Scott County School District 1

SCHOOL IMPROVEMENT PLAN

Austin High School
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Austin, IN 47102
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Faculty & Staff

Alhbrand, Kyle…….....Math
Baker, Joyce…… Secretary
Barrett, Dennis……..……Counselor
Barrett, Shawn…….....Special Ed.
Barrett, Teresa…….……...……Language Arts/Special Ed.
Bush, Joyce……..……..…Media Aide
Carter, Leslie…….…....Study Hall
Childress, Aaron……...Choral/Theatre Arts
Cockerham, Missy……..Treasurer
Daniel, Lindsey……...……...Math & Science
Deaton, Mike……..……..…Athletic Director
Deaton, Dan…….Parent/Teacher Coordinator
Eldridge, Vanessa……...……Tech Assistant
Fraley, Charlie….....Media Center
Gibson, Adam……Business
Haven, Chris……Science
Hawn, Ron…….……..Biology
Herald, Ryan……...…….……...History/Geography/Current Events
Houghland, Jason ……...…Band
Matheis, Seth……..PE/Health
Lapp, Anita……...……...……Counseling Secretary
McNew, Laura…….Foreign Language (Spanish)
Mills, Dustin…….……French
Norrington, Anita…….….Special Education
Plasse, Steve….....Language Arts
Rathert, Angela…….……..Counselor
Richie, Scott…….....Director of Technology
Rigel, Rick…….……..Math
Sterk, Jennifer…….Math
Stuckwish, Ryan……...……Government, Economics, Sociology
Sturgeon, Cassandra……...Family & Consumer Science
Taulman, Erin ……...……...……...……...E2020 Remediation
Trulock, Mike…….Technology Coordinator
Turner, Euleda…….……..Student Publications/Language Arts
Watts, Isaiah…….……..Language Arts
White, Curtis……...…Math
Zacharias, Bradi…….…Art

Sherman Smith, Principal ❖ Wayne Carter, Asst. Principal

Contents

Description of Community, School, & Educational Programs

❖ Community

Austin, Indiana is a small, rural community located in the southeastern corner of the state. The community retains its small town identity, yet is located less than one hour north of the Louisville metropolitan area and just over an hour south of Indianapolis. In 1998 it was determined that Austin, which is part of Scott County, qualified as a Federal Rural Empowerment Zone due to high levels of poverty. Scott County District I, which serves Jennings Township, was designated as part of an Enterprise Community. This designation brought about systematic and collaborative planning at the local level aimed at improving economic and social conditions within this disadvantaged area. The town of Austin was designated a city in January, 2008.

❖ School

Scott County School District I, Austin Schools, is comprised of 31 square miles in area, approximately one fourth of the state average of 123 square miles. The schools are located in Austin, Indiana, which has a population of approximately 4,800 residents. Our families are among the poorest in Indiana; average household income is $31,560, which is considerably lower than the state average of $47,966. Scott School District I has a free lunch and textbook assistance at a rate of 71%, while the state average is 38%.

In December 2000, we completed the construction of a new High School/Middle School. We have 376 students enrolled in our high school, with a staff comprised of 29 certified and 9 non-certified employees. We have twenty-seven instructional classrooms and our centrally located addition to the studio, we are responsible for managing our local community channel, and we

also have a mobile production van. As a result of our recent technology advances and with the help of outside community volunteers (parents), we are able to offer the community live broadcasts of school related events, such as our annual Veterans' Day Program, Music Programs, Sports Events, and numerous Community Events. In addition to our instructional classrooms, we offer a greenhouse, two computer labs, journalism lab with darkroom, three science labs, two family/consumer science classrooms, and one conference room. Our high school/middle school shares an auditorium, cafeteria, three gymnasiums, swimming pool, weight training room, band room, choral room, art room, and an industrial arts area. Our administrative office consists of a principal, assistant principal, athletic director, treasurer, two secretaries, two counselors, three technology coordinators, and a parent/teacher coordinator.

❖ Educational Programs

Our high school serves students from grades nine through twelve. The curriculum is designed to meet the needs of individual students, including remediation courses and special education. Comprehensive programs of instruction are provided in art, business, computer science, foreign language (French & Spanish), health, language art (English, telecommunications, mass media), mathematics, practical arts (family & consumer, science), and social studies. In addition to the practical arts classes, students may elect to take vocational training at Prosser School of Technology in New Albany, Indiana. Special education classes include learning disabilities, emotionally handicapped, and mildly and moderately handicapped. Recognizing the students' need for social interaction, Austin High School provides opportunities for students to participate in a wide variety of co-curricular and extra-curricular activities. These

Austin High School students participate in academic competitions on the local, state, and national levels. They have received recognition in Academic Super Bowl, Spell Bowl, band, vocal music, academic areas of speech, science, social studies, foreign language, journalism, and

mathematics. Our students are given the chance to receive Academic Honors, or Core 40 Diploma. Our school data reflects 41% of students pursuing an Academic Honors Diploma, while the percentage of students pursuing Core 40 Diplomas is 65%, lower than the state average of 75%. Our most recent SAT Average Scores show a score of 922, while the state average is 1003.

2009-2010 Attendance Rates-97.4%

2009-2010 Percentage of students meeting academic standards under ISTEP+-53%

2009-2010 Graduation Rate for Austin High School-58.6%

Statement of Mission, Vision, & Beliefs

❖ Mission Statement

Austin High School is committed to meeting the needs of our students by teaching them to:

- ❖ Use Technology to research, collect, and apply information to everyday life
- ❖ Think, Reason, and solve problems individually and within a group setting
- ❖ Adapt socially and academically in an ever-changing society
- ❖ So that as adults they are lifelong learners and productive citizens in an educational environment

❖ Vision

Austin High School is a community of learners where academic achievement occurs in an environment of trust and respect. With a passion for excellence and people who are empowered and respected, the school community strives for continuous improvement in a community where education is integral to the quality of life, and all stakeholders share a commitment to action and collaborative ownership for learning opportunities.

❖ Beliefs

1. All students can learn.
2. Students learn differently.
3. Each individual has value and deserves respect.
4. Performance is always affected by attitude.
5. Every individual has a responsibility to contribute to society.
6. The primary influence on each student's development is the family.
7. A student's confidence is enhanced by a caring environment.
8. A sense of adaptability is necessary in a changing world.
9. Responsibility entails both rewards and consequences.
10. Learning is a lifelong process.

Benchmarks

Benchmarks have been formed to reflect how and to what extent our school expects to make continuous improvement in all areas of our educational system. Our benchmarks will be used as a measurement of the effectiveness of our School Improvement Plan.

CURRICULUM ALIGNMENT & STANDARDS

The Austin High School curriculum maps will be continually updated to insure alignment with the Indiana State Academic Standards. The curriculum maps will indicate writing, reading and vocabulary activities for each nine weeks and semester.

STATE ASSESSMENT OF SCHOOL CURRICULUM

Student achievement on the ISTEP+ test will increase from 53% average of 2008-2009 to 58% over the next three years.

PARENTAL PARTICIPATION IN THE SCHOOL

Communication about student learning between the school and the parents will be expanded from the current method of mid-term and nine-week grades to include available individualized explanations of ISTEP+ and NWEA scores during spring open house.

SCHOOL & COMMUNITY PARTNERSHIPS

The language arts curriculum will include a speaker's bureau component, which will utilize the skills of individual representatives from the local workforce. This effort will reinforce the need for effective reading/writing skills in the workplace.

TECHNOLOGY AS A LEARNING TOOL

All instructional staff will use technology to enhance student learning within their classroom and document the inclusion in each subject area curriculum map. (See Appendix B for Technology Plan)

SAFE & DISCIPLINED LEARNING ENVIRONMENT

Classroom rules will be established and posted so that all participants in the learning environment understand what is expected of them.

PROFESSIONAL DEVELOPMENT

Professional development opportunities will support and focus on the school improvement process.

STUDENT LEARNING

Student achievement on the ISTEP+ test will increase from 53% average of 2009-2010 to 56% in the next year.

ATTENDANCE RATE

The attendance rate of Austin High School shall be maintained at above the state average over the next year.

Specific Areas of Improvement

School improvement goals, which identify specific areas the school community feels are conducive to their intellectual growth, should be developed within all students. School improvement goals, supportive data, and a rational for implementing them provides the basis for the School Improvement Plan.

The logic for choosing these specific goals is supported by numerous data, i.e., ISTEP+ /GQE scores, End of Course Assessment scores, local writing assessments, STAR Reading scores, Explore scores, Acuity scores, Work Keys scores, and PSAT and SAT scores. These goals are both generalized enough to be implemented school wide as well as offer a focus on real world applications. The simplicity of our goals makes it apparent that the school community believes in a basic approach.

The Student Achievement Objectives of Austin High School are:

- **All Austin High School students will improve their Writing Skills across the curriculum.**

- **All Austin High School students will improve their Reading Comprehension Skills across the curriculum.**

The goals presented were submitted to the North Central Association (NCA) state office at Indiana State University-NCA CASI , Room 1208 School of Education, Terre Haute, IN 47809 and approved for us in the development of our School Improvement Plan.

Specific areas where immediate improvement is needed on ISTEP+ scores are as follows:

Language Arts

These specific areas of concentration are based upon the most recent ISTEP+ data for the school year, specifically the 10th grade results. In addition to these areas, classroom performance reflects a need for improvement in the area of writing. Other areas of concern, which relate to classroom instruction, are as follows:

- Writing across the curriculum
- Development of reading comprehension skills
- Application in both of these areas

*Recent student surveys indicate that one of three students feel they are not ready for the real world in their ability to write.

Statutes & Rules

- ***Statutes and Rules to be waived-NONE***

Description & Location of Curriculum

Austin High School program requirements and course descriptions are on file in the Austin High School counseling center, media center, and our high school central office. This document serves as our curriculum guide and is aligned with the Indiana State Standards.

Assessments Instruments

The following is a listing of the current assessment instruments being utilized at Austin High School:

Ninth Grade

- **EXPLORE:** EXPLORE, typically given to students in grade eight or early in grade nine, serves as the point of entry into ACT's Educational Planning and Assessment System (EPAS). Through common links with two other EPAS components, PLAN and the ACT Assessments, EXPLORE can provide baseline information from which academic growth in high school can be assessed and evaluated. In addition, EXPLORE helps students develop career goals and a program of studies for high school. The EXPLORE program is a curriculum-based assessment program designed to help 8th grade students gain an understanding of their academic development in terms of preparation for college, make the most of their opportunities in high school and beyond, and guide them as they start thinking about future educational and career planning.

EXPLORE assesses academic progress, provides an early indicator of college readiness, helps students understand and begin to explore the wide range of career options open to them, and assist them in developing a high school coursework plan that prepares them to achieve their post-high school goals.

Ninth Grade & Tenth Grade

- **ISTEP+ ECA:** The purpose of the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) program is to measure student achievement in the subject areas of English/Language Arts, Science, and Mathematics. In particular, ISTEP+ reports student achievement levels according to the Indiana Academic Standards that were adopted in November 2000 by the Indiana State Board of Education. The ISTEP+ End-of-Course Assessments (ECAs) are criterion-referenced assessments developed specifically for students completing their instruction in Algebra I, Biology I, or English 10.
- **Acuity:** The comprehensive, award-winning, Acuity® InFormative Assessment™ solution is designed to guide classroom teaching and improve achievement for all students. Acuity is designed to support both interim and formative assessment programs with a unique integration of classroom-friendly assessments, instructional resources, reporting, and customization opportunities. Acuity Assessments are easily integrated into the classrooms. Pre-built Acuity Predictive and Diagnostic Assessments give valuable information about student progress relative to state standards and state accountability exams. In addition, Acuity has customized assessments relative to local curriculum goals. Students can be assessed online or using paper and pencil.

Eleventh Grade

- **PSAT Test:** The Preliminary SAT/National Merit Scholarship Qualifying Test is a co-sponsored program by the College Board and National Merit Scholarship Corporation. The PSAT measures critical reading, math problem solving, and writing skills that the student has been developing throughout their lives.
- **ACT Test: (Optional)** All colleges and universities in the U.S. accept the ACT assessment test. The ACT Assessment is not an aptitude or an IQ test. The questions on the ACT are directly related to what a student learned in high school courses in English, mathematics, and science. The ACT provides valuable information for career and educational planning and a student profile section that provides a comprehensive profile a student's work in high school and their future plans.
- **SAT Test: (Optional)** the SAT test is a standard way of measuring a student's ability to do college-level work. The SAT test helps colleges compare a student's academic achievements with those of students from different schools.

Twelfth Grade

- **ISTEP+ (including GQE Retest)**: The Indiana Statewide Testing for Educational Progress (ISTEP) was created by the Indiana General Assembly in 1987. The ISTEP + requires a norm referenced component that allows comparisons of Indiana student achievement with national norms. The test contains a criterion referenced component that is comprised of: a basic skills assessment containing multiple-choice questions and an applied skills assessment containing short answer or essay questions and the solving of arithmetic or mathematical problems.

- **WorkKeys Test: WorkKeys**® Foundational and Personal Skills assessments provide reliable, relevant information about workplace skill levels. WorkKeys Foundational Skills assessments measure cognitive abilities such as applied mathematics, reading for information, and locating information. WorkKeys Personal Skills assessments are designed to predict job behavior and measure the full potential of individuals.

- **ACT Test: (Optional)** all colleges and universities in the U.S. accept the ACT assessment test. The ACT Assessment is not an aptitude or an IQ test. The questions on the ACT are directly related to what a student learned in high school courses in English, mathematics, and science. The ACT provides valuable information for career and educational planning and a student profile section that provides a comprehensive profile a student's work in high school and their future plans.

- **SAT Test: (Optional)** The SAT test is a standard way of measuring a student's ability to do college-level work. The SAT test helps colleges compare a student's academic achievements with those of students from different schools.

Grade 9-12

- **Local Writing Assessment:** Each student at Austin High School is given a school-wide writing prompt during the fall and spring semesters. The student responses are graded by the trained AHS staff using the ISTEP+ writing rubric. These scores are recorded and used as a means of determining process in the area of writing across the curriculum.

- **STAR Reading:** Determine the reading level of each student, measure individual and class growth, and forecast results on standardized tests with the accurate, reliable, and efficient assessment. The norm-referenced reading scores include grade equivalents, percentile ranks, and normal curve equivalents. STAR Reading determines the appropriate level of challenge for each student to personalize practice and individualize

instruction. It predicts results on high-stakes, standardized tests, including ITBS, CAT, SAT, and TerraNova. Finally, STAR Reading tracks growth in student reading achievement longitudinally, facilitating the kind of growth analysis recommended by the state.

Parental Participation

- Communication with parents involves the progress reports sent at mid-term each nine weeks
- ISTEP+ ECA and STAR Reading summary sheets are used to determine individual student weaknesses in English/Language Arts and Mathematics and are given to parents during the open house as a means of opening a line of communication concerning academic progress.
- Parent volunteers are in important part of our efforts in the music department. This has given many the opportunities to visit our school and become acquainted with our staff.
- Many of the extra-curricular activities utilize parents as volunteers to assist with various projects and events.
- Austin High School staff and administration continues to pursue opportunities for parental involvement within the school community. These parental opportunities will be conveyed to parents through means of local media, school media, as well as open house.

Academic Honors & Core 40 Diplomas

The Indiana General Assembly has made completion of Core 40 a graduation requirement for all students beginning with those entering high school fall 2007. The legislation includes an opt-out provision for parents who determine that their student could benefit more from the General Diploma. The legislation also makes Core 40 a minimum college admission requirement for the state's public four-year universities beginning in fall 2011. Provisions which met the State guidelines and that allow all students to become eligible to earn the Academics Honor or Core 40 diploma are in place at Austin High School.

Summary of Data

Due to the change to spring testing in 2009, AYP was not calculated for 2009.

❖ Annual Performance Report-Austin High School (7629)

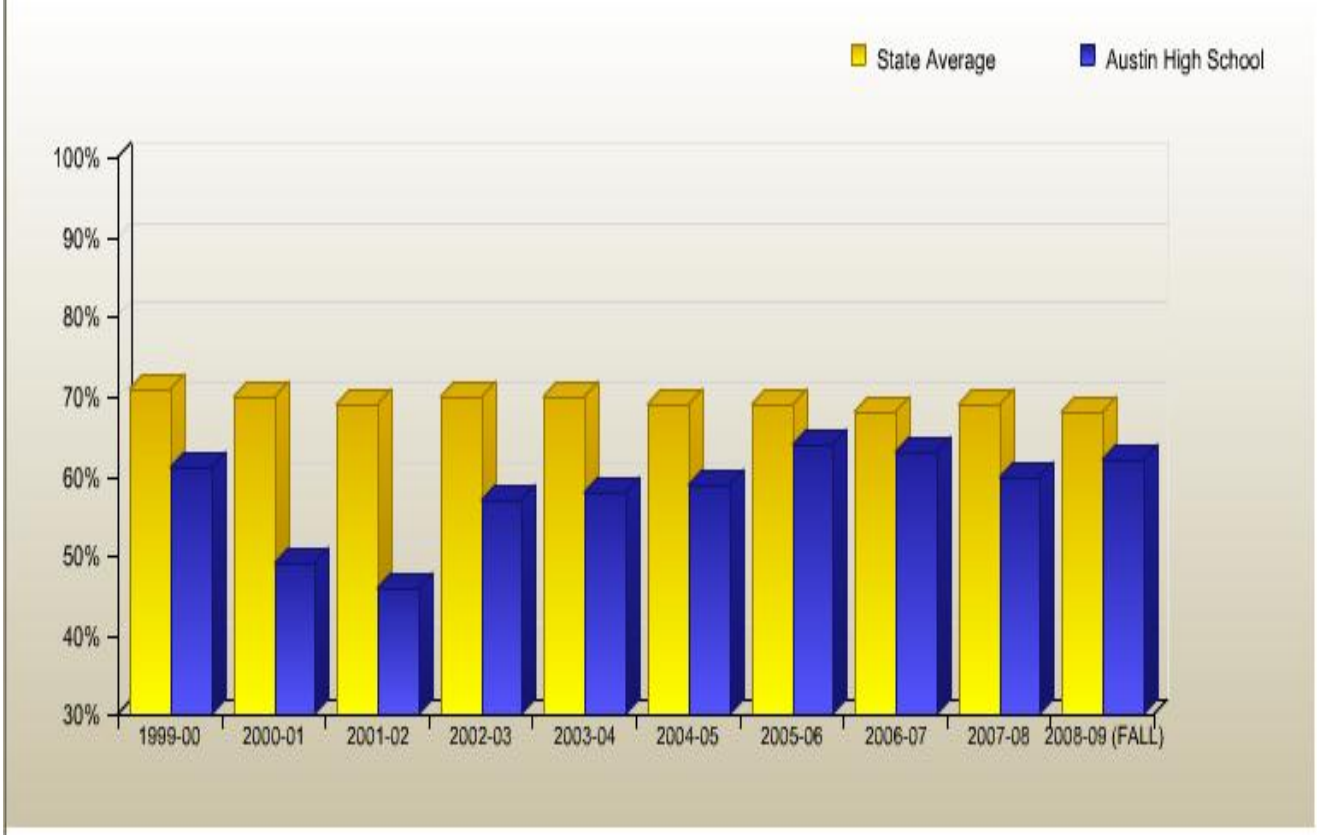
Austin High School, Austin 7629

INDICATOR	School Results '06-07	'07-08	'08-09	'09-10	State Results
Student Enrollment	429	418	388	388	
Grade 10 Percent Passing GQE Math Standard	63	60	44		65
Grade 10 Percent Passing GQE Language Arts Standard	63	60	62		68
Grade 10 Percent Passing Both GQE Standards	52	51	40		58
Percent of graduates who have passed Indiana's GQE	92	95	89		93
Percent of graduates granted waivers for the GQE	8	5	11		7
Percent of 11th and 12th Graders Taking Adv Placement Tests			3		17
Percent of AP Tests with Score of 3, 4, or 5			*		46
SAT Average Score	888	902	922		1003
Percent of 12th Graders Taking SAT	54	55	51		49
Percent Academic Honors Diplomas	24	27	41		31
Percent Core 40 Diplomas	62	63	65		74
Number of International Baccalaureate Diplomas					79
Percent of Graduates Pursuing College Education	54	69	53		76
Graduation Rate	66.9	65.9	58.6		81.5
Attendance Rate	94.5	95.0	97.4		96.1
Number of Students with More Than 10 Unexcused Days Absent	45	44	0		
Number of Students Retained in 9th Grade	2	1	1		
Number of Students who have Dropped Out	0	0	0		
Number of Students Suspended	21	0	0		
Number of Students Expelled	7	0	1		
Number of Expulsions and Suspensions Involving Drugs, Weapons, or Alcohol	2	0	0		

* Data is not reported, less than 5 students were tested

SCHOOL DATA

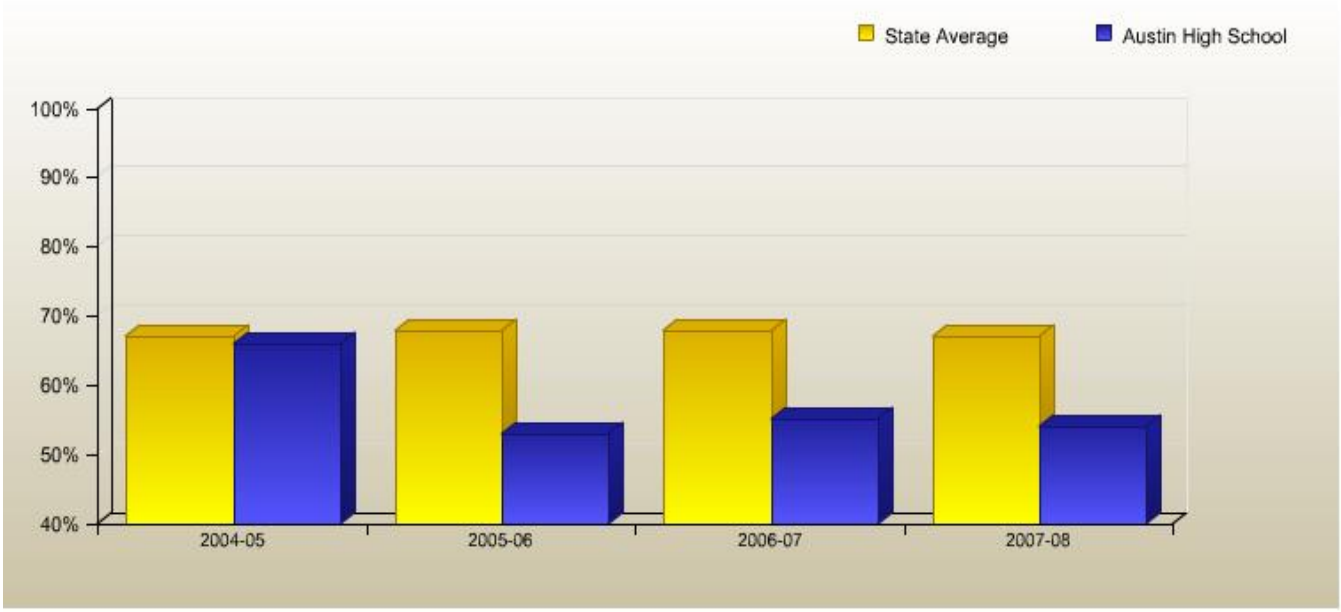
Austin High School, 7629



ISTEP English/LA Grade 10

Year	State Average (Public and Nonpublic)	ISTEP English/LA Grade 10 7629
2008-09 (FALL)	68%	62%
2007-08	69%	60%
2006-07	68%	63%
2005-06	69%	64%
2004-05	69%	59%
2003-04	70%	58%
2002-03	70%	57%
2001-02	69%	46%
2000-01	70%	49%

Documentation



ISTEP English/LA Grade 9

Year	State Average (Public and Nonpublic)	ISTEP English/LA Grade 9 7629
2007-08	67%	54%
2006-07	68%	55%
2005-06	68%	53%
2004-05	67%	66%

Documentation

Conclusions about Current Educational Programming

❖ Information about how the School's Curriculum Supports the Achievement of Indiana Academic Standards

A committee consisting of our principal, media specialist, counselors, all teachers' (grades 9-12), students, parents and community members was developed to review and update curriculum. This committee meets periodically, and as a result, several changes have been instituted. The largest area of change has come from the initiation of the curriculum alignment process. In the fall of 1999 we began our curriculum alignment process, with the assistance of Dr. Kevin Sue Bailey, of Indiana University Southeast. More than ten years later our staff is still very involved in this process. As a result of our TOPHAT efforts we are beginning to focus on the "essential" standards and the inclusion of writing/vocabulary/reading comprehension activities in our curriculum maps. This process remains ongoing for the entire staff. The curriculum of Austin High School continues to be in a constant state of revision and improvement, in order to comply with changing state proficiency guidelines, employment trends, and requirements of higher education, technological advances, and student needs.

❖ Information about how the School's Instructional Strategies Support the Achievement of Indiana Academic Standards

Our student educational needs as well as the Indiana Academic Standards have determined our teaching strategies. Teaching strategies are also based on current effective educational research of Robert Marzano and the given curriculum maps. The curriculum maps are based on the academic standards and are continually updated. An outside consultant, Dr. Kevin Sue Bailey, of Indiana University Southeast, assisted our staff in professional development sessions, as well as our TOPHAT mentor, Dr. Brenda Scheidler, concerning the use

of various teaching methodologies. The staff has used Best Practices-New Standards for Teaching and Learning in America's School by Steven Zemelman, Harvey Daniels, and Arthur Hyde as well as the works by Robert Marzano. These, along with other professional development materials, have been consulted concerning effective teaching models. Our instructional staff makes every effort to insure that we are following instructional strategies, which support the Indiana Academic Standards.

❖ Parental Participation in the School

Our school is a close-knit community where the parents are very supportive and active participants in school-related activities. Parental involvement has increased in recent years due to our active school improvement program. Our school seeks parental input in areas such as: (1) School Improvement Committee, (2) Open House events, (3) Extra-Curricular Programs, (4) Careers Day Program, (5) North Central Committee, and (6) Miscellaneous Grant Committees. We realize the importance of community and parent involvement, and we are constantly aware of the need for their input into school activities.

❖ Technology as a Learning Tool

Austin High School prides itself on being able to offer the most up to date technology to our staff and students. Students are given the opportunity to learn skills that prepare them for both college and real-world experiences. Our students are given the opportunity to learn Excel, Access, PowerPoint, Microsoft Word, Final Cut Pro, PhotoShop, PageMaker, and other software programs. Technology is in constant use within our high school media center. The media center's computer area is used to supplement classroom projects and to serve as a research tool for students**. (Appendix B)**

❖ Safe and Disciplined Learning Environment

Austin High School provides the school community with a safe and disciplined learning environment. This environment is maintained in a number of different ways. As a building structure, Austin High School meets all OSHA requirements; all fire safety standards, all state and local requirements and continuously maintains the building structures. Qualified specialists within those respective areas inspect these systems.

Best Practices in school safety include:

1. Fire drills
2. Tornado drills
3. Nuclear disaster drills
4. Evacuation plan for students with disabilities
5. Lock down drills
6. Teacher supervision mornings/afternoons/continuously

In addition to the implemented safety procedures listed above, the following has been established:

1. School security and surveillance equipment
2. Two way radios carried by all administrators
3. Materials on violence prevention/safe schools/drug abuse for classroom libraries
4. Speakers for classroom and assembly programs (law enforcement specialist trained in youth problem areas)
5. Identification Tags for all school personnel/students
6. Video Surveillance and two way radio in school buses

Austin High School continually strives to maintain a safe and disciplined learning environment for all staff and students by meeting all state and federal guidelines, by providing building "safety" plans and by having an open means of communication for all. (**Appendix A**)

Interventions Based on School Improvement Goals

CURRICULUM ALIGNMENT & STANDARDS

- All Austin High School courses and instruction will be aligned with Indiana State Standards
- Gaps between Indiana State Standards and what is taught will be identified and added to all courses at Austin High School
- In order to ensure a motivating and challenging program of study, instructional staff will keep current in their field by attending professional development conferences and meetings and sharing gained information with colleagues
- The instructional staff of Austin High School will develop a checklist of benchmarks expected for each nine weeks in correlation with Indiana State Standards and the curriculum alignment process
- Austin High School course narratives will be rewritten to include writing and reading comprehension components for each nine weeks
- Professional development opportunities will be offered to our instructional staff to teach them how to include writing, reading comprehension skills, and assessments of the skills within their subject area
- Instructional staff will provide students with a syllabus of course study per nine weeks
- A pre-assessment of benchmarks will be given at the beginning of the nine weeks and a post-assessment at the end of the nine weeks
- Instructional staff will develop and utilize comprehensive assessments of all courses taught at Austin High School

PARENTAL PARTICIPATION IN THE SCHOOL

- Instructional staff will continue to send progress reports at mid-term each nine weeks
- ISTEP+ Essential Skills and NWEA summary sheets that were used to determine individual student weaknesses in English/Language Arts and Mathematics will be given to parents during the open house
- Austin High School staff and administration will continue to pursue opportunities for parental involvement within the school community. These parental opportunities will be conveyed to parents through means of local media, school media, as well as open house

- Parents will be informed of pre and post assessments through means of student progress reports, as well as course requirements, as stated in the syllabus

ATTENDANCE RATE

- Administrative incentive programs will be utilized to promote an improved student attendance.

- Instructional staff will utilize an incentive points program that will encourage students to be on time for class

- Students will be encouraged by instructional staff and administration to place importance on personal time commitments

GRADUATION RATE

- Continue with current informational efforts to encourage students to understand importance of completing a high school education

- Parents and students will be provided with a student handbook which offers a description of an Academic Honors and Core 40 curriculum

- In relation to the world of work, Austin High School students will continue to recognize the importance of an Austin High School diploma

PROFESSIONAL DEVELOPMENT

- Instructional staff will pursue professional development training that will concentrate on the areas of writing across the curriculum and reading comprehension skills.

- Instructional staff will pursue professional development training that will concentrate on the areas of problem solving

STUDENT LEARNING

- First, and foremost, instructional staff will promote the importance of study skills and study habits toward the achievements of academic goals

- Emphasis will be placed upon application of student knowledge in the classroom setting as well as outside the classroom setting

- Instructional staff will utilize classroom strategies that promote completion of writing activities.

- Instructional staff will focus on the understanding and application of what students read in expository text

SAFE /DISCIPLINED LEARNING ENVIRONMENT

- The school community will educate students, parents, and local community on the current discipline plan

- Instructional staff will post and implement classroom rules

- The school community will display the six fundamental goals of Austin High School in all classrooms and encourage students to:
    1. Be responsible learners
    2. Apply mathematical skills
    3. Communicate effectively
    4. Think critically
    5. Utilize technology
    6. Respect themselves and others

TECHNOLOGY AS A TOOL

- Instructional staff will continue to be offered technological training in specific educational and technological areas

- Technological support staff will continually receive training and certification in current operating procedures, program maintenance, and computer repair

- Instructional staff will encourage the understanding of the relationships of other subject areas, technology, and society through cross-curricular activities

School Safety Plan

We have received the INDIANA SAFE HAVEN grant, which provided funding for our school corporation safety plan. The funding was used to add cameras, radios, and other security equipment to our campus-wide security system. The safety procedures followed are in compliance with our district school safety plan and the Indiana Safe Haven program.

**We also receive the Title IV Safe & Drug-Free School grant, which provided funding for our school safety plan by allowing us to purchase materials on violence prevention, safe schools, and drug abuse for classroom libraries and curriculum support. We also use the funds for speakers in the classroom and assembly programs and additional equipment.

***Our school safety coordinator is now under the direction of Mr. Dan Deaton, who also serves as the Parent/Teacher Coordinator. The revisions to our school safety plan are an ongoing process.

School Safety Plan-Austin High School

Austin High School Teachers and Staff:

We do have emergency plans in effect. These should be reviewed periodically, even if we do not have drills.

Two examples of situations that hopefully will never be needed here would simply be cases where:

1. The building needs to be cleared due to a threat or existence of danger. (In this case, the fire drill would be used to evacuate the building).

2. All students and staff should remain in their classroom and lock the entrance door. (In this case the announcement **"Dr. Payne is in the building"**, shall be made or relayed).

In all instances of emergency, the P.A. will be used when possible.

Fire Drill- Exits should be posted near classroom doors. Follow exit paths to location 100 feet away from building. Teachers take roll and remain in charge of class.

Tornado Drill- Rooms toward the interior of the building provide the greatest protection. Interior hallways also may be used in an emergency. Avoid rooms with large ceiling spans. Stay away from glass, doors, and windows. Cover head with books and/or get beneath sturdy desks, tables when possible.

Nuclear Disaster-This will be similar to tornado drills. The greatest protection in both cases is provided in the basement. This access is possible only with advanced warning.

Bomb Threat

RECEIVING THE CALL

1. Record the call (with recorder if possible) note exact time received.
2. Listen for background noise, for noise on the line of coin dropping.
3. Listen for accents, lisp and tone of voice. Attempt to determine age of caller.
4. Keep caller talking and get second person on phone. (Ask caller to repeat).
5. Remember exact words and any emphasis on any words.
6. Immediately write message down and any information about voice, line noise and etc.
7. Notify person in charge.
    a. Do not advise other people.
    b. Don't panic - act calmly.

PREPARATION

1. Have advance permission to notify police.
2. Have advance evacuation plan.
    a. Code to supervisory personnel for bomb threat.
    b. Advance evacuation areas.
    c. Supervisory personnel to scan their respective areas for foreign objects, disturbed areas and etc.
    d. Advance assignments as to what personnel are to remain in evacuation area and what personnel are to report back to area for assistance in search.
    e. If students are permitted to go to lockers prior to evacuation, have them to leave locker doors open.
3. Have floor plans of affected buildings available.
4. Have absentee list available.
5. Have names of delivery companies that have made any deliveries in last 24 hours.
6. Have names of any agitators available.
7. Have available bus drivers.
    a. Drivers available on short notice.
8. Gather personnel that heard threat in central location when police arrive.
9. Instruct personnel not to discuss call with anyone that does not have a need to know.

Evacuation Plan for Students with Disabilities

A. Procedures for warning students and adults responsible for the care of students with disabilities are the same as warnings issued throughout the building.

B. Written instructions for warning and evacuating any student with disabilities requiring assistance beyond that of the general student body will be posted near the door of each classroom or activity center and on the wall of each passage door describing the routes to be taken, the manner students are accounted for and the manner in which they are accounted for.

Students with disabilities will use the assigned routes for the classroom they occupy at the time of the alarm. It shall be the responsibility of the adult in whose charge they are placed to account for them.

C. Each instructor, therapist, or paraprofessional using the room will review on a regular basis the individual plans for each student with a disability who may be in the room, which includes a list of persons who have been assigned to assist the students with disabilities. The plan will also include the exact location where students with disabilities will be taken in any emergency and the procedures to follow to determine if all students are accounted for.

D. If it is determined at the case conference committee meeting that a student with a disability requires special assistance for emergency evacuation, the Individualized Education Plan (IEP) should specify for this student the kinds of assistance that the student will require for evacuation during any school disaster. The case conference committee will determine the school personnel and the number that will be needed to assist the student to reach safety, and this plan will become a part of the student's IEP.

WINTER STORM
The plan for the winter storms, earthquakes, and flash floods will be the same for all buildings coming from the central office.

EMERGENCY LOCKDOWN
This is a time when all students and staff must remain in their classroom and lock the entrance door. (In this case the announcement **"Dr. Payne – is in the building,"** shall be made or relayed).
In all cases of emergency, the P.A. will be used when possible.

POSTED: Students with disabilities will use the assigned routes for the classroom they occupy at the time of the alarm. It shall be the responsibility of the adult in whose charge they are placed to account for them.

DISASTER PROGRAM FOR AUSTIN HIGH SCHOOL

❖ **2008-2009**

1. **FIRES AND EXPLOSIONS**
Fires and explosions are among the most frequent causes of disaster. There is no immunity to fires and schools are no exception. Indiana school law requires each school to establish a fire or emergency evacuation plan and to hold drills to make the plan effective.

PROCEDURES TO FOLLOW:

a. Use regular fire alarm of the school.
b. There is a definite route of evacuation diagram enclosed.
c. Alternate exits also on diagram.
d. The rules and regulations are posted in each room.
e. Evacuation routes are also posted in the building.
f. All items are to be left. The first objective is to clear the building.
g. Check restrooms -South (Boy's) Ron Atkins
South (Girl's) Teresa Barrett

Interior (Boy's) Ryan Herald
Interior (Girl's) Charlie Fraley
North (Boy's) Ryan Stuckwish
North (Girl's) Laura McNew
h. Each teacher should close his or her doors and windows.
i. Building exit guards -South - Rooms 210, 213, 212
South West - Rooms 207, 208, 209
North West - Rooms 201, 202, 203, 204
j. The fire department will know of the plan.
k. Each student will assemble with his or her teacher outside of the building at each designated spot.
l. The maintenance man will shut off all utilities.

2. **TORNADOES**

a. Have radios AM and FM, which will be on constantly. Also have battery radios. Have CB radios from building to building, scanners in the high school and the superintendent's office.
b. Will use the equipment listed above to keep in contact.

3. **TORNADO WATCH**

a. The staff will be notified by the principal or vice principal.
b. Upon receiving the tornado watch we will monitor the radio and scanner.
c. The lookout will be from the office area since it faces the southwest. The secretary and the principal or vice principal will be the lookout.

4. **TORNADO WARNING**

a. We have a radio in the office area, which is on during school hours. Once the warning is given the scanner and radio will be monitored constantly.

b. The warning bell for the tornado will be a designated sound, which is different from the fire alarm sound.
c. The personnel will be notified and the process of protection will begin.
d. The students will proceed to the safe area orderly provided advance warning is given.
e. The doors to the classrooms will be left open, and a chair placed in the door to keep it from blowing shut after everyone leaves the room.
f. Classroom teachers will take roll books to the shelters with them to check attendance.
g. Provision will be made for students or personnel outside to get to their shelter area.
h. There will be a battery-operated radio in the shelter area to receive constant information.
i. The safe position for maximum safety is squatting with hands locked behind back of neck or holding books or clothing over back of neck.

5. **SCHOOL PERSONNEL** WILL BE MADE AWARE OF ESTABLISHED PROCEDURES CONCERNING PROTECTION FROM TORNADOES

a. Tornado routes are posted in each room.
b. Each teacher will discuss the tornado procedures with his class periodically.
c. The maintenance man will be responsible for shutting off the utilities when he is given the signal.

d. Bus drivers will be given instructions on sighting a tornado of what to do while transporting pupils. (1) Move away from tornado path at right angles. (2) Stop bus and place students in a ditch or culvert or under a bridge if one is near.
e. Periodic tornado drills will be conducted and upon completion of each drill, an evaluation will be made.

6. IF THERE IS NOT AMPLE TIME TO EFFECT THE REGULAR TORNADO SHELTER PLAN

a. Go to inside wall of room or interior hallway.
b. Lie down on floor under desks or heavy pieces of furniture.
c. Assume tornado protective position.
d. Avoid windows.
e. Avoid auditoriums, gymnasiums or other structures with wide, free span overheads.

EMERGENCY LOCKDOWN

This is a time when students and staff must remain in their classroom and lock the entrance door. (In this case the announcement "Dr Payne – is in the building," shall be made or relayed).

NUCLEAR DISASTERS

The warning will be a constant ringing of the class bell. The shelter area will be marked and drills will be conducted.
We will proceed with the civil defense that was learned in the manual "Your Chance to Live". This will be according to the master plan of the school.
All teachers will be familiar with the manual.

In all cases of emergency, **the P.A. will be used when possible**.

Scott County School District 1
Technology Plan

Scott County School District 1 (Corp. #7230)
Original Tech Plan Group: Group 1
P.O. Box 9
Austin, IN 47102
Phone: 812-794-8750

Fax: 812-794-8765
Contact: Dr. Kenneth Kidd
kenny@scsd1.com

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Scott County School District 1

Technology Plan 2008

Technology Plan Grant Program

Established by the Indiana General Assembly under IC 20-10.1-25.3, the Technology Plan Grant Program, under the Indiana Technology Fund, provides each eligible school district with funding to implement its technology plan. Beginning January 1, 2002 each Indiana district will have a **three-year** plan that is updated annually. The Indiana DOE administers the program and approves, in consultation with the Corporation for Educational Technology, a school district's plan. This new plan period begins 7/1/08 thru 6/30/11.

Send comments to:

Scott Richie
Technology/Media Coordinator
Scott County School District 1
scott@scsd1.com

Technology Planning Team

The Technology Planning Team has invested approximately 125 hours in the preparation of our 3-year Technology Plan 2006. Our team is committed to lay the foundation of leadership and direction to support and strengthen our learning environment, and promote effective uses of technology for teaching and learning.

As appointed members of the Scott County School District 1 Corporation Technology Planning Team, we believe that this prepared document represents the needs and desires of this community and recommend its approval to the Superintendent, Board of School Trustees and the State of Indiana Technology Plan Review Committee.

Faculty/Staff/Community Team Members

Name	Group Represented	Signature
Jeff Lapp	Parent	
Mary Jo West	Media Specialist	
Scott Richie	Technology Coordinator	
Joyce Bush	Assistant Media Specialist	
Mike Trulock	Technology Coordinator	
Dave Deaton	Middle School Principal	
Frank Myszak	Middle School Faculty	
Ron Atkins	High School Faculty	
Carol Deaton	Elementary Faculty	
Carl Rose	Community Member	

As Central Administration and members of the Board of School Trustees for Scott County School District 1 Corporation, we believe that this prepared document represents the needs and desires of this community and approve this Technology Plan as presented and further recommend its approval to the State of Indiana Technology Plan Review Committee.

Central Administration/School Board Team Members

Name	Position	Signature
Richard Petersen	President	
Darlene Hall	Vice President	
Kathy Morris	Secretary	
Steve Griffin	Member	
Linda Spicer	Member	
Berley Goodin	Superintendent	
Dr. Kenneth Kidd	Asst. Superintendent	

District Mission Statement

Scott County School District 1 is committed to meeting the needs of all students in a safe and supportive environment conducive to their individual intellectual and personal growth. Our district will strive to promote within each student the desire to learn, think, and explore.

Section

Technology Mission Statement

Scott County School District 1 students and adults will maximize learning by utilizing available technology resources to promote individual success in both educational and personal growth.

Technology Vision & Goals

Vision I

Scott County School District 1 students benefit from a corporation-wide effort that offers a coordinated and developmental approach to the use of technology that enhances student learning.

Goal I

Scott County School District 1 will have an active Technology Planning Team, which pursues effective use of technology in the classroom. (Summary Statements 1, 2, 5, & 8)

Vision II

Curriculum alignment is strengthened through the knowledgeable application of technology by all staff. The achievement of educational goals will be enhanced by the staff's understanding of the capabilities of various technologies and their application.

Goal II

All Scott County School District 1 and our community encourage the effect that technology has on community learning. Members of the community are active participants. (Summary Statements 6 & 9)

Vision III

Community members will be actively involved in technology planning and implementation.

Goal III

The Scott County School District 1 community will promote public awareness and knowledge in the educational application of technology. (Summary Statements 6 & 9)

Vision IV

Classroom activities, enhanced through the use of technology, are focused on meeting the individual learning styles and needs of all students.

Goal IV

Teachers will be able to practice a focused and consistent use of technology in the classroom to enhance the student experience and to allow self-paced and/or self-directed learning. (Summary Statements 2, 5, & 8)

Vision V

An effective and on-going professional development program will support, develop and reinforce the necessary technology skills needed to enhance student learning.

Goal V

A technology professional development program will be established and on going. This program will result in the use of technology to enhance the roles of teachers, administrators and classified staff. (Summary Statements 3, 4, & 8)

Vision VI

Communication among students, teachers, administrators, parents, and the community will be on-going concerning the use of technology in education.

Goal VI

Communication among students, teachers, administrators, parents, and the community will be improved. Improved communication will lead to more effective use of technology. (Summary Statements 1, 5, 6, & 9)

Vision VII

The use of technology in the classroom will address and enhance the stated PL221 goals.

Goal VII

To improve higher-order critical thinking skills and writing skills to allow students to enhance their workplace competencies such as information management, inquiry, evaluation, communication, and personal initiative. (Summary Statements 2 & 9)

Technology Summary Statements

1. Our district wide Technology Planning Team, which consists of faculty/staff, administrators, and parents from all three individual schools, meets quarterly; which doesn't provide enough time to communicate effectively the rapid changes of the use of technology in the classroom. (Technology Planning Team Discussion)
2. Current technology use is improving within the classroom and is becoming consistent from staff member to staff member. (Departmental Meeting, Discussion)
3. Instructional Staff has been trained, through local funding, the High Tech 2000 grant, and the Technology Planning grant but feel they need to continually develop and integrate their use of technology into their curriculum. (Departmental Meeting, Staff Survey)
4. Technological Staff receives training in current operation procedures, program maintenance and computer repair. (Departmental Meeting, Discussion)
5. Communication between the Technological Staff and Instructional Staff is not readily accessible and available as needed for classroom projects. (Departmental Meeting, Technology Planning Team Discussion)
6. Further involvement in educational technology has been expressed by outside community members and parents. (Open House, Parent Surveys)
7. By protecting students from unethical, illegal, or inappropriate uses by the Surf control, e86 proxy blocker system, an Internet infiltration system; students are sometimes denied access to pertinent data and information. (Classroom Observance, Discussion)
8. Integration of technology into the curriculum is not uniform across grade levels. (Departmental Meeting, Lesson Plans,)
9. The local business community has a need for our learners to be as knowledgeable and user friendly with technology as possible. (Learning Exchange)
10. Distance Learning Education is currently being implemented; however, most instructional staff will require more training in the use and implementation of this available resource tool in the classroom. (Departmental Meeting, Discussion)

School/Community Information

(School Infrastructure and Infrastructure Plans)

Section

Technology has become an important learning tool for Scott County School District 1 faculty, staff and students. We are committed to making lifelong learning an obtainable goal by promoting effective uses of technology for teaching and learning and by giving access to current and real-world information and tools. We have two technology coordinators, one who is A+ Certified and Network+ Certified, and the other who has a Masters Degree with an endorsement in Computer Science. Also available to our staff are two full time technology assistants, who are taking computer/network training. Our campus has 15 MB over fiber that connect our network to the Internet with access available in all computer labs, offices, classrooms, and libraries. We have a Microsoft Exchange Server, which allows faculty to check their Outlook from anywhere outside our campus. We also have an Internet filtering system, SurfControl, which is used to prevent student access to inappropriate material. We have approximately 492 Windows machines, 25 Mac machines & 7 mobile computer labs in the School Corporation and LAN's in every building, as well as a WAN. The School Corporation has installed 1 mobile unit for all three schools to provide Distance Learning to all students. Accelerated Reader Enterprise Version, Star Reading, Academy of Reading, Academy of Math, Soliloquy Learning, Study Island and NWEA are used to track student progress in reading and math. All libraries use the Surpass system for book processing and the middle school/high school has the Checkpoint security system for book theft detection. STI Data System is used to track all student information such as grades, attendance, and discipline. All schools have I.D. cards, made by the Card Five system, which allows us the capabilities to use in the lunch line, in the library, as an athletic pass, as well as serving as an identification card. We also use the Horizon system for our school lunch system, which tracks each student's meal transactions. For security purposes, we have placed 150 cameras on our entire school campus, using the Integral Technologies DS XPress Security system, which has the capabilities of retaining surveillance records for a month. This tool allows administrators and technology coordinators the opportunity to monitor continuously all campus activities.

Our Central Administration is housed in a new building with approximately seven computer workstations and the Komputrol system. In the Central Administration building is the Superintendent, Assistant Superintendent, Food Director, Treasurer, Book Rental Coordinator, and two secretaries.

In December 2000, we completed the construction of a new High School/Middle School. We have 429 students enrolled in our High School, with a staff comprised of 32 certified and 14 noncertified employees. Our centrally located library provides our students with access to state of the art technology. Not only do we have 27 individual computer stations in our library, but we also house a telecommunications studio, that uses Final Cut Pro to produce and broadcast a weekly show, as well as producing outside videos for the local community. We have Video & DVD Duplication Systems available in the library, which is used to make multiple copies of tapes and DVD's, when businesses/community members need additional copies or staff needs copies of student-produced projects. In addition to the studio, we are also responsible for managing our local community channel, which broadcasts across three counties. The Scala system provides the graphics for the community channel and we are able to schedule videotapes to air through a computer hooked through the Leightronix system. All three gymnasiums, as well as our auditorium, have camera locations to an in-house control room; in which, the control room has fiber optics back to our studio. As a result of these technology advances and with the help of outside community volunteers (parents), we are able to offer the community live broadcasts of school related events, such as our annual Veterans' Day Program, Music Programs, Basketball Games, and other educational events. We have twenty-one classrooms, each with at least five computers with Office 2000 and Internet capabilities. In addition to our instructional

classrooms, we offer a greenhouse, two computer labs with 32 computers in each with LCD projectors, two mobile labs with laser printer, journalism lab with darkroom, three science labs, two family/consumer science classrooms, and one conference room. Each high school classroom has a 32-inch TV, VCR, DVD, phone with voice mail options, and a scan converter available to them as well as Internet access, and email. We have 10 LCD projectors mounted in our Science, Math, and Health classes and two classrooms with SmartBoards. The high school also has a Video Bulletin Board that is updated daily and seen throughout the school and an in-house closed circuit channel, which allows them viewing from a central location in every classroom. Our high school/middle school shares an auditorium, cafeteria, three gymnasiums, swimming pool, weight training room, band room, choral room, art room, and an industrial arts area. Our high school administrative office consists of a principal, assistant principal, athletic director, treasurer, two secretaries, two counselors, three technology coordinators, and a parent/teacher coordinator.

Austin Middle School is a traditional interdisciplinary middle school, serving 334 students from the sixth through eighth grade. We have many advantages typically available only in larger schools. We boast a large library with computer access, three large equipped science labs, a computer lab with thirty-two windows computers equipped with a LCD projector, three mobile labs with a laser printer and a Window XP teacher station in each classroom. Each middle school classroom has a 32-inch television, VCR, DVD, phone with voice mail options, and scan converter available to them as well as being able to access email. Almost every classroom has a ceiling mounted LCD Projector and two classrooms have SmartBoards. Channel One is utilized daily by the middle school students. Software programs, which have been integrated into the middle school curriculum, include Accelerated Reader, Star Math, Accelerated Math and Scholastic Testing. Both students and staff for security purposes use individual logon passwords. The middle school shares the high school telecommunications studio and produces its own weekly show. The middle school also has a Video Bulletin Board that is updated daily and seen throughout the school and an in-house closed circuit channel, which allows them viewing from a central location in every classroom. Our staff is comprised of 27 certified staff and 6 noncertified staff. Our middle school administrative office consists of a principal, counselor, secretary and a parent/teacher coordinator.

Austin Elementary School serves the educational needs of those students living in the extreme southeast portion of Indiana and is comprised only of Jennings Township, which includes the town of Austin. Austin Elementary School serves students in grades K-5 and has a student enrollment of approximately 700 students. There are thirty-two classrooms with 45 certified faculty and 9 noncertified staff housed in our

elementary school. Each classroom has one teacher and one student Windows XP station and Internet capabilities, a 27-inch TV, VCR, DVD, phone with voice mail options, and email access. The elementary also has a Video Bulletin Board that is updated daily and seen throughout the school and an in-house closed circuit channel, which allows them viewing from a central location in every classroom. Our elementary administrative office consists of a principal, an assistant principal, counselor, secretary, nurse, and a parent/teacher coordinator.

The future infrastructure plans for Scott School District I will focus on the established replacement plan. (Replacement plan attachment) The proposed plan will focus on all grade levels (K-12). Existing classroom computers and computer lab stations will be replaced on a rotating basis. Library and administrative stations will also be replaced, as well as technology hub servers. Printers connected with each of the up-dated areas will also be replaced.

Section

How Technology will be used to Support Teaching and Learning

A survey was administered to the staff to determine the current status of our technology needs. The survey was used to determine our teaching and learning needs, as well as the technology professional development of our staff. The survey determined that the level of hardware present in the corporation was highly appropriate, yet a consistent plan for the usage of this technology required updating. The staff of Scott County School District 1 determined the areas of focus should strongly reflect the goals established by the Scott County School District 1 Improvement Plans. Austin Elementary and Austin Middle/High School have adopted the following School Improvement goals: 1) all schools will improve their writing skills across the curriculum and 2) all students will improve their reading comprehension skills across the curriculum. In addition to the School Improvement goals, our needs assessment process indicated other areas of concern. During the needs assessment process, ISTEP+ results, NWEA scores and other student learning assessment tools were examined. Student assessment, coupled with student demographics, also contributed to the determination of our teaching and learning needs.

Goals for Technology Plan

1. **Technology will assist students and teachers in developing and improving basic core skills. (e.g. reading comprehension, writing and problem solving)**

Objective-Technology will assist teachers in assisting students' reading abilities through computer assessments. (For example-NWEA testing)

Objective-Students will improve reading comprehension through the use of programs such as *Academy of Reading/Math, Accelerated Reader* and *Star Reading.*

Objective- Students will improve their writing skills through the use of technology-based programs such as *Criterion, IN Access* and *Inspiration.*

Objective-Use of the Internet for classroom projects will improve students' basic information literacy skills and knowledge in the content areas.

2. **Technology will improve students' communication skills, especially in the area of written communications.**

Objective-Keyboarding skill development will be improved through a sequenced curriculum as well as adequate exposure to word processing.

Objective-A written keyboarding/technology curriculum will be implemented K-12 and age-appropriate software will
be utilized for progression of skill development.

Objective-The use of word processing in all schools will develop the process writing skill required on standardized tests.

3. **Students and faculty in the Scott School District I school system will be able to access, process and produce the latest sources of information.**

Objective-Each building will have a computer lab with high speed Internet access.

Objective-All building media centers will be equipped with an appropriate number of computers and the Internet in order for students to have access to the most recent in formation.

Objective-Computers will be readily available to all students in the classroom for research and for the acquisition of new knowledge.

4. **On-going professional development to support, develop and reinforce the necessary technology skills will result in the use of technology to enhance the roles of teachers, administrators and non-certified staff.**

Objective-Schools will establish a cadre of experts in areas of computer skills, and these teachers will become" learning leaders" within their buildings and the Scott School District I community.

Objective-A technology coordinator will be available at all times to teach corporation personnel new skills and assist in the planning of technology workshops.

Objective-There will be a corporation list serve established to serve as a means of delivery for new technology information to our teachers and staff.

Section

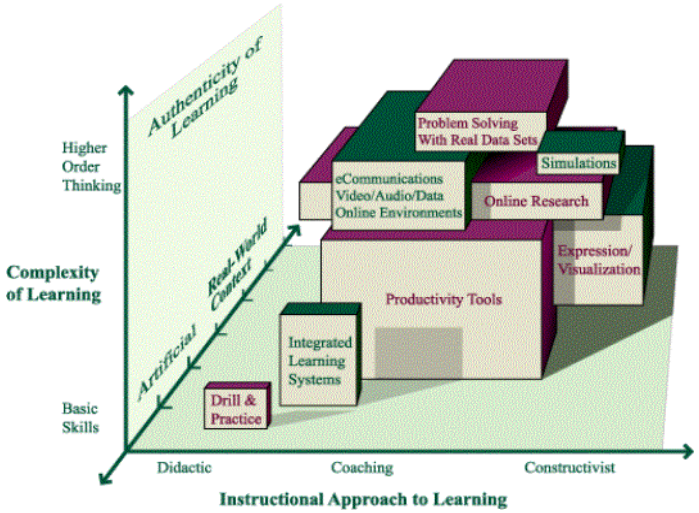
How Scott County School District 1 will integrate Technology and the Internet into the Curriculum

"Curriculum integration with the use of technology involves the infusion of technology as a tool to enhance the learning in a content area or multidisciplinary setting. Technology enables students to learn in ways not previously possible. Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally." (Sections adopted from the National Educational Technology Standards for Students 2002)

Austin Middle/High School and Austin Elementary will focus on established technology and School Improvement goals in forming our integration of technology plan. Teachers in grades 6-12 will refer to the established National Educational Technology Standards and the Indiana Department of Education Technology Standards when developing technology-related curriculum projects. The "range of use" chart developed by the North Central Regional Educational laboratory will also assist School District I teachers in the development of the integration of technology plan.

Different types of software applications lend themselves to higher orders of thinking. Pure Drill and Practice software, while effective in some applications, often does not allow a student to utilize their full range of creative abilities. Other types of programs, such as simulation programs, are very open-ended and encourage creativity but often assume a basic or fundamental understanding of certain topics. The range of use chart below, developed by the North Central Regional Educational Laboratory (NCREL) chart, seeks to help teachers think about how different categories of applications connect to the various levels of thinking and understanding. It looks at the impact of common applications of technology within the context of three taxonomies: complexity of learning, levels of student engagement, and extent of authenticity. The impact of using technology with students is directly influenced by the context- a combination of the instructional approach as well as the complexity and authenticity of the learning activity. The range of use chart may be able to provide some insights into:

- What uses of technology support thinking and learning, from the simple to the complex?
- What instructional approaches work most effectively with which application of technology –and to what effect?



Austin Elementary School

Examples of Activities that focus on Integrating Technology into the Curriculum:

Word-Processing, Spreadsheet and Database/Web-Based Software

- Students and Teachers will use district wide technology programs such as Inspiration in the classroom environment to enhance writing development.
- Teachers use Spreadsheet or database to solve problems, collect and examine data, and report findings.
- Teachers utilize Microsoft Word to develop lesson plans, worksheets, letters, etc.

Multimedia Presentations using PowerPoint

- Students and teachers will present and access information
- Students create presentations and slide shows
- Teachers introduce lesson or tutorials with PowerPoint presentations.

Web Pages

- Calendar of school events
- Faculty Staff pages
- Guided search of Internet

Miscellaneous Ideas

- Develop Web Quests and Map Quests using the Internet
- Use program such as Inspiration to help students and teachers brainstorm ideas.
- Use the computer as a learning center, rotating students during activity
- Have students do group or pair projects and activities on lab computers
- Participate in an Internet project focusing on educational content

Austin Middle School

Examples of Activities that Focus on Integrating Technology into the Curriculum

Word-Processing, Spreadsheet and Database/Web-Based Software

- Students and Teachers will use district wide technology programs such as Inspiration, Criterion and Academy of Reading/Math, in the classroom environment to enhance basic skills such as reading and writing development.
- Students and teachers use spreadsheet or database comparing information or offer a chronological listing of given information.
- Students and teachers use Microsoft Excel or Access to create form letters.
- Students and teachers use Spreadsheet or database to solve problems, collect and examine data, and report findings.
- Teachers utilize Microsoft Word to develop lesson plans, worksheets, letters, etc.

Multimedia Presentations using PowerPoint

- Students and teachers will present and access information
- Students create interactive book reports, presentations, timelines, and slide shows
- Students create video or multimedia portfolios of their work
- Teachers introduce lesson or tutorials with PowerPoint presentations

Web Pages

- Calendar of school/building/classroom events
- Faculty/Staff pages
- Student writing projects
- Guided Search of the Internet
- Student developed Web Pages covering given projects

Miscellaneous Ideas

- Develop Web Quests and Map Quests using the Internet
- Use program such as Inspiration to help students and teachers brainstorm ideas
- Use the computer as a learning center, rotating students during the activity
- Have students do group or pair projects and activities on lab computers
- Participate in Key Pal telecommunication projects
- Participate in an Internet project focusing on educational content.

Austin High School

Examples of Activities that Focus on Integrating Technology into the Curriculum

Word-Processing, Spreadsheet and Database/Web-Based Software

- Students and Teachers will use district wide technology programs such as Inspiration, Criterion and INAccess, in the classroom environment to enhance basic skills such as reading and writing development.
- Students and teachers use spreadsheet or database comparing information or offer a chronological listing of given information.
- Students and teachers use Microsoft Excel or Access to create form letters.
- Students and teachers use Spreadsheet or database to solve problems, collect and examine data, and report findings.
- Teachers utilize Microsoft Word to develop lesson plans, worksheets, letters, etc.

Multimedia Presentations using PowerPoint

- Students and teachers will present and access information
- Students create interactive book reports, presentations, timelines, and slide shows
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- Develop Web Quests and Map Quests using the Internet
- Use program such as Inspiration to help students and teachers brainstorm ideas
- Use the computer as a learning center, rotating students during the activity
- Have students do group or pair projects and activities on lab computers
- Participate in an Internet project focusing on educational content.

Section

Description of the Professional Development Strategies to be used in Providing In-Service to Teachers and Staff of Scott County School District 1

The Indiana Department of Education's Plan for Technology provides seven key strategies. Strategy one states the following: " An effective professional workforce will be continually aware of the ways technology can be used most effectively for enriching and enhancing learning, for exploring new approaches to teaching and learning, and for using it to meet their teaching goals." Educational technology professional development must assist teachers in integrating technology into their curriculum, while also focusing on student learning. Technology professional development must provide support for teachers in the development of alternative structures and approaches to the traditional instructional methods.

Austin Elementary School

Long-Term Education Technology Professional Development Goals

- All professional development activities will be aligned with the school improvement goals

- Professional development activities will focus on the development of research skills including retrieving and printing desired information such as articles from encyclopedias and periodicals which are web-based and effective use of other Internet resources as a teaching tool.
- Teaching staff will be informed of the effective instructional uses of databases and spreadsheets in all curricular areas utilizing Access and Excel.
- Teachers will remain trained and current in the effective instructional uses of publishing information and creating web pages on the Internet.
- Professional development technology training will focus on the effective instructional uses of distance learning opportunities.
- Teachers will continue to expand and remain current in their knowledge of the uses of the computer for classroom administrative tasks.
- The Austin Elementary School in-service plan will include using technology to provide educators with quality in-service opportunities. A professional development team is currently in place and will assist in coordinating all staff development within each building.

Austin Middle School

Long-Term Education Technology Professional Development Goals

- All professional development activities will be aligned with the school improvement goals and linked to other district and school initiatives.
- Professional development activities will focus on the development of research skills including retrieving and printing desired information such as bibliographies and abstracts of articles from encyclopedias and periodicals which are web-based, databases such as INSPIRE and effective use of other Internet resources as a teaching tool.
- Teaching staff will be informed of the effective instructional uses of databases and spreadsheets in all curricular areas utilizing Access and Excel.
- Teachers will remain trained and current in the effective instructional uses of publishing information and creating web pages on the Internet.
- Professional development technology training will focus on the effective instructional uses of telecommunication projects and distance learning opportunities.
- Professional development technology training will focus on the effective instructional uses of student created multimedia projects that deepen the student's understanding of the state academic standards and advance their knowledge of the world around them.
- Teachers will continue to expand and remain current in their knowledge of the uses of the computer for classroom administrative tasks.
- The in-service plan of Scott County School District 1 will include both instructional use of technology and using technology to provide educators with quality in-service opportunities. A professional development team is currently in place in each building and will assist in coordinating all staff development within each building.

Austin High School

Long-Term Education Technology Professional Development Goals

- All professional development activities will be aligned with the school improvement goals and linked to other district and school initiatives.
- Professional development activities will focus on the development of research skills including retrieving and printing desired information such as bibliographies and abstracts of articles from encyclopedias and periodicals which are web-based, databases such as INSPIRE and effective use of other Internet resources as a teaching tool.
- Teaching staff will be informed of the effective instructional uses of databases and spreadsheets in all curricular areas utilizing Access and Excel.
- Teachers will remain trained and current in the effective instructional uses of publishing information and creating web pages on the Internet.
- Professional development technology training will focus on the effective instructional uses of telecommunication projects and distance learning opportunities.

- Professional development technology training will focus on the effective instructional uses of student created multimedia projects that deepen the student's understanding of the state academic standards and advance their knowledge of the world around them.
- Teachers will continue to expand and remain current in their knowledge of the uses of the computer for classroom administrative tasks.
- The in-service plan of Scott County School District 1 will include both instructional use of technology and using technology to provide educators with quality in-service opportunities. A professional development team is currently in place in each building and will assist in coordinating all staff development within each building.

Teachers will be offered the opportunity to attend in state or out of state conferences that stress the integration of technology into the curriculum. Previous technology professional development for grades 6-12 involved the use of a web-based professional development site established for only Scott County School District 1 staff. Teachers will remain current in their use of this site and their contributions to this site.

Effective professional development will require multiple strategies in order to be effective. Through coordination of district and building activities, the focus will be on developing individual professional development plans and working with the leadership at the building level to best support professional development needs of the staff.

Approaches to Professional Development

- ***Conferences*** Example: Indiana Computer Educators Conference
- ***Distance Learning*** Example: PL Connect offered through educational service center
- ***Hands on Training Workshops*** Example: In-house training sessions
- ***Technology Coaches/Mentors*** Example: Each teacher becomes a technology coach

Section

Process of how the need for the Internet, Telecommunications, and Other Technology will be Assessed

The Technology Planning Committees for Scott School District I reviewed several different processes in order to identify the most critical needs for the corporation. The following is a list of the information reviewed.

Austin Elementary School

- **PL221 School Improvement Model**-this is completed as part of PL221 and North Central review process in all buildings. Students' performance data (ISTEP+, NWEA and local assessments) was analyzed in order to develop improvement plans.
- **Updated Inventory**-The technology department records the data, hardware and software needs of the corporation.
- Technology Accomplishments/History-The technology committee reviewed the accomplishment and the technology acquisitions and recorded both areas.
- **My Target**-This survey was completed on-line and shared with the technology planning committee.

Austin Middle School

- **PL221 School Improvement Model**-This is completed as part of PL221 & North Central review process in all buildings. Students' performance data (ISTEP+ and NWEA) was analyzed in order to develop improvement plans.
- **Updated Inventory**-The technology department records the data, hardware and software needs of the corporation.
- **Technology Accomplishments/History**-The technology committee reviewed the accomplishments and the technology acquisitions and recorded both areas.
- **My Target**-This survey was completed on-line and shared with the technology planning committee.

Austin High School

- **PL221 School Improvement Model**-This is completed as part of PL221 & North Central review process in all buildings. Students' performance data (ISTEP+, NWEA, PSAT, and SAT) was analyzed in order to develop improvement plans.
- **Updated Inventory**-The technology department records the data, hardware and software needs of the corporation.
- **Technology Accomplishments/History**-The technology committee reviewed the accomplishments and the technology acquisitions and recorded both areas.
- **My Target**-This survey was completed on-line and shared with the technology planning committee.

NEEDS ASSESSMENT FOR AUSTIN ELEMENTARY SCHOOL

Data Sources	Internal	External	Who will implement?	When?
Student Performance	ISTEP+ Scores,MClass Scores, Acuity Scores, Report Cards, Interview, Classroom Performance	Review School Improvement Goals, Survey Business Community on Graduates Performance/Preparedness	Teachers Aides Principal	Continued Review throughout the School Year
Instructional Strategies	Observations, Survey Teachers, Review Evaluations, Interview Students/Parents, Survey Parents, Review Lesson Plans, Bulletin Boards/Displays, Projects, Grade Level Meetings	Survey Businesses and Parents, Consult Educational Research, Workshops, Conferences	Teachers Principal Students Parents	Scheduled Intervals, Grade Level/Department Meetings
Resources	Building Inventory, Interviews, Compare with Local School Systems	Visitations, Workshops to Identify Needs, Grants	Teachers Principal Students Parents	Throughout the School Year
Staff Development	In-Service Agendas, Visitation Records, Workshops Request/Approval Forms, Interviews,	Consultants, Workshops/Conferences, E-mail, Books	In-Service Committee Teachers Administration Personnel	Ongoing

	Surveys, Mileage Records, Updating of Licensing Records, E-Mail			
Curriculum Integration	Grade Level Meetings, Observations, Interviews, E-Mail, Purchase Records, Library Records, Projects, Displays, Lesson Plans, Workshop Selection	Consultants, Current Research	Teachers Secretarial Staff Business Manager	Throughout the Year Grade Level Meetings

Data Sources	Internal	External	Who will implement?	When?
Curriculum Use	Grade Level Meetings, Interview/Survey Students, Interview Teachers, Review Purchased Materials, Supplies Needed	Survey Businesses	Curriculum Director Teachers Students Business Manager	Throughout the School Year Grade Level Meetings
Management	Building Inventories, Grade Level/Department Meetings	Survey Businesses and Parents, Consult Educational Research, Workshops, Conferences	Technology Coordinators	Throughout the Year Grade Level Meetings
Attitudes/Climate Audit	Survey Teachers/Staff, Observe, Monitor Free-Time Use, In-Service Records, Interviews, Purchase Orders, Report Cards	Survey, Workshops	Teachers Parents Principal Students	Monitored Regularly
Understanding of Technology in Education	In-Service Records, Lesson Plans, Surveys of Parents, Teachers and Students, Workshop Requests	Consultants, Workshops/Conferences, E-mail, Books	Teachers Students Principal	Continued Throughout the Year
Technology Support	Employee Records, Time Sheets, Building Rosters, Interviews, Purchase Orders	University Offering, Research, Workshops	Principal Technology Coordinators	Evaluate Needs Over Summer Employ as Needed
Evaluation	Survey Staff, Students and Parents, Service Contracts, Checklists, Purchase Orders		Principal Teachers Staff	Continual

NEEDS ASSESSMENT FOR AUSTIN MIDDLE SCHOOL

Data Sources	Internal	External	Who will implement?	When?
Student Performance	ISTEP+ Scores, Acuity Scores, Report Cards, Interview, Classroom Performance	Review School Improvement Goals, Survey Business Community on Graduates Performance/Preparedness	Teachers Aides Principal	Continued Review throughout the School Year
Instructional Strategies	Observations, Survey Teachers, Review Evaluations, Interview Students/Parents, Survey Parents, Review Lesson Plans, Bulletin Boards/Displays, Projects, Dept. Meetings	Survey Businesses and Parents, Consult Educational Research, Workshops, Conferences	Teachers Principal Students Parents	Scheduled Intervals, Department Meetings
Resources	Building Inventory, Interviews, Compare with Local School Systems	Visitations, Workshops to Identify Needs, Grants	Teachers Principal Students Parents	Throughout the School Year
Staff Development	In-Service Agendas, Visitation Records, Workshops Request/Approval Forms, Interviews, Surveys, Mileage Records, Updating of Licensing Records, E-Mail	Consultants, Workshops/Conferences, E-mail, Books	In-Service Committee Teachers Administration Personnel	Ongoing

Curriculum Integration	Department Meetings, Observations, Interviews, E-Mail, Purchase Records, Library Records, Projects, Displays, Lesson Plans, Workshop Selection	Consultants, Current Research	Teachers Secretarial Staff Business Manager	Throughout the Year Department Meetings

Data Sources	Internal	External	Who will implement?	When?
Curriculum Use	Department Meetings, Interview/Survey Students, Interview Teachers, Review Purchased Materials, Supplies Needed	Survey Businesses	Curriculum Director Teachers Students Business Manager	Throughout the School Year Grade Level Meetings
Management	Building Inventories, Department Meetings	Survey Businesses and Parents, Consult Educational Research, Workshops, Conferences	Technology Coordinators	Throughout the Year Department Meetings
Attitudes/Climate Audit	Survey Teachers/Staff, Observe, Monitor Free-Time Use, In-Service Records, Interviews, Purchase Orders, Report Cards	Survey, Workshops	Teachers Parents Principal Students	Monitored Regularly
Understanding of Technology in Education	In-Service Records, Lesson Plans, Surveys of Parents, Teachers and Students, Workshop Requests	Consultants, Workshops/Conferences, E-mail, Books	Teachers Students Principal	Continued Throughout the Year
Technology Support	Employee Records, Time Sheets, Building Rosters, Interviews, Purchase Orders	University Offering, Research, Workshops	Principal Technology Coordinators	Evaluate Needs Over Summer Employ as Needed
Evaluation	Survey Staff, Students and Parents, Service Contracts, Checklists, Purchase Orders		Principal Teachers Staff	Continual

NEEDS ASSESSMENT FOR AUSTIN HIGH SCHOOL

Data Sources	Internal	External	Who will implement?	When?
Student Performance	ISTEP+ Scores, Acuity Algebra Scores, Istep+ ECA Scores Report Cards, Interview, Classroom Performance	Review School Improvement Goals, Survey Business Community on Graduates Performance/Preparedness	Teachers Aides Principal	Continued Review throughout the School Year
Instructional Strategies	Observations, Survey Teachers, Review Evaluations, Interview Students/Parents, Survey Parents, Review Lesson Plans, Bulletin Boards/Displays, Projects, Dept. Meetings	Survey Businesses and Parents, Consult Educational Research, Workshops, Conferences	Teachers Principal Students Parents	Scheduled Intervals, Department Meetings
Resources	Building Inventory, Interviews, Compare with Local School Systems	Visitations, Workshops to Identify Needs, Grants	Teachers Principal Students Parents	Throughout the School Year
Staff Development	In-Service Agendas, Visitation Records, Workshops Request/Approval Forms, Interviews, Surveys, Mileage Records, Updating of Licensing Records, E-Mail	Consultants, Workshops/Conferences, E-mail, Books	In-Service Committee Teachers Administration Personnel	Ongoing

Curriculum Integration	Department Meetings, Observations, Interviews, E-Mail, Purchase Records, Library Records, Projects, Displays, Lesson Plans, Workshop Selection	Consultants, Current Research	Teachers Secretarial Staff Business Manager	Throughout the Year Department Meetings

Data Sources	Internal	External	Who will implement?	When?
Curriculum Use	Department Meetings, Interview/Survey Students, Interview Teachers, Review Purchased Materials, Supplies Needed	Survey Businesses	Curriculum Director Teachers Students Business Manager	Throughout the School Year Grade Level Meetings
Management	Building Inventories, Department Meetings	Survey Businesses and Parents, Consult Educational Research, Workshops, Conferences	Technology Coordinators	Throughout the Year Department Meetings
Attitudes/Climate Audit	Survey Teachers/Staff, Observe, Monitor Free-Time Use, In-Service Records, Interviews, Purchase Orders, Report Cards	Survey, Workshops	Teachers Parents Principal Students	Monitored Regularly
Understanding of Technology in Education	In-Service Records, Lesson Plans, Surveys of Parents, Teachers and Students, Workshop Requests	Consultants, Workshops/Conferences, E-mail, Books	Teachers Students Principal	Continued Throughout the Year
Technology Support	Employee Records, Time Sheets, Building Rosters, Interviews, Purchase Orders	University Offering, Research, Workshops	Principal Technology Coordinators	Evaluate Needs Over Summer Employ as Needed
Evaluation	Survey Staff, Students and Parents, Service Contracts, Checklists, Purchase Orders		Principal Teachers Staff	Continual

Section Strategy of how the Overall Program will be Assessed and Evaluated

Evaluation of the overall program will be ongoing. Making evaluation an ongoing part of the technology planning process helps refine instructional goals and document change as you progress. Student and teacher learning outcomes are central to the evaluation process. While standardized test scores are valid for determining achievement, they are not the only valid measurement for the impact that technology has on student learning.

Scott County School District 1 administers an educational technology survey to teachers and administrators. This survey has provided a baseline and a form of an educational technology survey will continue to be utilized each year to measure our needs and growth. The overall technology program will continually be assessed and evaluated by the district technology coordinators in conjunction with the building level computer instructors, principals, and instructional staff. An increase in the comfort level and the use of technology as an extension of instructional practices and daily activities is desired.

The NCREL (North Central Regional Educational Laboratory) scoring guide for students will be used to evaluate the content knowledge and the effective use of technology. This scoring guide was designed for use by teams of evaluators in a collaborative process; however, individual teachers can also utilize the scoring guide.

Other forms of data collection include:

- Formal observations and ongoing anecdotal observations of performance
- Surveys of students, parents, and other teachers
- Student data-student achievement data, students products, numbers of students admitted to college, receiving internships
- Self-evaluation
- Focus Groups

Evaluation will be based on the learning goals and objectives outlined in several documents, including:

- Scott County School District 1's Technology Plan
- Scott County School District 1's Curriculum Plan
- Indiana's State Technology Plan
- Indiana's Curriculum/Standards
- Individual School Improvement Plans
- Other guidelines outlined for state or federal programs

Several groups will be involved in the analysis of the data, both at the district and building level. Some of the groups involved will be:

- Corporation Broad-Based Planning Committee
- Building Level Technology Committees
- Administrators and teachers

Section

Budget

Local amount budgeted for technology during the three-year plan:

Technology Plan
Starting Jan. 2009

- Hardware $130,000 (Copiers-$20,000 of this amount)
- Software $50,000
- Professional Development $150,000 (Tech Personnel)
- Telecommunications $50,000
- Maintenance of Technology $100,000 (Tech Personnel)

Technology Plan
Starting Jan. 2010

- Hardware $130,000 (Copiers-$20,000 of this amount)
- Software $50,000
- Professional Development $150,000 (Tech Personnel)
- Telecommunications $50,000
- Maintenance of Technology $100,000 (Tech Personnel)

Technology Plan
Starting Jan. 2011

- Hardware $130,000 ($Copiers-$20,000 of this amount)

- Software $50,000
- Professional Development $150,000 (Tech Personnel)
- Telecommunications $50,000
- Maintenance of Technology $100,000 (Tech Personnel)

Scott County School District 1
Technology Replacement Plan
2009

Planned Expenditures:		
33	**Computers (H.S. Windows Lab)**	**$33,000**
24	**Computers (Upper Elementary School-Open Lab #20)**	**$24,000**
1	**Data & Fiber Network Switches for Upper Elem. Lab #20)**	**$16,000**
1	**Servers (Admin., Lunch, Renaissance)**	**$ 16,000**
5	**Tech Personnel Computers**	**$ 7,500**
Total Computer Expenditures		**$92,500**
1	**Total Telecommunications Expenditures (includes CISCO switches, Network for VoIP)**	**$50,000**
1	**Software (Office, Soliloquy, Academy of Reading & Math)**	**$50,000**
1	**Copier Expense (Repairs, Maintenance & Purchase)**	**$20,000**
1	**Professional Development (Tech Personnel)**	**$150,000**
1	**Maintenance of Technology (Tech Personnel)**	**$100,000**
Total Tech Personnel Expenditures		**$250,000**
1	**Miscellaneous Expenditures & Repairs**	**$ 17,500**
Total Expenditures for year 2009		**$480,000**

***Computers include Current Windows Operating System & Current Office Software**

Technology Replacement Plan
2010

Planned Expenditures:		
33	**Computers (High School Room 217 Lab)**	**$33,000**
24	**Computers (Upper Elementary School-Open Lab #19)**	**$24,000**
26	**H.S. Library**	**$26,000**
4	**Network Servers**	**$16,000**
Total Computer Expenditures		**$99,000**
1	**Software (Office, Soliloquy, Academy of Reading & Math)**	**$50,000**
1	**Copier Expense (Repairs, Maintenance & Purchase)**	**$20,000**
1	**Total Telecommunications Expenditures (includes**	

	CISCO switches, Network for VoIP)	**$50,000**
1	**Professional Development (Tech Personnel)**	**$150,000**
1	**Maintenance of Technology (Tech Personnel)**	**$100,000**
		$250,000
1	**Incidental Expenditures**	**$ 11,000**
Total Expenditures for year 2010		**$480,000**

***Computers include Current Windows Operating System & Current Office Software**

Technology Replacement Plan
2011

Planned Expenditures:

12	**M.S. Computers (Library)**	**$12,000**
8	**M.S. Computers (Journalism Lab)**	**$ 8,000**
23	**Office Computers (K-12)**	**$ 23,000**
8	**Administration Computers**	**$ 8,000**
3	**Network Servers**	**$ 12,000**
Total Computer Expenditures		**$ 63,000**
1	**Printers (15 printers inK-12)**	**$17,000**
1	**Video Surveillance & Equipment**	**$30,000**
		$47,000
1	**Software (Office, Soliloquy, Academy of Reading & Math)**	**$50,000**
1	**Copier Expense (Repairs, Maintenance & Purchase)**	**$20,000**
1	**Total Telecommunications Expenditures (includes CISCO switches, Network for VoIP)**	**$50,000**
1	**Professional Development (Tech Personnel)**	**$150,000**
1	**Maintenance of Technology (Tech Personnel)**	**$100,000**
		$250,000
Total Expenditures for year 2011		**$480,000**

***Computers include Current Windows Operating System & Current Office Software**

Professional Development Plan
Austin High School

Professional Development Goal

The instructional staff at Austin High School will become more proficient in instructional skills concerning the areas of Writing and Reading Comprehension. These areas of concern are based on our analysis of data regarding our student learning. (insert Frank) Continuous learning will be embedded in practice by means of our professional development procedures indicated below. These strategies and activities reflect continual pursuit of professional development opportunities which will emphasize improvement of student learning. Our professional development activities will be aligned with our participation in the TOPHAT program sponsored by the Indiana Department of Education. These efforts reflect the nine instructional strategies found in What Works in Schools and Classroom Instruction That Works by Robert Marzano. Our professional development activities are collaboratively designed by the staff of Austin High School. Our staff will continually evaluate the effectiveness of our professional development efforts through means of self-evaluation, review of students assessment tools, noting progress on both state and local means of assessment. One additional tool to increase student learning is the implementation of ICU, The Power of ICU By Hill and Nave is a program that helps end students apathy to increase student engagement and responsibility. We will also implement a plan to try to deter student failure with Implementing RTI Successfully in Your Middle/High School by Carney-Heath, Dudley, Brown, and Preston.

Areas to be addressed by professional development activities and strategies

CURRICULUM ALIGNMENT & STANDARDS

Professional development opportunities will be pursued so that all instructional staff will be able to:

Priority Area

- Include reading comprehension skills and writing skills within their subject area, as well as assessment tools
- Conform to the Indiana State Academic Standards and use the student writing rubric from ISTEP+ ECA
- Educate instructional staff on the Indiana Writing Initiative writing process
- Incorporate Marzano's Nine Instructional Strategies in to existing curriculum.
- Incorporate Hill's ICU in to existing data analysis.

Areas of Concern

- Concentrate on aligning materials taught with state standards
- Generate a checklist of benchmarks for student learning within each instructional area
- Record all writing/reading comprehension activities within the curriculum maps.

TECHNOLOGY AS A LEARNING TOOL

Priority Area

- Professional Development opportunities for continued technological training and integrated use of technology in classroom activities that will focus on Writing Skills and Reading Comprehension Skills.
- Implement E2020 to remediate students who failed the ISTEP+ECA and enhance ACT/PSAT college prep students.

STUDENT LEARNING

Professional Development opportunities will be pursued to help instructional staff educate students on how to:

Priority Areas

- Apply knowledge to academic and everyday settings
- Possess study skills and study habits
- Improve writing skills across the curriculum
- Complete given academic tasks and take the initiative for learning
- Understand and apply what they read in expository text.

EVALUATION*

School Goal #1 as addressed in School Improvement Plan

Statement of School Goal:

All Austin High School students will improve their Writing Skills across the curriculum.

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

ISTEP+ ECA findings reflect a below average score relative to minimum passing scores in the areas of writing development and language-in-use writing. The NWEA scores for the 9th and 10th

grade students reflect a negative growth index in the areas of language arts and reading. These results, in addition to classroom finding, indicate a need to improve our students' writing skills.

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

Instructional staff will increase their knowledge base and skills level in teaching writing across the curriculum. As a result of the improvement in this knowledge base, teachers will have a more confident attitude toward writing in the classroom. Several faculty members have been trained in the IWIN methods. In-house training models have been implemented concerning the IWIN program and these methods will be utilized in grades 9-12. Teachers have also received professional development in reading comprehension, writing and vocabulary use in the classroom as a result of our TOPHAT training.

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 is quantitative, state the numerical goal you hope to achieve.)

Evaluation of the effectiveness of our professional development training will be reflected in an improvement of our student scores on norm-referenced based testing tools such as the ISTEP+, NWEA, SAT, and the PSAT.

<u>EVALUATION*</u>

School Goal #2 as addressed in your School Improvement Plan

Statement of School Goal:

<u>All Austin High School students will improve their Reading Comprehension Skills across the curriculum.</u>

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

ISTEP+ results indicate immediate improvement is needed in the following area: reading comprehension. The NWEA 9th and 10th grade scores reflect a negative growth index in the area of reading. Classroom results across the curriculum also indicate the need for student's improvement in the area of reading comprehension.

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

Instructional staff will be exposed to new instructional methods in the area of reading comprehension. . The staff will be aware of the skills required to effectively instruct students in the area of reading comprehension and vocabulary use in the classroom. Instructional staff will recognize the importance of reading comprehension across the curriculum.

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.

Evaluation of the effectiveness of our professional development training will be reflected in an improvement of our student scores on norm-referenced based testing tools such as the ISTEP+ECA, local assessments and the PSAT. We hope to show a 2% increase in our scores over a three-year period.