP) (The Professional Development Program should be limited to, at most, three school goals. Please use one Form D for each school goal.)

Professional Development Goal (s) (From #2 Form C) The staff will promote curriculum and teaching strategies that integrate technology literacy and media, show awareness of current brain research, focus on writing across the curriculum, are real-life applicable, integrate cultural diversity, are cross curricular, and show knowledge of differentiated instruction by recognizing learning styles and multiple intelligences and the range of talents and abilities found in diverse classrooms. *(Optional)*

Research upon which your professional development approach was formulated *(Optional)*

<u>Activity*</u>	<u>Intended Audience (Stakeholders)</u>	<u>Person Responsible</u>	<u>Collaborative Partners Needed</u>	<u>Time Line (Include completion date)</u>	<u>Resources (People, materials, time)</u>			
					Need	Have		
IMLEA	Staff	Principal	Expert presenters IMLEA presenters	8/11-5/14	Presenters Time	*	*	
Group and Individual Workshops	Staff	Staff/Principal	National and State Education Organizations	8/11-5/14	Presenters Time	*	*	
Collaborative Time	Staff	Principal		8/11-5/14	Time	*		
Exposure to current research	Staff	Staff	NCTM and other professional research organizations and publishers	8/11-5/14	Publications	*		

EVALUATION*

Please answer these questions for each school goal from your SIP that your Professional Development Program is addressing.

(The Professional Development Program should be limited to addressing no more than three school goals from your SIP.)

School Goal # 1 From your school improvement plan

Statement of School Goal:

The attendance rate for OHJHS will meet or exceed the state average for attendance.

Benchmark: The average student attendance rate will be 96.1 % by 2014.

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

Our current attendance records (three-year average from 2007-08 to 2009-2010) were used to set our 2011-2012 goal. Our three year attendance rate average is 95.2.0%. It is our goal to increase our attendance rate by .30% each year on our three year plan to 96.1%.

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

Students will want to attend school more often because they will perceive an inviting school environment. Teachers using differentiated instruction will create a variety of student activities geared toward different learning styles and multiple intelligences. Students will feel more connected and engaged in the learning process.

III. What data and evidence related to new knowledge, skills and attitudes toward learning will you collect to evaluate the Professional Development Program's impact on progress toward this school goal? (NOTE: If the data or evidence are quantitative, state the numerical goal you hope to achieve.)

Utilizing attendance records, attendance will increase to 96.1% by 2014.

EVALUATION*

Please answer these questions for each school goal from your SIP that your Professional Development Program is addressing.

(The Professional Development Program should be limited to addressing no more than three school goals from your SIP.)

School Goal # 2 From your school improvement plan

Statement of School Goal:

Students will improve in reading analysis and writing applications across the curriculum.

Benchmark: An average of 82.4% of students in grade 7 and 8 will pass the English/Language Arts portion of the ISTEP+ test by 2014.

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

We have utilized student ISTEP scores to come up with this goal. Our three year average of seventh and eighth grade English ISTEP scores is 79.4%. It is our goal to increase our percent passing by 1% each year on our three year plan to 82.4%.

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

The staff will promote curriculum and teaching strategies that integrate technology literacy and media, show awareness of current brain research, focus on writing across the curriculum, are real-life applicable, integrate cultural diversity, are cross-curricular, and show knowledge of differentiated instruction by recognizing learning styles and multiple intelligences as well as the range of talents and abilities found in diverse classrooms

III. What data and evidence related to new knowledge, skills and attitudes toward learning will you collect to evaluate the Professional Development Program's impact on progress toward this school goal? (NOTE: If the data or evidence are quantitative, state the numerical goal you hope to achieve.)

We will utilize ISTEP data to reach rates of students meeting standards to 82.4% in 2014.

We will utilize results of Acuity scores to monitor student improvement.

We will utilize grades to monitor student improvement.

EVALUATION*

Please answer these questions for each school goal from your SIP that your Professional Development Program is addressing.

(The Professional Development Program should be limited to addressing no more than three school goals from your SIP.)

School Goal # 3 From your school improvement plan

Statement of School Goal:

Students will improve in mathematical applications and problem solving skills.

Benchmark: An average of 83.1% of students in grade 7 and 8 will pass the mathematics portion of the ISTEP+ test by 2014.

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

We have utilized student ISTEP scores to come up with this goal. Our three year average of seventh and eighth grade Math ISTEP scores is 80.1%. It is our goal to increase our percent passing by 1% each year on our three year plan to 83.1%.

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

The staff will promote curriculum and teaching strategies that integrate technology literacy and media, show awareness of current brain research, focus on writing across the curriculum, are real-life applicable, integrate cultural diversity, are cross curricular, and show knowledge of differentiated instruction by recognizing learning styles and multiple intelligences as well as the range of talents and abilities found in diverse classrooms.

III. What data and evidence related to new knowledge, skills and attitudes toward learning will you collect to evaluate the Professional Development Program's impact on progress toward this school goal? (NOTE: If the data or evidence are quantitative, state the numerical goal you hope to achieve.)

We will utilize ISTEP data to reach rates of students meeting standards to 83.1% in 2011.

We will utilize results of Acuity scores to monitor student improvement.

We will utilize grades to monitor student improvement.

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

Federal Sources	<u>Amount</u>	State Sources	<u>Amount</u>	School Corp. Sources	<u>Amount</u>	School Sources Include grants and partnerships	<u>Amount</u>	Total Amount of Each Row
Title II-Part A	\$ 44,965	High Ability Grant	\$30,965	General Fund	\$16,135			\$ 92,065
Title I	\$185,630							\$185,630
Total each "Amount" column	\$230,595		\$30,965		\$16,135			\$277,695
Amount Allocated to Professional Development	\$ 42,330		\$ 1,100		\$16,135			\$ 59,565

SURVEY INFORMATION

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

Possible workshops and/or book studies may be held after school.

- Those teachers available to participate will meet for one hour (3:30-4:30 p.m.) These workshops are not mandatory.

- Any teacher who accumulates six hours of in-service may choose:

1) a stipend

2) one day off

* Note: these do not apply to any teacher who is being reimbursed/receiving a stipend for these in-services, i.e. curriculum writers.

- Possible sessions to discuss during faculty or collaboration meetings or during after school workshops. Examples: Brain research, differentiated instruction, technology, in-depth study standardized test scores, problem-solving, time organization, curriculum, learning and emotional disabilities, gender differences, and children living in poverty.

- Possible coverage of classes by substitutes already in the building to allow for teacher collaboration. This will allow for collaboration on units of study as well as allow for sharing of ideas after attending conferences and trainings.

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.)

- Organizing meaningful curriculum in a brain-compatible way
- Designing lesson plans and student performance activities connected to State Standards
- Developing assessment tools to measure student achievement and continuous growth

Teachers will utilize technology in a variety of ways as a delivery tool.

Cultural Competency

Sec. 3 (a) Throughout the process of developing the PL 221 document, the committee kept the cultural competency of Oak Hill Junior High School’s teachers, principal, staff, parents, and students in mind.

- (1) **Identification of the school’s racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups in the Oak Hill Junior High School population. Language minority and Ethnicity did not have a significant sample.**
- (2) **Culturally appropriate strategies for increasing educational opportunities and educational performance for each group in Oak Hill Junior High School’s plan.**
 - ◆ Continue to align IEP goals of special education students with state standards, monitor the progress of these goals, and make adjustments as needed.
 - ◆ Differentiated instruction will be emphasized in all content areas. Teachers will create a variety of student activities geared toward different learning styles and multiple intelligences. Students in the above categories will be more connected and engaged in the learning process.
 - ◆ Tutorial classes will be taught by both language arts and math teachers.
 - ◆ Study skills will be taught at both the seventh and eighth grade level when scheduling permits.

Year	Grades	Ethnic	L. Minority	S. Economic	S. Economic	Gen Pop	Spec Ed	Gender	Gender
2007-08	Grade 7			Pd Lunch	Free/Reduced			Male	Female
	Math	X	X	90	81	94	56	91	86
	Eng/LA	X	X	76	63	80	28	63	83
	Science	X	X	61	52	66	17	62	57
	Grade 8								
	Math	X	X	91	50	91	36	84	85
2008-09 Fall	Eng/LA	X	X	83	35	82	21	66	83
	Grade 7			Pd Lunch	Free/Reduced			Male	Female
	Math	X	X	97	84	99	50	90	96
	Eng/LA	X	X	84	42	82	7	62	81
	Grade 8								
	Math	X	X	82	84	89	38	81	84
2008-09 Spring	Eng/LA	X	X	76	68	80	31	67	83
	Grade 7			Pd Lunch	Free/Reduced			Male	Female
	Math	X	X	81	60	83	8	72	80
	Eng/LA	X	X	84	53	84	8	66	86
	Grade 8								
	Math	X	X	80	64	81	38	76	75
2009-10 Spring	Eng/LA	X	X	77	55	78	25	61	82
	Grade 7			Pd Lunch	Free/Reduced			Male	Female
	Math	X	X	89	80	92	46	84	89
	ELA	X	X	90	72	91	46	80	91
	Grade 8								
	Math	X	X	89	74	87	43	80	88
2010-11	ELA	X	X	87	62	84	14	68	88
	Grade 7			Pd Lunch	Free/Reduced			Male	Female
	Math	X	X	85	65	82	N/A	87	71
	ELA	X	X	88	75	88	N/A	78	88
	Soc Studies	X	X	85	65	82	N/A	85	73
	Grade 8								
2010-11	Math	X	X	88	68	89	36	75	90
	ELA	X	X	88	58	85	43	72	88

The above chart indicates percent passing ISTEP in each subcategory.

(3) Areas of recommendation in which additional professional development is necessary to increase cultural competency in Oak Hill Junior High School's educational environment.

- ◆ Teachers will receive training and resources that will better enable them to meet the needs of special education students as well as general education students. This training will include brain research, cross curricular instruction, writing across the curriculum, technology literacy, and differentiated instruction.
- ◆ Investigate the possibility of teachers and/or the guidance counselor attending conferences on poverty, gender differences, and special education issues. Staff members would bring this knowledge back to the OHJH staff in the form of an in-service.
- ◆ Purchase books dealing with poverty, gender differences and special education issues for staff members to use as resources.

(4) The committee will update annually the information identified under subsection (b) 1.

Section 5

The school improvement plan for Oak Hill Junior High School is outlined on pages 39 through 41. Our plan is presented in this format in order to:

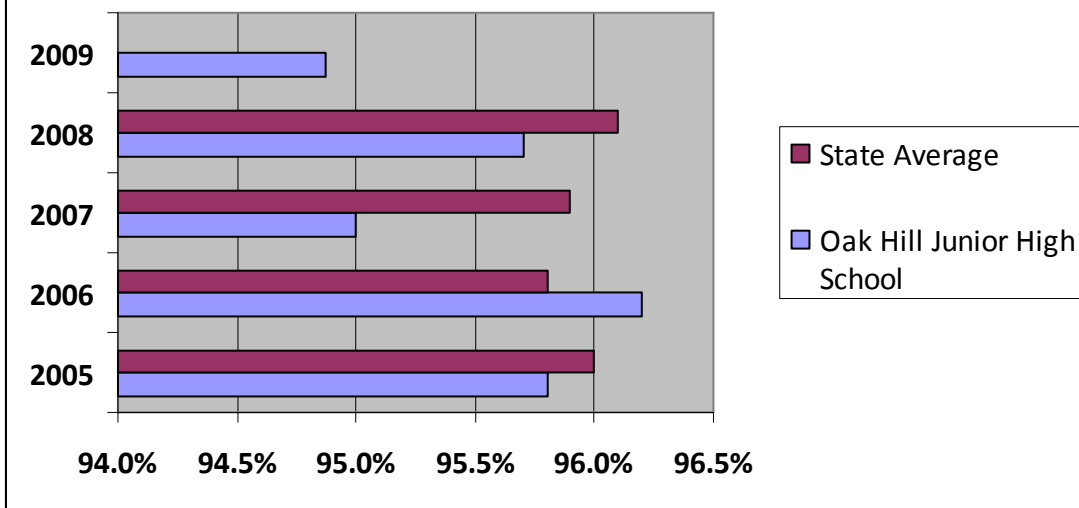
- Focus on the interventions as the means to accomplish the stated goals.
- Recognize the correlation that exists between increasing student achievement and the expansion of instructional strategies, the integration of media and technology into the curriculum, and the need for professional development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

Student achievement objectives, derived from an assessment of the current status of educational programming, including the following:

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

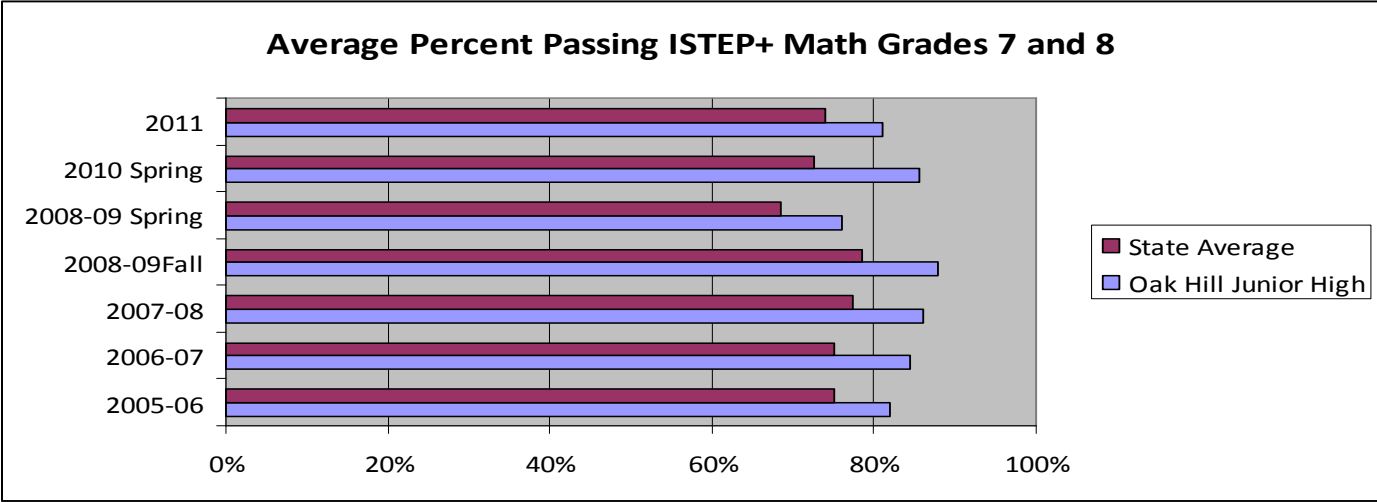
Oak Hill Junior High School, Converse #2305

Oak Hill Junior High Attendance Rate



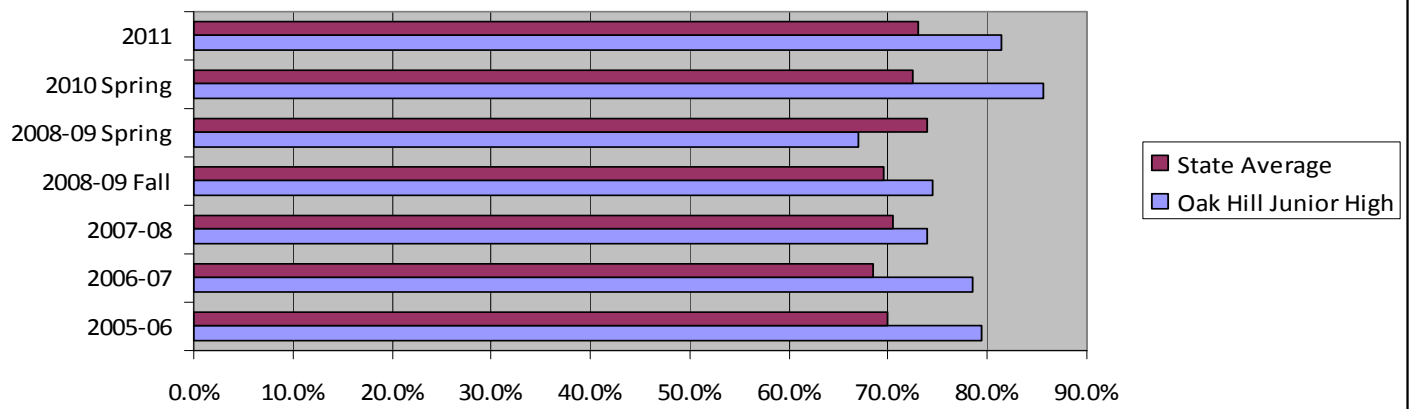
Year	State Average	Oak Hill Junior High 7 th and 8 th
2005-06	95.8%	95.8%
2006-07	95.7%	96.2%
2007-08	96.1%	95.0%
2008-09	95.6%	95.7%
2009-10	95.8%	94.9%

Oak Hill Junior High School, Converse #2305



Year	State Average	Average Percent Passing ISTEP+ Math Oak Hill Junior High 7 th & 8 th Grade
2005-06	75 %	82 %
2006-07	75%	84.5 %
2007-08	77.5 %	86 %
2008-09 Fall	78.5 %	88 %
2008-09 Spring	68.5%	76%
2010 Spring	72.5%	85.6%
2011	74%	81%

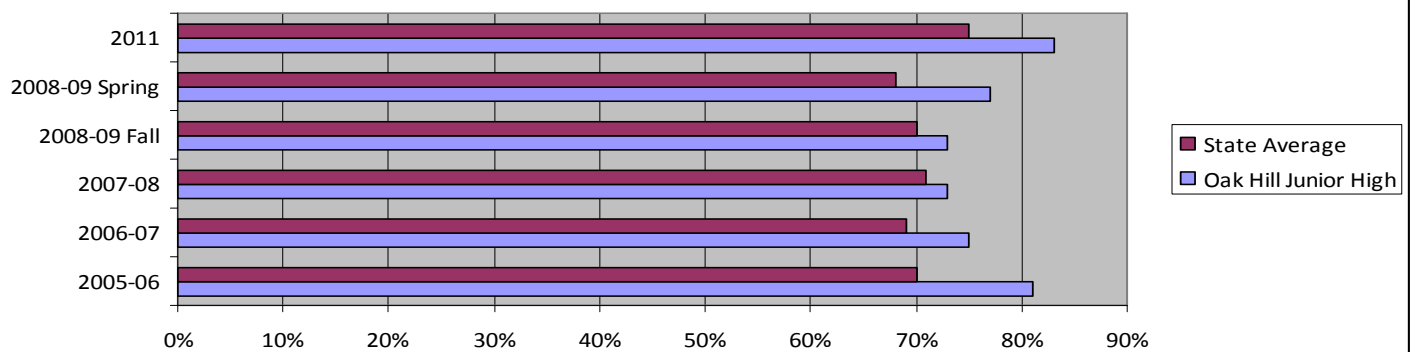
Average Percent Passing ISTEP+ English/LA Grades 7 and 8



Year	State Average	Average Percent Passing ISTEP+ English/LA Grade 7
2005-06	70%	79.5%
2006-07	68.5%	78.5%
2007-09	70.5%	74%
2008-09 Fall	69.5%	73.5%
2008-09 Spring	67%	74%
2010 Spring	70.5%	82.6%
2011	73%	81.5%

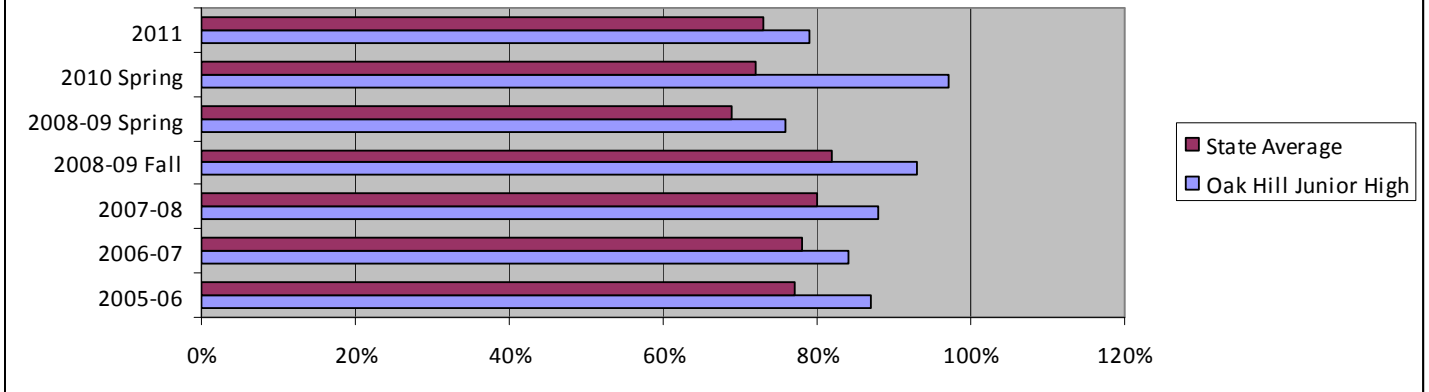
Oak Hill Junior High School, Converse #2305

Average Percent Passing ISTEP+ English/LA Grade 7



Year	State Average	Oak Hill Junior High 7 th Grade
2005-06	70 %	81 %
2006-07	69 %	75 %
2007-08	71 %	73 %
2008-09 Fall	70 %	73 %
2008-09 Spring	68%	77%
2010 Spring	72%	87%
2011	75%	83%

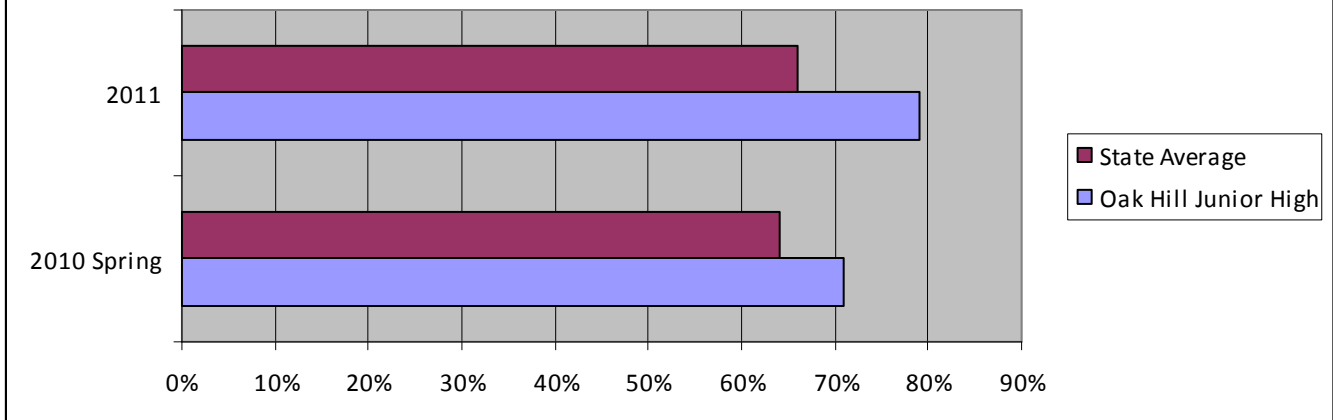
Average Percent Passing ISTEP+ Math Grade 7



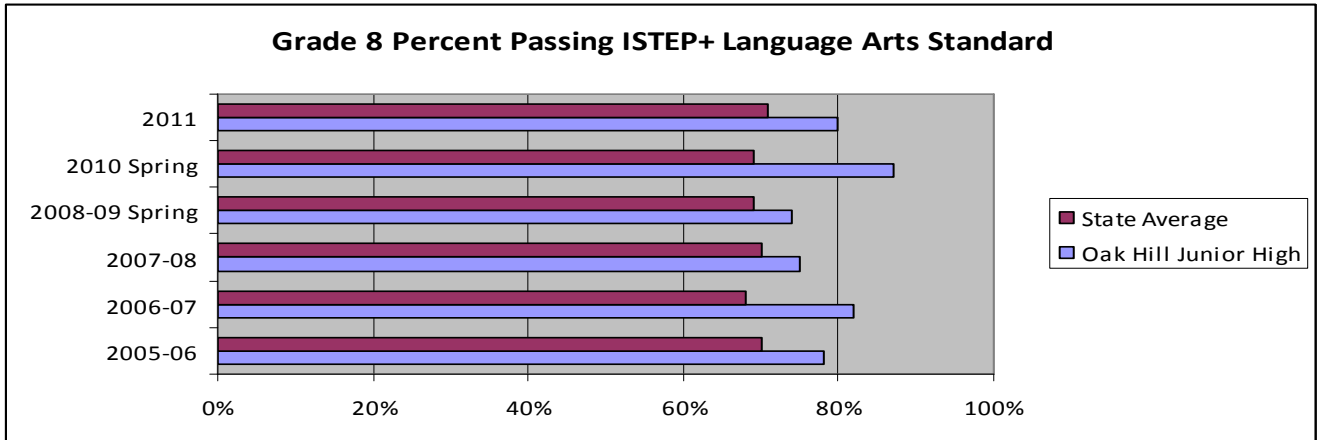
Year	State Average	Oak Hill Junior High 7 th Grade
2005-06	74 %	85 %
2006-07	77 %	87 %
2007-08	78 %	84 %
2008-09 Fall	82 %	93 %
2008-09 Spring	69%	76%
2010 Spring	72%	97%
2011	73%	79%

Oak Hill Junior High School, Converse #2305

Average Percent Passing ISTEP+ Social Studies Grade 7

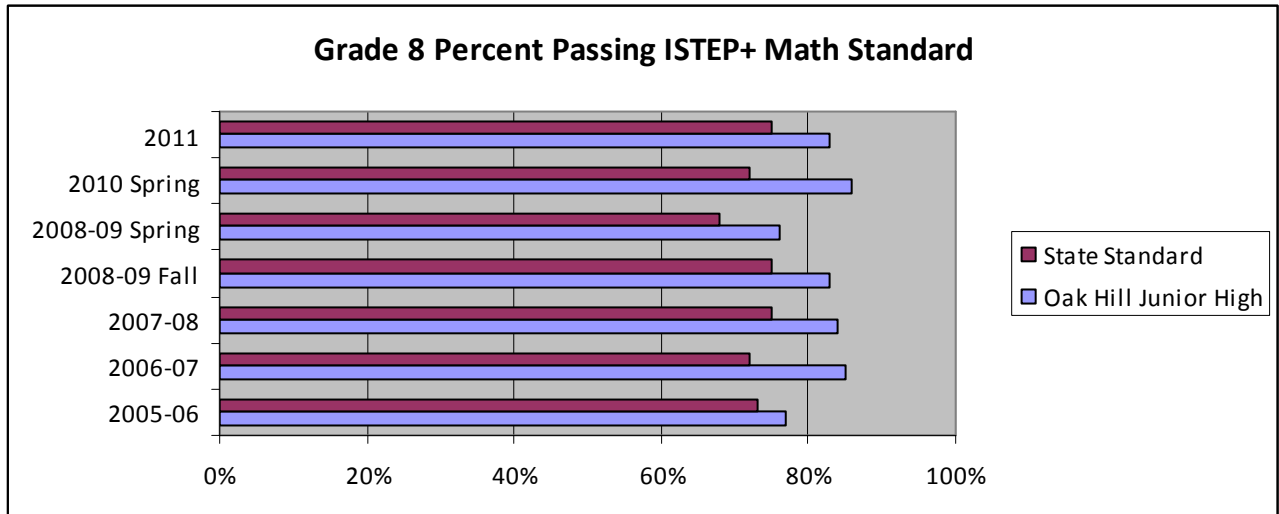


Year	State Average	Oak Hill Junior High 7 th Grade
2010 Spring	64%	71%
2011	66%	79%



Year	State Average	Oak Hill Junior High 8 th Grade
2005-06	70 %	78 %
2006-07	68 %	82 %
2007-08	70 %	75 %
2008-09 Fall	69 %	74 %
2008-09 Spring	66%	71%
2010 Spring	69%	87%
2011	71%	80%

Oak Hill Junior High School, Converse #2305



Year	State Average	Average Percent Passing ISTEP+ Math Oak Hill Junior High 8 th Grade
2005-06	73 %	77 %
2006-07	72 %	85 %
2007-08	75 %	84 %
2008-09 Fall	75 %	83 %
2008-09 Spring	68%	76%
2010 Spring	72%	86%
2011	83%	75%

Strategic and Continuous School Improvement and Achievement Plan Oak Hill Junior High School

Goal 2008-2009	The attendance rate for OHJHS will meet or exceed the state average for attendance.
Benchmark	The average student attendance rate will be 96.1 % by 2014.

Supporting Data (Triangulate the data)	Assessments	
<ul style="list-style-type: none"> ◆ State Attendance Records ◆ Letters to parents informing them of their child's absences ◆ Pre-arranged absence data 	◆ Standardized	◆ Locally Developed
	<ul style="list-style-type: none"> ◆ DOE attendance records 	<ul style="list-style-type: none"> ◆ STI attendance records

Intervention	Research/Best Practices	Resources
<ul style="list-style-type: none"> ◆ Students will celebrate perfect and near perfect attendance incentives ◆ Students will serve consequences assigned for unexcused absences including excessive excused absences ◆ Students and parents will follow the established attendance policy ◆ Alternative Program will replace OSS when possible ◆ Student focused team meetings 	<ul style="list-style-type: none"> ◆ Attendance improves education 	<ul style="list-style-type: none"> ◆ Utilize differentiated instruction training to promote student engagement which encourages good attendance. ◆ <u>Best Practice New Standards for Teaching and Learning</u> by Zemelman, Daniels, Hyde ◆ Gary Phillips Publications

Strategies

Instructional	Parent involvement	Media/Technology	Staff Development
<ul style="list-style-type: none"> ◆ Educational activities will be planned on a daily basis to encourage student attendance ◆ Principal or guidance counselor will make personal calls and home visits to those with chronic absenteeism ◆ Attendance letters will be mailed home ◆ Local agencies will be used for chronic absenteeism and parent support 	<ul style="list-style-type: none"> ◆ Parents must pre-arrange absences not listed as excused ◆ Parents will follow the guidelines concerning the procedures to inform the school about an absence ◆ PTO will encourage good attendance through financial support of incentives 	<ul style="list-style-type: none"> ◆ STI is our student management software program to track attendance ◆ Technology used in the classroom is an incentive because of the desire of the students to use it ◆ Email between parent and school ◆ Web page and handbooks have calendars and guidelines for attendance ◆ Homework calendar 	<ul style="list-style-type: none"> ◆ Differentiated Instruction Workshops ◆ General Workshops for Individuals and Staff ◆ Collaboration Time ◆ Exposure to Current Research

Goal 2008-2009	Students will improve in reading analysis and writing applications across the curriculum.
Benchmark	An average of 82.4% of students in grade 7 and 8 will pass the English/Language Arts portion of the ISTEP+ test by 2014.

Supporting Data (Triangulate the data)	Assessments	
<ul style="list-style-type: none"> ◆ ISTEP+ ◆ Acuity ◆ Classroom Assessments ◆ -homework ◆ -tests ◆ -quizzes ◆ -projects ◆ -notebooks 	Standardized	Locally Developed
	<ul style="list-style-type: none"> ◆ Seventh Grade ISTEP ◆ Eighth Grade ISTEP ◆ Acuity 	<ul style="list-style-type: none"> ◆ Homework ◆ Tests/Quizzes ◆ Projects ◆ Notebooks ◆ Rubrics ◆ Oral Language Activities ◆ Presentations

Intervention	Research/Best Practices	Resources
<ul style="list-style-type: none"> ◆ Students will complete locally developed assessments ◆ Students will write on a weekly basis ◆ Students will read on a weekly basis ◆ Students will successfully complete oral language activities ◆ An inter-disciplinary unit will be taught ◆ Remediation software will be utilized ◆ Education assistants will aid in remediation ◆ Tutorial will be taught by an English teacher ◆ Students/Teachers will be familiar with ISTEP rubric 	<ul style="list-style-type: none"> ◆ Teaching students to review their own progress ◆ Indiana Academic Standards ◆ Writing for real audiences, publishing for the class and for wider communities ◆ Making connections between reading/writing/literature ◆ Making connections between own lives/literature ◆ Making cross-curricular connections ◆ Brain Based Research 	<ul style="list-style-type: none"> ◆ <u>Best Practice New Standards for Teaching and Learning</u> by Zemelman, Daniels, Hyde ◆ Indiana Standards ◆ <u>In the Middle</u> by Nancy Atwell ◆ Collins Writing Program ◆ Websites ◆ Presenters ◆ Publications

Strategies

Instructional	Parent involvement	Media/Technology	Staff Development
<ul style="list-style-type: none"> ◆ Oral language activities will be utilized ◆ Oral sharing of writing ◆ Writing and reading will be part of the everyday activities ◆ Weekly vocabulary activities ◆ Writing/Reading Workshop ◆ Student publication opportunities ◆ ISTEP+ prompts ◆ Rubric usage ◆ Collaboration ◆ ISTEP Analysis ◆ Collins Writing Program 	<ul style="list-style-type: none"> ◆ Writing and reading activities will be shared with the parents ◆ Interim Newsletter ◆ Home Web Page ◆ Teacher Web Pages ◆ Email ◆ Coffee House ◆ Student Study Teams ◆ STI Home + 	<ul style="list-style-type: none"> ◆ Microsoft Office Software ◆ -Word ◆ -Excel ◆ -Power Point ◆ <i>Inspiration</i> pre-writing activities ◆ Read Alouds ◆ Internet ◆ Interactive Web Site ◆ Media Center Visits ◆ Mobi ◆ Student Response Systems 	<ul style="list-style-type: none"> ◆ Involve differentiated instruction techniques ◆ IMLEA ◆ Technology ◆ Current Research ◆ Individual and Staff Workshops

Strategic and Continuous School Improvement and Achievement Plan Oak Hill Junior High School

Goal 2004-2005	Students will improve in mathematical applications and problem solving skills.
Benchmark	An average of 83.1% of students in grade 7 and 8 will pass the mathematics portion of the ISTEP+ test by 2014.

Supporting Data (Triangulate the data)	Assessments	
<ul style="list-style-type: none"> ◆ ISTEP+ ◆ Acuity ◆ ALEKS ◆ Classroom Assessments ◆ -homework ◆ -tests ◆ -quizzes ◆ -projects 	◆ Standardized	◆ Locally Developed
	<ul style="list-style-type: none"> ◆ ISTEP+ ◆ Acuity 	<ul style="list-style-type: none"> ◆ Daily Homework ◆ Tests ◆ Quizzes ◆ Projects ◆ Class activities ◆ Hands on learning opportunities ◆ Notebooks

Intervention	Research/Best Practices	Resources
<ul style="list-style-type: none"> ◆ Students will utilize problem-solving strategies on a daily basis. ◆ Students will complete homework ◆ Students will have the opportunity to complete grade sheets ◆ Tutorial will be taught by a math teacher ◆ STI for students and parents ◆ Interdisciplinary unit will be taught ◆ Students/Teachers will be familiar with ISTEP rubric ◆ Students will be offered homework help beyond the school day ◆ ALEKS 	<ul style="list-style-type: none"> ◆ Teaching students to review their own progress. ◆ Indiana Academic Standards ◆ Everyday problems and application ◆ Selected activities provide for a wide variety of learning styles 	<ul style="list-style-type: none"> ◆ <u>Best Practice New Standards for Teaching and Learning</u> by Zemelman, Daniels, Hyde ◆ Websites ◆ Presenters ◆ Publications

Strategies

Instructional	Parent involvement	Media/Technology	Staff Development
<ul style="list-style-type: none"> ◆ Math concept vocabulary will be taught and reinforced ◆ Daily drill and practice ◆ ISTEP+ type problems introduced to students ◆ Goal-setting ◆ Writing across the curriculum ◆ Collaboration ◆ Rubrics ◆ ISTEP Analysis <p>Math Computations are cross curricular</p>	<ul style="list-style-type: none"> ◆ Weekly Progress Reports as requested by parents ◆ Quarterly newsletter ◆ Homework calendar on the Web ◆ Optional grade sheet will allow parents to see students' cumulative average on a daily basis ◆ STI Home+ ◆ Student study team 	<ul style="list-style-type: none"> ◆ PowerPoint instruction ◆ Smart View projection calculator ◆ Calculators ◆ Internet ◆ Mobi ◆ Student Response Systems 	<ul style="list-style-type: none"> ◆ Involve differentiated instruction techniques ◆ IMLEA ◆ Technology ◆ Current Research ◆ Individual and Staff Workshops ◆ I.C.T.M.