

JOPLIN HIGH SCHOOL – BUILDING SCHOOL IMPROVEMENT PLAN –OCTOBER 2010

“Duty, Honor, Peace, and Pride: engaging in academics and activities for success.”

Five year BSIP beginning October 2010 through May 2015

Department: Mathematics

Dept. Leadership: Jeff Warstler, Brian Hancock, Judith Gurley, Angela Delph, Neal Smith, and Jim Whitney

S.M.A.R.T. Goal:
(Student Performance)

Map Index Points will be 753.5 for the 2010-2011 SY, with an improvement of 3 points per year thereafter. PLAN scores will be above the state average, and ACT math scores will be 0.3 above the state average. NCLB AYP objectives will be met annually (see BSIP milestones).

Diagnostic Data:

Math assessments will be used at predetermined intervals to measure student knowledge, skills, and application of mathematical concepts and procedures. State assessments, PLAN, and ACT will be used as well.

District CSIP Goal:

Strategies or Specific Actions	Resources Needed & Costs	Professional Dev. Needs & Costs	Person/s Responsible	Notes	Progress
<p>1) Required mathematics courses will be aligned with Course-Level Expectations.</p>	<p>Curriculum Guide, A+ Competencies, CLE’s, Eagle Advantage, stipends for work done outside of PLC time.</p>	<p>Professional Development meeting to determine needs and protocols. Stipend or Eagle Advantage hours will be utilized based on approval.</p>	<p>Mathematics Department under leadership of Jeff Warstler, Brian Hancock, Judith Gurley, Neal Smith, Angela Delph, Jim Whitney.</p>	<p>Applications Classes and Algebra II Major Instructional Objectives will be completed during the 2009-2010 SY. Complete curriculum for those courses will be completed during S1 of the 2010-2011 SY.</p>	<p>Algebra I and Geometry are completed.</p>
<p>2) EoC Reports, PLAN, ACT math data, and common assessment data will be reviewed. Common concept practices will be developed for classroom use and strategies to raise student achievement will be shared with other departments based on the reviews.</p>	<p>EoC Reports, PLAN Item Analysis, and ACT data.</p>	<p>Minimal, as reviews will occur during PLC time. Strategies will be shared with other departments during PLC time or PD days.</p>	<p>Mathematics Department – provide materials. All departments – utilize materials.</p>	<p>Common concept practices will be used prior to the standardized assessments. Strategies will be shared with other departments during the first semester of each year.</p>	<p>To be completed yearly as data becomes available. Common assessments will be administered and reviewed quarterly.</p>

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<p>3) Learning centers, Eagle Time, Parent contact will be used to address low performance of subgroups. Additionally, instructors who work with those students in strategies classes will collaborate with the Math Department.</p>	<p>Eagle Advantage</p>	<p>Minimal</p>	<p>Mathematics Department, Strategies Teachers, CT Teachers.</p>		
<p>4) Cooperative Learning, Identifying Similarities and Differences, Non-Linguistic Representations, Summarizing and Note Taking, and Differentiated Instructional strategies will be used.</p>	<p>Minimal</p>	<p>Professional Development is needed, particularly in the area of differentiated instruction. Cost to be determined by Administration and Building Professional Development Committee.</p>	<p>Individual department members, administrators, TLC's.</p>	<p>Much of the training in differentiated instruction could be accomplished with the aid of the TLC's.</p>	
<p>5) A review warm-up activity and/or problem of the week will be utilized as necessary to maintain and build on prior knowledge.</p>	<p>Individual teacher discretion</p>	<p>Minimal – printed materials</p>	<p>Individual teacher for each specific course</p>	<p>Warm-ups which yield good results will be shared with mathematics department and strategies teachers.</p>	

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Strategies or Specific Actions	Resources Needed & Costs	Professional Dev. Needs & Costs	Person/s Responsible	Notes	Progress
<p>6) Common syllabi will be developed for all math courses and will include such items as methods for collecting and scoring daily work, determining quarter and semester grades, etc.</p>	<p>Faculty and student handbooks</p>	<p>None</p>	<p>JHS Mathematics Department</p>	<p>Common Syllabi will be reviewed and amended as necessary prior to the start of each school year.</p>	<p>Currently in place</p>

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Department: Entire School

Dept. Leadership: Principals, Counselors, PBIS Committee, & Steering Committee

**S.M.A.R.T. Goal:
(Student Performance)**

Joplin High School will increase the graduation rate to 87% in 2015 and will maintain an annual graduation rate equivalent or above the state average. In addition, the attendance rate will increase to 94.5%, discipline referrals will decrease in 2010-2011, and the course passing rates will increase to 95% by 2013.

Diagnostic Data:

Review the drop out rate and graduation rate and estimated grad rate (periodically) throughout the school year. In addition, analyze the course passing rates in every department including courses whereby students have particular difficulty because of learning deficits or engagement for learning. Behavior data will be analyzed throughout the school year.

District CSIP Goal:

Strategies or Specific Actions	Resources Needed & Costs	Professional Dev. Needs & Costs	Person/s Responsible	Notes	Progress
<p>1) Teachers will tutor struggling students before and after school in Learning Centers and in Eagle Time.</p>	<p>Differentiated text materials, Eagle Advantage hours.</p>	<p>PLC development to determine best practices for addressing the learning needs for different students; Eagle Advantage opportunity</p>	<p>All Departments</p>		<p>In progress for 2010-2011</p>
<p>2) Create a school within a school (SWS) component to address the needs of a targeted group of incoming freshman and eventually sophomores in the core academic areas. <i>Response to Intervention strategies will be incorporated.</i></p>	<p>A well developed set of criteria to target specific students for the program and a set of protocols for the teachers working with the students to assist them with their needs. Common planning time for the core teachers working with the students.</p>	<p>Eagle Advantage opportunity for PD, if done outside contract time. Professional development activities for the teachers involved to help them with differentiation, grading practices, etc... ALL Team participation in the district for 2010-2011.</p>	<p>Building Principal, Freshman Principal, Core Teachers, and TLCs.</p>		<p>In progress during the 2010-2011 school year</p>

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Strategies or Specific Actions	Resources Needed & Costs	Professional Dev. Needs & Costs	Person/s Responsible	Notes	Progress
<p>3) Utilize a district wide at-risk flagging system to quickly identify students in need of extra support and incorporate a “graduation coach” philosophy with our Eagle Time teachers to monitor students.</p>	<p>Access to information on the school information system and collaborative time to plan action steps for particular students.</p>	<p>Eagle Advantage opportunity, training for teachers on agreed upon strategies, etc...</p>	<p>Teachers, TLCs, and Administrators</p>		<p>In Progress at the district level for school implementation during the 2010-2011 school year.</p>
<p>4) Teachers in all areas will implement varying strategies and materials to address the learning needs of all students so as to increase understanding and achievement.</p>	<p>Curriculum materials and time to collaborate on student needs.</p>	<p>Professional development in learning strategies, particularly in differentiation and collaborative learning with the help of the Teaching and learning Coaches</p>	<p>Department chairs for PLC, and TLCs, for PD days</p>		<p>In Progress</p>
<p>5) Implement an alternative program for Juniors and Seniors called EAGLE FLEX to help at-risk students earn a high school diploma and job skills for the work place.</p>	<p>Approx. \$150,000 annually</p>	<p>New instructors will be introduced to specialized instruction for the program. Costs to be supported by central office funds.</p>	<p>Building Principal, Senior Principal, Junior Principal, Guidance, and TLCs</p>		<p>Program will begin in the fall of 2010 and will be at its new location.</p>

JOPLIN HIGH SCHOOL – BUILDING SCHOOL IMPROVEMENT PLAN – OCTOBER 2010

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Strategies or Specific Actions	Resources Needed & Costs	Professional Dev. Needs & Costs	Person/s Responsible	Notes	Progress
<p>6) Develop more clubs and organizations to help engage many of our students who have little or no connection to the school in extra or co-curricular activities.</p>	<p>Approximately costs will be \$10,000.00 to at add least 10-15 new clubs and organizations. Eagle Advantage funds will be used to support club sponsors. Grants from foundations will also be written.</p>	<p>Unknown</p>	<p>Building Principal, District Personnel, and Strategic Planning Committee</p>	<p>For 2010-2011 the Freshman Orientation is being updated and reworked to be more parent and students friendly with a recruitment period for clubs and organization in the February 2010 (and each year afterwards).</p>	<p>For the 2010-2011 school year 14 new clubs were introduced by the faculty of JHS and FTC.</p>
<p>7) Enlist of the help of community wide agencies in a more organized manner to help at-risk students with a variety of supports (including student incentives, and support for students in need).</p>	<p>Limited costs Time</p>		<p>Community Development Coordinator, Guidance Counselors, and Administration</p>		<p>There are now four business partners indentified and two faith based organizations for additional student support for 2010-2011. <i>Roper Kia, Eagle Picher, St. John's, Red Hot & Blue, Fellowship Baptist, and Harmony Heights Baptist</i></p>
<p>8) Develop a MO Options prep program in Night School called <i>Night FLEX</i> to help address the needs of students who need the MO Options alternative for graduation.</p>	<p>Provide for two after school instructors for four nights per week. Costs incurred will be typical costs to pay Night Schools.</p>	<p>Time and some professional development needed for GED prep coordination.</p>	<p>JHS Principals</p>		<p>Implemented in 2009-2010 and improved services for 2010-2011.</p>

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Strategies or Specific Actions	Resources Needed & Costs	Professional Dev. Needs & Costs	Person/s Responsible	Notes	Progress
<p>9) Implement Positive Behavior Support Instructional Support wide (PBIS). Work on strategies to improve the attendance rate, reduce tardies, and decrease behavior referrals (<i>Emerging Stage</i>).</p>	<p>Student incentives with costs unknown (as needed). Many incentives to be provided by business partners.</p>	<p>Approx. \$2200 in training and professional development activities.</p>	<p>Ashley Hallmark, Mike Gurley, and the PBIS Committee. In addition, JHS Principals and the entire faculty.</p>	<p>2010-2011 is year two of implementation of PBIS.</p>	<p>The JHS Faculty under the leadership of the PBIS Committee with the JHS Steering Committee will increase exposure to student incentives and policy revisions for 2010-2011.</p>

JOPLIN HIGH SCHOOL – BUILDING SCHOOL IMPROVEMENT PLAN – OCTOBER 2010

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Five year BSIP beginning October 2010 through May

Department: Science

Dept. Leadership: Karisa Boyer & Jay Reed (co-chairs), Mike Gurley- specialist

**S.M.A.R.T. Goal:
(Student Performance)**

The percentage of students scoring proficient or advanced on the Missouri End of Course Science Assessments will meet 60% and will increase 3 Index Points. In addition, the Science PLAN, and Science ACT scores (target 21.7) will improve each year. NOTE: End of course exam targets will be established after receiving operational test data.

Diagnostic Data:

Individual as well as department common assessments will be used to measure student knowledge, skills, and application of scientific concepts and procedures. State assessments, PLAN, and ACT will also be used.

District CSIP Goal:

Strategies or Specific Actions	Resources Needed & Costs	Professional Dev. Needs & Costs	Person/s Responsible	Notes	Progress
<p>1) Required science courses will be aligned with Course Level Expectations.</p>	<p>EATonline curriculum (DOK will be addressed), A+ competencies, Course Level Expectations</p>	<p>Printed materials</p>	<p>JHS Science Department</p>		<p>Reviewed annually</p>
<p>2) Course timelines will be developed for required courses. Common assessments will be administered and analyzed. Team action plans will be developed to address weak areas.</p>	<p>Course level expectations, EATonline, Common assessments item analysis. In addition, common projects/ units of study will be utilized.</p>	<p>Printed materials</p>	<p>JHS Science Department</p>		<p>Reviewed quarterly</p>

JOPLIN HIGH SCHOOL – BUILDING SCHOOL IMPROVEMENT PLAN – OCTOBER 2010

“Duty, Honor, Peace, and Pride: engaging in academics and activities for success.”

Five year BSIP beginning October 2010 through May

Strategies or Specific Actions	Resources Needed & Costs	Professional Dev. Needs & Costs	Person/s Responsible	Notes	Progress
<p>3) Physical Science and Chemistry teachers will develop and incorporate PLAN and ACT type questions, respectively in every common assessment and examine results of PLAN item analysis.</p>	<p>PLAN and ACT practice test items.</p>	<p>Printed materials, science conferences</p>	<p>JHS Physical Science and Chemistry teachers</p>		<p>Reviewed quarterly</p>
<p>4) EOC data, PLAN, and ACT science data will be reviewed and strategies will be developed to address improvement.</p>	<p>EOC data, PLAN, ACT data, activities developed by science teachers</p>	<p>Printed materials</p>	<p>JHS Science Department & TLC's</p>		<p>Reviewed annually in the fall</p>
<p>5) Strategies* will be developed and implemented in required science courses to increase achievement on the EOC exam.</p>	<p>Course level expectations, Released items, activities developed by science teachers</p>	<p>Printed materials</p>	<p>JHS Science Department & TLC's</p>	<p>*see attachment</p>	<p>Reviewed quarterly</p>

JOPLIN HIGH SCHOOL – BUILDING SCHOOL IMPROVEMENT PLAN – OCTOBER 2010

“Duty, Honor, Peace and Pride: engaging in academics and activities for success.”

Five year BSIP beginning October 2010 through May

6) Tutoring will be available before and after school and during Eagle Time.	JHS Science teachers have volunteered for the regular (pre-set) tutoring sessions before and after school.	Eagle Advantage	All science teachers- during Eagle Time; Eagle Advantage teachers before/ after school.		
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ATTACHMENT (as noted in Strategy #5):

Specific Strategies developed to increase achievement in EOC exam

1. Common Assessments – Instructors have produced quarterly common assessments during collaborative meetings that mirror the EOC exam.
2. Bell Ringers - Teachers have developed bell ringer activities that give further review and practice for the performance event section of the EOC exam. *Note:* Performance event accounts for 36% of the test score.
3. Unit review practice questions – A bank of practice questions for each unit will be developed for use as review before the operational exam.
4. Practice EOC exams – Practice EOC exams have been developed for use as review before the operational exam. *Note:* Practice exams mirror the released exam – approximately 22 of the questions from Strand 3, 13 questions from Strand 4, and a 20 point Performance Event Exam questions have also been written at the appropriate DOK level.

Implementation of above strategies

- Common assessments and bell ringer strategies are ongoing throughout the school year.
- Two weeks before the scheduled operational EOC exam, teachers will review their students by first reviewing each tested unit. (Tested units for Biology include: Cell structure and function, Heredity, Ecology) The unit review practice questions will be used during this segment of the review.
- Practice EOC exams along with the released test will be given during the 2 week review to help prepare students for the exam.

JOPLIN HIGH SCHOOL – BUILDING SCHOOL IMPROVEMENT PLAN – October 2010

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Department: Social Science

Dept. Leadership: Andy Ritter and Tobin Schultz

**S.M.A.R.T. Goal:
(Student Performance)**

The percentage of students scoring proficient or advanced on the Missouri assessment will be at least 10% above the state average in year two of the assessment. Each subgroup will score 10% above the state average for their subgroup in year two of the assessment. Additionally, we will increase our MAP index score 3 points from 779.6 to 782.6.
*See BSIP Milestones for specifics as well as other accreditation standardized test scores.

Diagnostic Data:

Individual social science assessments will be used at predetermined grade levels to measure student knowledge, skills, and application of social science concepts and procedures.

District CSIP Goal:

#3 All students and all subgroups of students will improve their knowledge, skills, and application of social science concepts to annually meet the Missouri Annual Performance Report (APR) standards.

Strategies or Specific Actions	Resources Needed & Costs	Professional Dev. Needs & Costs	Person/s Responsible	Notes	Progress
<p>1. Required social science courses will be aligned with GLE’s. US Government will be completed this school year with common units and projects. Lessons will focus on Historical Foundations of US Government Systems, Civic Responsibilities of Individual Citizens, and the roles and duties of political parties and interest groups.</p>	<p>Curriculum Guide, A+ Competencies, Grade Level Expectations</p>	<p>Printed materials and hourly pay for after school services</p>	<p>Andy Ritter and Tobin Schultz Social Science Department Heads Will Keczkemethy Social Science Specialist</p>		<p>Major Instructional Objectives, 2010-2011 and on-going</p>
<p>2. Common concept practices and assessments will be incorporated into required courses at appropriate times and yearly before the related standardized assessments. TLCs and teachers will analyze assessment data. Tutoring will be provided for students identified as performing below accepted levels during Eagle Time and before and after school.</p>	<p>Teaching and Learning Coaches. Develop practice materials to address weaknesses. Use such data to identify students performing below accepted levels. Develop common assessments.</p>	<p>Printed materials and hourly pay for after school services</p>	<p>Andy Ritter and Tobin Schultz Social Science Department Chairpersons-facilitators JHS Social Science Department</p>		<p>Reviewed quarterly and completed prior to the MAP</p>

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Strategies or Specific Actions	Resources Needed & Costs	Professional Dev. Needs & Costs	Person/s Responsible	Notes	Progress
<p>3. United States and Missouri Constitution Tests will be reviewed with data analyzed by teachers and TLCs. Strategies will be developed to address social science objectives.</p>	<p>Activities developed by each department</p>	<p>Printed materials</p>	<p>Andy Ritter Department Chairperson-facilitator</p> <p>JHS Social Science Department</p> <p>Sean McWilliams Tobin Schultz U.S. Government Teachers</p>		<p>Reviewed annually (August-September)</p>
<p>4. A review warm-up activity and/or bell ringer strategy that is tied to the essential standard will be given daily in required courses. ACT type multiple choice questions will be utilized.</p>	<p>Individual teacher discretion</p>	<p>Minimal- printed materials</p>	<p>Individual teacher for each specified course</p>		<p>Reviewed quarterly</p>
<p>5. Common syllabi will be developed for social science courses and will include such items as methods for collecting and scoring daily work, determining quarter and semester grades, etc.</p>	<p>Current syllabi. Faculty and Student Handbooks</p>	<p>Current syllabi. Faculty and Student Handbooks</p>	<p>Current syllabi. Faculty and Student Handbooks</p> <p>Social Students content area leaders</p>		<p>Prior to the student start of the 2009-2010 school year.</p> <p>Reviewed and amended annually</p>

JOPLIN HIGH SCHOOL – BUILDING SCHOOL IMPROVEMENT PLAN – October 2010

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<p>6. Teaching and Learning Coaches will provide professional development opportunities at the regular social studies PLC meetings bi-quarterly to all social studies teachers. Topics addressed will include differentiated instruction, effective teaching strategies, and effective use of data.</p>	<p>Minimal Costs. Consistent time commitment from TLCs.</p>	<p>Minimal</p>	<p>Andy Ritter and Tobin Schultz-Social Science Department Chairpersons-facilitators</p> <p>Individual Teaching and Learning Coaches</p> <p>JHS Social Science Department</p>		<p>Reviewed quarterly, on going.</p>
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