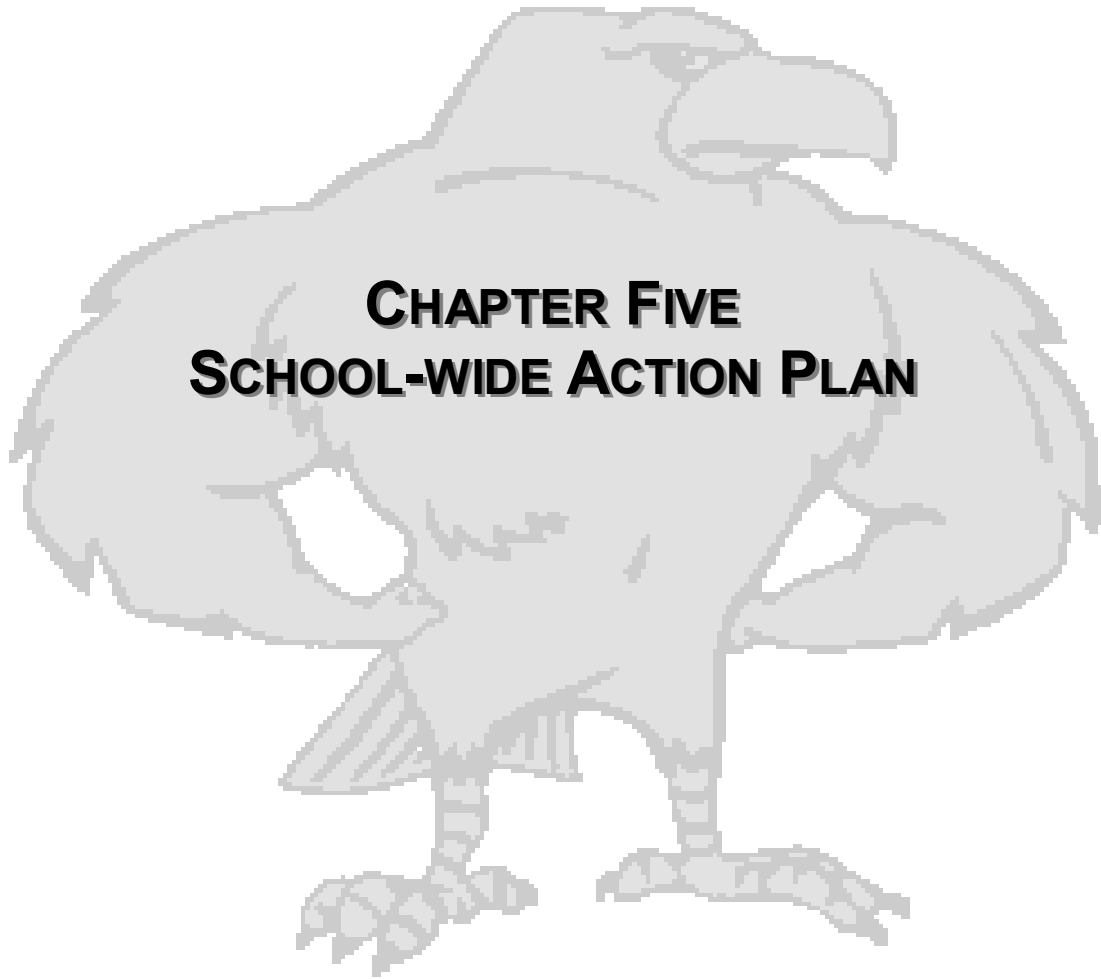


Heights Christian Junior High School



Revised October 2008

HEIGHTS CHRISTIAN JUNIOR HIGH SCHOOL

School-wide Action Plan

The assurance of continued student achievement is the primary objective of the school-wide action plan. The self-study process leading to the 2006 accreditation visit illuminated the need to make a concerted effort in the areas of assessment, technology, professional/staff development and tutoring.

Progress has been made during the 2007-2008 school year towards the implementation of the action items.

Assessment: The standards-based benchmark assessments continued to be refined and teachers were encouraged to increase their use of formative assessments. Harcourt Assessment's Learnia was fully implemented in math. Significant staff development time was dedicated to reteaching strategies.

The model for benchmark assessments did not change significantly and reliability remains a concern. There was a consensus among teachers that we should consider changing the testing schedule to eliminate the quarter end testing sessions. These testing sessions promote a finals type of environment and necessitate a decrease in instruction and homework during that time. A new model that has benchmarks administered during regular class time was discussed.

Teachers agree that a major benefit of the benchmark assessments is the feedback that directs reteaching. The use of warm-ups as a reteaching tool is almost universal among the teachers. This allows for continued progress in the curriculum.

Increasing the use of formative assessments was again mildly successful. A significant amount of staff development time was dedicated to discussing the philosophy of a formative assessment model that includes 80% formative assessment and 20% summative assessments. More teachers indicated they were switching from chapter and unit tests to more frequent and smaller quizzes.

Harcourt Assessment's Learnia was fully implemented in all math classes. Harcourt added more items to the test bank but there is still a concern was that there are not enough items in each math standard. Learnia was not implemented in reading due to a lack of training time for the English teachers. This will be a priority in the next school year.

A search for additional online assessment tools was not successful. Most services provide insufficient test bank items or the lack of customized forms.

Technology: Most of the effort this year was directed at refining the teachers' use of the available technology; however, significant changes include the addition of teacher web sites, the addition of LCD projectors and Mimio devices in each math and science classroom, the purchase of Discovery Channel's UnitedStreaming and the placing of grades on the network. In addition, the use of email as an important communication tool increased significantly.

Staff development time was spent on the teachers' use of PowerPoint and UnitedStreaming in the classroom. Teachers are becoming more comfortable with

the available technology resources. Teacher use of email and network resources has become a regular practice.

LCD projectors combined with Mimio devices provide “smart board” technology in the math and science classrooms. Training was provided for the Mimio device and for content specific utilization. This technology also allows for “snapshots” of class notes and board work that can be printed and/or posted on the teachers’ web sites.

All academic teachers were assigned a school web page and encouraged to post homework and class notes on a daily basis. Links to the teachers’ web sites were posted on the staff section of the school web site. Blogs were used to create the teacher web sites to eliminate the need for an html editor. The comment and reply functions were disabled so that the blog became viewable only. Most of the teachers embraced the web sites and parent response has been favorable.

Teachers can now access their grade folders on the network. Disks are no longer needed. This has been an administrative time saver and a data management and security advance. There are still hurdles to overcome before attendance can be switched to the network. This is an area that will be a priority for the next school year.

Professional Development and Staff Development: Throughout the school year, the DPSS continued to observe new teachers, met regularly with them, and worked with each principal to provide on-going support. She also continued to assist, train and support the second year teachers.

The Principal continued to provide professional support to all academic teachers through frequent classroom observations, written feedback, and end-of-the-year performance evaluations.

FRM has continued to make funds available for continued education and attendance at professional development seminars and conferences. A written procedure for applying for these funds was approved and distributed to all staff. Several teachers have applied for and received aid from FRM.

All academic teachers attended the two-day ACSI conference in November. The Principal attended the ACSI Administrators’ Conference in February. FRM will continue to explore opportunities for teachers to take advantage of these types of professional growth opportunities.

Tutoring: A consensus was reached on a specific tutoring model and was approved during the summer. Implementation is scheduled for the 2008-2009 school year. There will be two types of tutoring offered to all students and there will be no charge to students for either of these services: 1) homework help each morning prior to school in math and English and, 2) math tutoring by appointment during 6th, 7th and 8th periods on Monday, Wednesday and Friday.

Action Item 1: Assessment Plan

Area of Improvement:

To be effective, assessments must be employed strategically as part of a balanced, comprehensive, coordinated system. A balanced assessment system consists of two types of assessments that must work in concert: summative and formative. Each type of assessment has specific purposes, uses and limitations.

The new school-wide assessment plan will focus on the development of the following processes:

- the role of formative assessments in the classroom
- the role of summative assessments in the classroom
- the role of required standards-based benchmark assessments
- the role of standardized tests (SAT10)
- the role of assessment data in the evaluation of the instructional program

Areas of Emphasis for the 2008-2009 School Year:

- Implement the new benchmark assessment testing format
- Introduce authentic assessments in content areas
- Promote the increased use of formative assessments
- Fully implement Learnia in Reading

OBJECTIVE	Who	Resources	Target Date	Date Completed
Objective A: Implement the new benchmark assessment testing format				
Implement the new benchmark assessment testing format	vice principal	Orientation, Staff meetings and In-service	August 2008	August 2008
Objective B: Introduce authentic assessments in content areas				
Introduce authentic assessments in content areas	vice principal	Orientation, Staff meetings and In-service	August 2008	May 2008
Objective C: Promote the increased use of formative assessments				
Promote the increased use of formative assessments	Principal and vice principal	In-service training	October 2008	October 2008
Objective D: Fully implement Learnia in Reading				
fully implement Learnia in Reading	Principal and vice principal	Orientation, Staff meetings and In-service	October 2008	October 2008

Action Item 2: Technology Plan

Area of Improvement:

The next phase of the planned technology expansion can be referred to as the "distribution of technology". Previous efforts have focused on the improvement of the computer lab and administrative technology. While all changes and additions should ultimately improve student learning the current proposal is most focused on the improvement of classroom instruction and staff productivity by improving the classroom teacher's computers and providing a means for multi-media presentations via a DVD or Internet to TV connection. Additional benefits of this expansion is the availability of email on each teacher's desktop, the ability to post grades via the network, and the availability of a redundant wireless network to accommodate the growing number of laptop computers and PDA devices.

The following is a list of some of the changes needed to implement the next phase of technology expansion at HCJH:

- new teacher computers connected to a wall-mounted television
- complete campus-wide network (wired & wireless)
- complete *Accelerated Reader* installation in classrooms and library
- upgrade office productivity software
- upgrade administrative server hardware and software

Areas of Emphasis for the 2008-2009 School Year:

Evaluate and purchase new school information system

Purchase 32 notebook computers and cart

Promote the increased integration of technology in content areas

Fully implement Learnia in Reading

OBJECTIVE	Who	Resources	Target Date	Date Completed
Objective A: Evaluate and purchase new school information system				
Evaluate and purchase new school information system	Principal, Vice principal and COO	Time	December 2008	December 2008
Objective B: Purchase 32 notebook computers and cart				
Purchase 32 notebook computers and cart	Principal, Vice principal and COO	Fundraiser monies	December 2008	Under consideration
Objective C: Promote the increased integration of technology in content areas				
promote the increased integration of technology in content areas	Vice principal & computer teacher	Staff meeting and in-service	October 2008	October 2008
Objective D: Fully implement Learnia in Reading				
fully implement Learnia in Reading	Vice principal & Computer teacher	Staff meeting and in-service	October 2008	October 2008

Action Item 3: Professional Development/Staff Development Plan

Area of Improvement:

Develop and implement an effective professional development plan utilizing outside resources in combination with the current staff development plan

Areas of Emphasis for the 2008-2009 School Year:

- Promote access to funds for Masters Degree and credential completion
- Promote access to funds for professional development seminars and conferences
- Identify On-Site Mentors and train them to provide daily support, as needed, to teachers new to our system.

OBJECTIVE	Who	Resources	Target Date	Date Completed
Objective A: Promote access to funds for Masters Degree and credential completion				
Promote access to funds for Masters Degree and credential completion	Principal/PS Director & Superintendent	District funding & NCLB funds	October 2008	August 2008 & continuing
Objective B: Promote access to funds for professional development seminars and conferences				
Promote access to funds for professional development seminars and conferences	Principal/PS Director & Superintendent	District funding & NCLB funds	October 2008	August 2008 & continuing
Objective C: Identify On-Site Mentors and train them to provide daily support, as needed, to teachers new to our system.				
Identify On-Site Mentors and train them to provide daily support, as needed, to teachers new to our system.	Principal/PS Director & Superintendent	District funding & NCLB funds	October 2008	In process

Action Item 4: Tutoring

Area of Improvement:

Develop and implement an effective academic support system for all students.

Areas of Emphasis for the 2008-2009 School Year:

Implement the new tutoring program

Monitor the use and effectiveness of the tutoring program

OBJECTIVE	Who	Resources	Target Date	Date Completed
Objective A: Implement the new tutoring program				
Implement the new tutoring program	Principal and vice principal	Orientation	August 2008	August 2008
Objective B: Monitor the use and effectiveness of the tutoring program				
Monitor the use and effectiveness of the tutoring program	Principal and vice principal	Tutoring teachers	May 2009	continuing