



# **School Improvement Plan**

## **Middle & High School**

### **August 2009-2012**



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## School Improvement Area: Language Arts (Spanish & English)

### MS/HS

Domain	Specific Action	Responsibility	Indicators of Success	Resources Needed	Status
<b>General</b>	Explore possibility of explicitly implementing Balanced Literacy program in MS/HS ELA and SLA classes <ul style="list-style-type: none"> <li>• Reader’s Workshops</li> <li>• Writer’s Workshops</li> <li>• Guided Reading</li> </ul>	Principal, LA Coordinators, Teachers	<ul style="list-style-type: none"> <li>• Sufficient research into Balanced Literacy program for upper grades by September 2009</li> <li>• Training of teachers in specific BL strategies by December 2009</li> <li>• Initial program implementation by March 2010</li> </ul>	PD money for trainers, travel, and professional resources; LA Coordinators	
	Consistent analysis and use of MAP data to guide language usage and reading instruction	Principal, MAP teacher leader(s)	<ul style="list-style-type: none"> <li>• Ongoing MAP-based discussion</li> <li>• Establishment of grade level and class goals</li> <li>• Use of student goal setting</li> </ul>	MAP training time for new and returning teachers	
	Development and meaningful integration of IEP’s for language instruction, across the curriculum where necessary	Principal, LC Coordinator, Counselor, Teachers	<ul style="list-style-type: none"> <li>• IEP’s created and accessibly maintained by September 2009</li> <li>• IEP’s meaningfully integrated into classroom instruction by October 2009</li> <li>• IEP’s inform discussion at first trimester Three-Way Conferences</li> </ul>	Time; training; Teacher-LC Coordinator communication	
	Effectively use library, audiovisual, and IT resources in instruction and content of English and Spanish classes	Teachers, Librarian, IT teachers, LA Coordinators	<ul style="list-style-type: none"> <li>• Teacher-IT communication</li> <li>• Teacher-library communication</li> <li>• Team teaching in LA classes with librarian or IT teacher</li> </ul>	Meeting time; Availability of library, AV, and IT resources	
	Review and revise learning objectives in English and Spanish areas	Principal, LA Coordinators	<ul style="list-style-type: none"> <li>• Alignment of ELA and SLA standards and benchmarks by October 2009</li> <li>• (Creation of) and alignment of ELA and SLA scopes and sequences by December 2009</li> </ul>	Meeting time	



<b>Reading</b>	Implement instructional strategies for differentiated reading instruction	LC Coordinator, LA Coordinators, teachers	<ul style="list-style-type: none"> <li>All ELA and SLA teachers using strategies for differentiated reading instruction by October 2009</li> </ul>	Time; Differentiated reading instruction materials, training, and support	
	Review and revise Home Reading Program in SLA and ELA	LA Coordinators, teachers	<ul style="list-style-type: none"> <li>Assess historical effectiveness of HRP by August 2009</li> <li>Develop a vision for continuance with modification or discontinuance of HRP by October 2009</li> </ul>	Meeting time; HRP books	
	Cross-reference all library resources by lexile range to facilitate leveled instruction	Librarian	<ul style="list-style-type: none"> <li>All materials cross-referenced by December 2009</li> <li>Workshop for teachers in January 2010</li> <li>All teachers using lexile information by March 2010</li> </ul>	Time; personnel support	
	Offer a student Book Club after school or during elective period	Principal, teachers	<ul style="list-style-type: none"> <li>Teacher club leader identified by August 2009</li> <li>Club offered as after school activity and elective in first trimester</li> </ul>	Teacher leader; meeting space and designated time	
<b>Writing</b>	Full implementation of MS Cross-Curricular Formal English Writing Assessment in ELA, science, and math classes	ELA Coordinator, teachers	<ul style="list-style-type: none"> <li>1<sup>st</sup> round in early September in ELA, science, and math classes</li> <li>2<sup>nd</sup> round in late January</li> </ul>	Meeting time to discuss expectations, plan, and prepare	
	Development of MS Cross-Curricular Formal Spanish Writing Assessment	SLA, teachers	<ul style="list-style-type: none"> <li>Establishment of expectations and strategic plan for project by October 2009</li> <li>Pilot round by December 2009</li> </ul>	Meeting time	
	Development of HS Cross-Curricular Formal English and Spanish Writing Assessments	LA Coordinators, teachers	<ul style="list-style-type: none"> <li>Establishment of expectations and strategic plan for project by October 2009</li> <li>Pilot round by December 2009</li> </ul>	Meeting time	
	Offer a student Newspaper Club after school or during elective period	Principal, teachers	<ul style="list-style-type: none"> <li>Teacher club leader identified by August 2009</li> <li>Club offered as after school activity and elective in first trimester</li> </ul>	Teacher leader; meeting space and designated time	



<b>Listening and Speaking</b>	Develop more activities for authentic listening and speaking experiences in English for ELA Standard 8	ELA Coordinator, teachers	<ul style="list-style-type: none"> <li>• Creation of strategies and activities for teaching listening and speaking skills by October 2009</li> <li>• Consistent use of these strategies and activities in all classrooms, January 2010</li> </ul>	Rigby Books on CD 8-Jack Headphone hubs and stereo in every classroom (10)	
	Research and identify listening comprehension programs, software, and other educational resource	Principal, ELA Coordinator	<ul style="list-style-type: none"> <li>• Investigate listening and speaking skills programs by September 2009</li> <li>• Decide if any or a combination of program(s) is appropriate for CP by December 2009</li> <li>• Plan for acquisition and implementation of program(s) in early 2010</li> <li>• Full implementation by December 2010</li> </ul>	Time for researching and evaluating listening and speaking skills programs; Funding for materials, training and implementation	



## School Improvement Area: Technology

MS / HS

Domain	Specific Action	Responsibility	Indicators of Success	Resources Needed	Status
<b>Institutional Development</b>	Establish a school-wide record keeping and reporting program to serve teacher, student, and parent needs	Director, Principals, IT Coordinator	<ul style="list-style-type: none"> <li>• Select teachers will pilot possible programs from August-December 2009</li> <li>• School will train all teachers in the chosen program before full implementation</li> <li>• Full implementation of program by August 2010</li> </ul>	Software samples; volunteer teachers, biweekly meetings of teachers with IT coordinator	
<b>Professional Development</b>	Update and communicate lists of available hardware, software, and Internet resources to teachers in order to start incorporating technology into each class	IT Coordinator, IT teacher, librarian, Area coordinators	<ul style="list-style-type: none"> <li>• Create a written list in English and Spanish by mid-August 2009</li> <li>• Email updated list to all teachers at beginning of each trimester</li> </ul>	Centralized inventory of resources	
	Use shared drive for saving critical common documents	IT Coordinator, IT teacher	<ul style="list-style-type: none"> <li>• Ten MS/HS teachers will be using shared drive by December 2009</li> <li>• All MS/HS teachers will be using shared drive by June 2010</li> </ul>	Proper set-up and training for use of common file space	
	Facilitate the integration of IT into teaching and learning by creating a cogent PD and training program in both Spanish and English <ul style="list-style-type: none"> <li>• Shared drive on CP server</li> <li>• NWEA website &amp; MAP data reports</li> <li>• PowerPoint</li> <li>• Photoshop</li> <li>• Teacher Blogs</li> <li>• Mimio</li> <li>• Video/Sound Editing</li> <li>• EBSCO</li> <li>• Electronic record keeping</li> <li>• Google tools</li> </ul>	IT Coordinator, Principal, Director	<ul style="list-style-type: none"> <li>• IT Coordinator and principal will outline a syllabus of session topics each August and December based on faculty feedback solicited via an annual survey</li> <li>• Training sessions will be held the third Wednesday of every month</li> <li>• All teachers will hand in a lesson plan to the principal in which they used the new technology training during the month following the training.</li> <li>• Specific Indicators for Teacher Websites/Portals/Blog:                             <ul style="list-style-type: none"> <li>○ All teachers will be trained in creating websites/portals/blogs by September 2009</li> </ul> </li> </ul>	Third Wednesday of each month; computer lab availability	



			<ul style="list-style-type: none"> <li>○ Five teachers will maintain a website/portal/blog from Aug-Dec 2009</li> <li>○ Five teachers will maintain a website/portal/blog from Jan-June 2010</li> <li>○ All teachers will be able to maintain a website/portal/blog during SY 2010-2011</li> <li>○ Students will access and use their teachers' website/portals/blogs at least once a week</li> </ul>		
<b>Use of Technology in the Classroom</b>	Use technology-based instructional methods to deliver curriculum in all four phases of lessons (access prior knowledge, input, student practice, assessment and review)	Principal, teachers	<ul style="list-style-type: none"> <li>● All teachers will use technology-based instructional methods in all four lesson phases monthly by December 2009;</li> <li>● All teachers will do so biweekly by September 2010</li> <li>● All teachers will do so weekly by December 2010</li> </ul>	Time at monthly Area/Grade-Level meetings to share ideas	
	Use technology-based methods to assess student learning summatively and authentically	Principal, teachers	<ul style="list-style-type: none"> <li>● All teachers will develop and use at least one technology-based authentic, summative assessment per semester during SY 2009-2010</li> <li>● All teachers will do so at least once per semester during SY 2010-2011</li> </ul>	Unit plan template, IT teacher support at monthly Area and grade-level meetings on Weds.	
	Integrate the IT curriculum across all subject areas	IT teacher, MS/HS teachers	<ul style="list-style-type: none"> <li>● In SY 2009-2010 students in grades 10-12 will earn their IT course credit by completing an integrated curriculum project in another subject that is team taught by both the content and IT teachers</li> <li>● In SY 2010-2011 students in grades 9-12 will earn their IT course credit by completing an integrated curriculum project in another subject that is team taught by both the content and IT teachers</li> </ul>	IT teacher support at monthly Area and grade-level meetings on Weds.	



## School Improvement Area: Critical Thinking

### MS / HS

Domain	Specific Action	Responsibility	Indicators of Success	Resources Needed	Status
<b>Conceptual Framework / Diagnostic</b>	Research and define the concept of critical thinking and the expectations CP has for developing these kinds of skills	MS/HS Team	Clear description of critical thinking as it applies to all subject areas and grade levels	Specific section team meetings dedicated to this in Aug-Oct 09-10, research materials	
	Assess the extent critical thinking skills are already integrated into each subject area as curricular objectives and instructional strategies	MS/HS Team	Clear picture of gaps in curriculum and instruction in terms of critical thinking	Specific Area meetings dedicated to assessing critical thinking skills, curricular documents	
<b>Curriculum &amp; Co-Curriculum</b>	Review and modify learning objectives to reflect Bloom's taxonomic scale	Principal, Teachers	Standards and benchmarks compel higher-order thinking	Standards and benchmarks, Bloom's taxonomy	
	Cross-Curricular Integration Activities	Area Coordinators, Teachers	1. At least 3 projects are submitted with cross curricular integration. 2. 10% of the objectives in each subject include a cross-curricular theme.	Textbooks, software, other supplementary materials	
	Critical thinking objectives in all subjects	Principal, Teachers	Teachers assess students on the critical thinking objectives as well as content objectives.	Critical thinking standard and benchmarks	
	Integrate Senior Project with the senior curriculum during the year	Gloria, Principal, Senior Teachers	Seniors earn a grade for each trimester, which the Teacher Sponsor computes	Parent Support	
	Redefine all special events to incorporate learning objectives and compel higher critical thinking	MS/HS Team	Specific learning objectives exists for all Subject Nights, assemblies, Panamerican Days, and other events and activities	Planning time and space	
	Implement a Problem Solving Elective Course for Juniors and Seniors	Principal, Teacher	Created and implemented during the 2009-2010 school year.	Curriculum, books	



<b>Methodology</b>	Use Scientific Method or inquiry-based learning in all subjects	Principals, Teachers	Students develop a project in which they develop inquiry-based learning skills	Inquiry-based learning strategies	
	Use academic note cards to promote high level academic vocabulary	Area Coordinators, Teachers	Regular classroom activities to teach and assess this vocabulary in all subject areas	Lists of academic vocabulary, note cards	
<b>Assessment</b>	Authentic summative assessments for each unit	Principal, Area Coordinators, Teachers	Authentic summative assessments that enable students to create and synthesize rather than memorize and regurgitate.	Some Wednesday work time dedicated specifically to assessment development	



## School Improvement Area: Vision & Values

### MS/HS

Domain	Specific Action	Responsibility	Indicators of Success	Resources Needed	Status
<b>Social Responsibility</b>	Create a Values Committee of teachers and administrators to work with STUCO to develop activities with external institutions such as Las Aldeas, La Posada del Peregrino, and Albeiro Vargas	Counselors	<ul style="list-style-type: none"> <li>Values Committee meets by September 2009</li> <li>Values Committee and STUCO develops a timeline of outings and activities with the respective external institution</li> <li>Each section will hold at least one activity per trimester in SY 09-10</li> </ul>	Meeting time; transportation; organized, public calendar of activities; fundraising activities to subsidize the visits; a search for family sponsors	
	STUCO will review the Caring and Sharing Program for potential improvements and ways to link it to the Houses Program	Teachers, STUCOs, administrators	STUCO reviews program by September 2009 and proposes any modifications	Meeting time	
<b>Life-Long Learning &amp; Leadership</b>	Develop an anti-bullying program as well as conduct a review of the way bullying is reported and tracked	Counselors	Decrease in instances of bullying as measured by statistical data on discipline cases as compiled by Dean of Students	External speakers, time in Advisory, student discipline folders	
	Integrate TRIBES into the curricular program of MS	Values Committee	<ul style="list-style-type: none"> <li>Initial training for teachers in during SY 2009-2010</li> <li>Continual follow-up PD sessions during year</li> </ul>	Training, follow-up	
	Develop a program to promote positive verbal and physical treatment among students.	Values Committee	Perceived fewer instances of roughhousing and inappropriate language by end of SY 09-10	Meeting time to discuss expectations, plan, and prepare	
	Maintain retreats in MS & HS	Counselors, teachers	Each class goes on a retreat at least once a year	Subcontracted company, funds	



<p><b>Adaptability</b></p>	<p>Familiarize all teachers, students, and parents in the school community with the new <i>Manual de Convivencia</i></p>	<p>Leadership team</p>	<p>Conduct study sessions for new Manual during teacher pre-planning and first week of school</p>	<p>Meeting time, copies of <i>Manual de Convivencia</i></p>	
<p><b>Passionate Pursuit of Dreams</b></p>	<p>Create a student goal setting protocol whereby each student establishes and assesses progress toward his/her intellectual, spiritual, physical, and emotional goals</p>	<p>Principal, homeroom teachers</p>	<ul style="list-style-type: none"> <li>• Creation of protocol by early August 2009</li> <li>• Student goals established by late August 2009</li> <li>• Students, parents, and teachers assess progress in Three-Way Conferences in late September 2009 and January 2010</li> </ul>	<p>Teacher leader; meeting space and designated time</p>	