

Nemaha Valley High School
 School Improvement Plan
 Cycle 3
 Length of Cycle: 2004-2008
 Year 1: 2004
 Accreditation: 2008

Goal 1: Improve Reading Comprehension	Goal 2 Improve problem-solving skills	Goal 3: Waived by KSDE
<ul style="list-style-type: none"> ▪ Students will use strategies to improve comprehension. ▪ Students will improve vocabulary. ▪ Students will increase their knowledge and use of test taking strategies. 	<ul style="list-style-type: none"> ▪ Students will use a variety of problem-solving strategies. ▪ Students will use reading strategies to facilitate comprehension of math concepts. 	<ul style="list-style-type: none"> ▪ Based on current NCLB guidelines, science will probably become 3rd goal as we approach 2007.

Nemaha Valley High School

School Improvement Plan

2004-2008

READING

Goal #1: Students will increase use of reading strategies to comprehend text.	District Exit Objective: 1, 2, 4, and 7 Kansas State Outcome: 1.2.1 and Persuasive Vocabulary
<p>Statements of Concern:</p> <ol style="list-style-type: none">1. The persuasive subtest has been the lowest of the four subtests for the past five years on the Kansas Reading Assessment.2. The males scored behind the females in all subtests on the 2004 Kansas Reading Assessment.3. Two regular education students scored in the unsatisfactory category on the 2004 Kansas Reading Assessment. <p>Strategies</p> <ol style="list-style-type: none">A. Students will develop vocabulary to improve reading comprehension and fluency.B. Students will apply reading strategies in studying content rich material.C. Students will increase their knowledge and use of test taking strategies. <p>Baseline:</p> <ul style="list-style-type: none">Kansas Reading AssessmentIowa Test of Educational Development11th Grade Reading Performance Assessment <p>Target: In 2007, Nemaha Valley High School students will demonstrate improved use of reading strategies by:</p> <ol style="list-style-type: none">1. Attaining Adequate Yearly Progress for all disaggregated groups;2. Meeting the Standard of Excellence on the Kansas Reading Assessment.	

Goal 1: Students will increase use of reading strategies to comprehend text.

Strategy 1a: Students will develop vocabulary to improve reading comprehension and fluency.

Action Steps	Targeted Population	Results-Based Staff Development	Resources	Timeline: <ul style="list-style-type: none"> ▪ initiate ▪ implement ▪ monitor 	Evidence of Progress
<p>Students will:</p> <ul style="list-style-type: none"> ▪ use several graphic organizers (concept definition map, Frayer model, etc.) to acquire new vocabulary. ▪ learn to use text organizers available in their textbooks as aids to comprehension (e.g., glossary, table of contents, titles, headings, etc.). <p>Teachers will:</p> <ul style="list-style-type: none"> ▪ use graphic organizers to teach challenging vocabulary and concepts at least once per quarter. ▪ use graphic organizers to teach curricular vocabulary and concepts at least once per semester. ▪ review new vocabulary students will encounter in reading assignments. ▪ Introduce Socratic seminar. 	<p>All students</p> <p>All students</p> <p>Language Arts</p> <p>Non Language Arts teachers</p> <p>All teachers</p> <p>Various teachers</p>	<p>Teaching Reading in Content Areas Jan 2004</p> <p>Reading consultant (Vicki Bichard) to work with NV Staff 2004-2005</p> <p>Text Type Review Spring 2004</p> <p>See attached summary</p>	<p><u>Teaching Reading in the Content Area</u> (McRel resources)</p> <p>Inspiration (Graphic Organizer software)</p> <p>See attached bibliography</p>	<p>Initiate: October 2003</p> <p>Implement: 2004-2007</p> <p>Annual Review of Progress: 2005-2008</p>	<p>Examples of graphic organizers or other reading strategies used by teachers for vocabulary development</p> <p>Samples of tests from all content areas showing the inclusion of important vocabulary words and concepts</p> <p>Vocabulary scores on the ITED</p> <p>KS Reading Assessment</p> <p>Language Arts Indicator Checklists</p>

Goal 1: Students will increase use of reading strategies to comprehend text.

Strategy 1b: Students will apply reading strategies in studying content area materials.

Action Steps	Targeted Population	Results Based Staff Development	Resources	Timeline <ul style="list-style-type: none"> ▪ initiate ▪ implement ▪ monitor 	Evidence of Progress
<p>Students will:</p> <ul style="list-style-type: none"> ▪ use graphic organizers to summarize and/or analyze informational text. ▪ use reading strategies to summarize and/or analyze text structures. <p>Teachers will:</p> <ul style="list-style-type: none"> ▪ implement graphic organizers that fit their reading assignments. ▪ integrate at least one strategy listed in the NV School Improvement Portfolio each quarter. 	<p>All students</p> <p>All students</p> <p>Classroom teachers</p> <p>Classroom teachers</p>	<p>Teaching Reading in the Content Area Jan. 2004</p> <p>Text Type Review Spring 2004</p> <p>Reading Consultant 2004-2005</p>	<p><u>Teaching Reading in the Content Area</u> (McRel resources)</p> <p>See attached bibliography</p>	<p>Initiate: September 2004</p> <p>Implement: 2005-2008</p> <p>Annual Review of Progress: 2005-2008</p>	<p>Samples of student-generated graphic organizers</p> <p>Samples of student work utilizing integrated reading strategies</p> <p>Improved student scores on the reading subtests of the ITED and on the KS Reading Assessment</p> <p>Language Arts Indicator Checklist</p>

Goal 1: Students will increase use of reading strategies to comprehend text.
Strategy 1c: Student will increase their knowledge and use of test taking strategies.

Action Steps	Targeted Population	Results Based Staff Development	Resources	Timeline <ul style="list-style-type: none"> ▪ initiate ▪ implement ▪ monitor 	Evidence of Progress
<p>Students will:</p> <ul style="list-style-type: none"> • practice test taking strategies • complete practice assessments similar to the Kansas Reading Assessment. <p>Teachers will:</p> <ul style="list-style-type: none"> • provide direct instruction and/or activities on test taking strategies . • format test questions similar to departmental state assessments on a regular basis. • have students complete a practice assessment each quarter in English I and II covering all 4 text types each year. • complete 4 practice assessments covering 4 text types in English III prior to the reading assessment. 	<p>All students Language arts students</p> <p>Classroom Teachers</p> <p>Non - Language Arts Teachers Language Arts Teachers</p> <p>Language Arts Teachers</p>	<p>Assessment Inservice – Review how constructed -- Annually</p>	<p>Guided Reading Activities</p> <p>State online practice tests</p> <p>Sample Assessments from other states that align with Kansas standards</p> <p>Curricular resources</p>	<p>Initiate: August 2004</p> <p>Implement: 2004-2008</p> <p>Annual Review of Progress: 2006-2008</p>	<p>Copies of student practice tests</p> <p>Improved student scores on the ITBS and on the KS Assessment</p> <p>Language Arts Indicator checklist</p>

Nemaha Valley High School

School Improvement Plan

2004 – 2008

MATHEMATICS

Goal 2: Students will improve their mathematical problem-solving skills.

District Exit Objective: 1, 3 and 4
Kansas State Outcome: 1.4.1, 2.2.2, and 2.1.1

Statements of Concern:

1. Students are consistently scoring lower on the application scores than on the knowledge scores.
2. There were more females than males in the unsatisfactory and basic categories combined on the 2004 Kansas Mathematics Assessments.

Strategies

- A. Students will use a variety of problem-solving strategies.
- B. Students will increase their knowledge and use of test taking strategies.

Baseline

Kansas Mathematics Assessment, performance levels
Quantitative Thinking subtest on ITED
District Mathematics Performance Assessment

Target

1. Attain Adequate Yearly Progress for all disaggregated groups;
2. Attain the Standard of Excellence for the Kansas Mathematics Assessment;
3. Decrease the percent of students who score three or below on the District Mathematics Performance Assessment.

Goal 2: Students will improve their math problem-solving skills.
Strategy 2A: Students will use a variety of problem-solving strategies.

Action Steps	Targeted Population	Results Based Staff Development	Resources	Timeline <ul style="list-style-type: none"> ▪ initiate ▪ implement ▪ monitor 	Evidence of Progress
<p>Students will:</p> <ul style="list-style-type: none"> ▪ Regularly use mathematical problem-solving strategies (identified in NV School Improvement Portfolio). ▪ Complete mathematics performance assessments based on Polya's four step model: Understand, Plan, Solve, Check at least once a quarter. <p>Teachers will:</p> <ul style="list-style-type: none"> ▪ Identify and post Polya's problem-solving model (Understand, Plan, Solve, Check). ▪ Regularly expose students to a variety of problem solving methods and applications. 	<p>All math / science students</p> <p>All math students</p> <p>Math Teachers</p> <p>Math / Science / Vocational Teachers</p>	<p>Staff development on problem solving techniques</p>	<p>Textbooks</p> <p>Math-related web sites</p> <p>Supplemental problem solving books</p> <p>Curricular resources</p>	<p>Initiate Fall, 2004</p> <p>Implement 2005-2008</p> <p>Annual Review of Progress: 2005-2008</p>	<p>Kansas Mathematics Assessment</p> <p>ITED</p> <p>District Performance Assessment</p> <p>Mathematics Indicator Checklists</p> <p>Vocational Indicator Checklists</p>

Goal 2: Students will improve test taking skills in mathematics.

Strategy 2B: Students will increase their knowledge and use of test taking strategies.

Action Steps	Targeted Population	Results Based Staff Development	Resources	Timeline <ul style="list-style-type: none"> ▪ initiate ▪ implement ▪ monitor 	Evidence of Progress
<p>Students will:</p> <ul style="list-style-type: none"> ▪ practice test taking strategies. ▪ complete a practice assessment similar to the Kansas State Mathematics Assessment. <p>Teachers will:</p> <ul style="list-style-type: none"> ▪ provide direct instruction and/or activities on test taking strategies. ▪ discuss test-taking strategies prior to and following each classroom test. ▪ model departmental state assessments on chapter and/or unit tests on a regular basis. ▪ have students complete a practice assessment at least once prior to the Kansas Assessment in Math or Science. 	<p>All math students</p> <p>All math students</p> <p>Math Teachers</p> <p>Math Teachers</p> <p>Math Teachers</p> <p>Math / Science Teachers</p>	<p>Staff development on test-taking strategies and test preparation study methods</p>	<p>Kansas Mathematics Assessment web site</p> <p>Textbook sample standardized tests</p> <p>Web sites on test-taking strategies</p>	<p>Initiate Fall, 2004</p> <p>Implement 2004-2005</p> <p>Annual Review of Progress: 2005-2008</p>	<p>Kansas Math Assessment</p> <p>ITED</p> <p>District Performance Assessment</p> <p>Mathematics Indicator Checklists</p>