

HICKMAN MILLS C-1 SCHOOL DISTRICT SCHOOL IMPROVEMENT PLAN

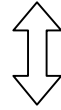


Hickman Mills High School

2005-2009

May 2007 revised

MISSION



VISION



DATA ANALYSIS



DISTRICT-CSIP

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN



**SCHOOL
IMPROVEMENT PLAN**



PROFESSIONAL DEVELOPMENT PLAN



Accountability

"Greatness is not a question of implementing a new program or addressing the latest trend, but is rather a question of unrelenting perseverance in continuing improvement, a perseverance that is often lacking in school systems."

**Jim Collins
Good to Great**

Hickman Mills C-1 Mission Statement

The Mission of the Hickman Mills C-1 School District is to educate all children to become lifelong learners.

HICKMAN MILLS C-1 SCHOOL DISTRICT VISION

In order to accomplish the Mission of the Hickman Mills C-1 School District, the Board of Education is committed to:

- Educating all students to achieve high levels of academic performance while fostering positive growth in social and emotional behaviors and attitudes essential to succeed in our diverse and competitive society.
- Involving schools, families, businesses, and community as partners in preparing our students for lifelong learning.
- Securing sufficient resources to provide the best educational opportunities for students through an equitable financial plan while being cost-responsive.
- Hiring and developing administrative, certified, and classified personnel who recognize and foster the unique academic potential of each student.
- Ensuring the most efficient use of district facilities to enhance the learning environment and academic achievement for our students.
- Becoming well-informed on educational and community issues in order to determine the best direction for our school district.

Hickman Mills High School's Mission:

The Mission of the Hickman Mills High School is to educate all children to become lifelong learners.

Vision Statement:

Hickman Mills High School Vision Statement

An Exemplary A+ High School

As Hickman Mills High School seeks to be a respected A+ high school, we hold a common vision. The following vision statement is intended to provide the standards that Hickman Mills high School will strive to achieve and maintain.

I. Curriculum and Instruction

An exemplary school provides students with common core curriculum complemented with a variety of elective courses and co-curricular activities. This balanced program stimulates intellectual curiosity, requires students to demonstrate that they have learned how to learn, and enables them to become productive and effective citizens. The school analyzes available data, articulates the outcomes it seeks for all of its students and monitors each student's attainment of those outcomes through a variety of indicators. In such a school, the curriculum and instruction includes:

- A. Research-based instruction as learned through Closing the Achievement Gap training; including: six-step method of vocabulary learning, anticipation guides, and QAR's
- B. District curriculum and pacing guides
- C. Common assessments
- D. Engaged, project-based learning
- E. MAP preparation
- F. Remedial programs including: READ 180 and Pre-Algebra
- G. School to career transition including work with the Career Consortium
- H. Valued co-curricular activities
- I. Actions to meet goals of community and national standards
- J. A+ curriculum standards and achievement
- K. Effective communication skills.

II Attention to Individual Students

The effectiveness of any school is assessed on the basis of the conduct, character, and achievement of its students. In an exemplary school, students are:

- A. Reading at grade level
- B. Proficient with math skills
- C. Prepared for post-secondary experience
- D. Knowledgeable about where to find information
- E. Socially and emotionally healthy
- F. Eager to learn
- G. High achievers
- H. Self-determined and confident
- I. Motivated to become life-long learners
- J. Accountable
- K. Capable of conflict resolution

III. Personnel

An exemplary school operates on the premise that a school can only be as good as the personnel that it employs. Therefore, the Board and Administration are committed to recruiting and retaining individuals with exceptional expertise in their respective fields. In such a school all personnel are:

- A. Accountable
- B. Role models
- C. Prepared
- D. Professionals who demonstrate collegiality
- E. Actively collaborative with their colleagues. Time is provided for team and departmental collaboration.
- F. Effective communicators

IV. Community Partnerships

An exemplary school maintains partnerships with parents, residents, businesses, government agencies, and other educational systems. It strives to develop the community's allegiance to an ownership in the school. In such a school:

- A. Curriculum meets the needs of the community it serves
- B. Diversity is welcomed
- C. Community participates in the school by attending programs, volunteering service, and assisting in the processes that have been designed to enhance the various aspects of the school
- D. Parents play an active role in the education of their children, monitor the academic performance, and work with teachers to emphasize the importance of education of education
- E. School is community friendly and involved
- F. Businesses reinforce the relevance of the academic and co-curricular programs and provide a direct link between the school and the workplace

V. School Climate

An exemplary school provides a warm, inviting climate that enables students to enjoy their high school experience and result in a shared sense of pride in their school. In such a school there exists:

- A. Safe and positive environment
- B. School spirit and pride among all students and staff
- C. Consistent discipline
- D. Regular, punctual attendance

VI. Facility and Materials

An exemplary school provides facilities that meet the needs of the school and community by providing:

- A. Appropriate technology to meet the needs of students who are preparing for their future.
- B. Well-maintained, useful facilities, furnishings, and equipment
- C. Adequate classroom and storage/work space
- D. Up-to-date textbooks in sufficient supply
- E. Wireless school

Describe the primary focus of the school improvement efforts for the current school.

Hickman Mills High School's focus during the 2005-06 school year involved Closing the Achievement Gap initiative (Marzano's Nine Instructional Strategies). In particular, we implemented the vocabulary work, pacing guides and job embedded staff development. In 2006-2007, our work continued in Professional Learning Communities creating and nurturing the culture of Collaboration that involved implementation of Anticipation Guides, QAR's, and effective classroom management strategies. In 2007-2008, unit design, balanced literacy, school climate/advisement will be incorporated into our continuing focus on the Closing the Achievement Gap initiative (Marzano's Nine Instructional Strategies).

Leadership Structure:

(Briefly describe the process used to update the school improvement plan. Include how decisions are made. List names of leadership team. Describe how the plan is to be shared with all stakeholders.)

HMHS's LEAD/BUILDING LEADERSHIP Team members are: Dr. Bill Scully, Principal; Lynn Gordon, Assistant Principal; Raymond Hairston, Assistant Principal; John Miller, Assistant Principal; Danny Tipton; Assistant Principal; Teachers: Lisa Cunningham, Brett Greble, Kevin Holland, Erin Johnston, Annette McDonald, Andy O'Neill, Kevin Page, and Lina Smith met to revise the building plan. The document will be in the school portfolio, posted on the building web page and is available in the professional library for public comment.

Summary of School Objectives

- 1.** Reading proficiency of HMHS students will improve so that the 50% who are currently reading below grade level will improve by 10% each year to bring 80% of our students to grade level or above by the end of the 2008-2009 school year. (Results will be verified by SRI assessment tool.)
- 2.** Writing proficiency of HMHS students will improve so that the 50% who are currently writing below grade level will improve by 10% each year to bring 80% of our students to grade level or above by the end of the 2008-2009 school year. (Results will be verified through Building Developed Scoring Guides.)
- 3.** Math proficiency of HMHS students will improve so that the 50% who are currently below grade level in math will improve by 10% each year to bring 70% of our students to grade level or above by the end of the 2008-2009 school year. (Results will be verified through Building Developed Scoring Guides.)

HICKMAN MILLS C-1 SCHOOL DISTRICT

2007-2008

Goal: To improve student achievement in the area of reading.

Supports CSIP Goal: Improve student learning and growth Objective: 4, 5, 6, 13, 14

Objective: (SMART = Specific, measurable, attainable, results oriented and time bound)

1. Reading proficiency of HMHS students will improve so that the 50% who are currently reading below grade level will improve by 10% each year to bring 80% of our students to grade level or above by the end of the 2008-2009 school year

Data used to identify objective: [SRI reading assessment](#), [PLAN](#), [ACT](#) and [MAP scores](#)
(Attach data)

Strategies to accomplish objective	Narrative Evaluation of Strategy (How will you know if strategy is working to accomplish the objective?)
1.1 Further implement Six Step Vocabulary, QAR's and Anticipation Guides.	Vocabulary rich classrooms, increase in standardized assessments, comprehension strategies included in all teachers lesson plans. Pre and Post Test Vocabulary, Teacher Walk-Throughs
1.2 Further implement CA reading Focus activities and assessments	Focus activities included in all teachers lesson plans, valid assessment data is analyzed by teachers, increase in MAP scores
1.3 Implement Marzano's nine strategies that impact learning and effect classroom instruction	Improved best practices in classroom instructions
1.4 Research, identify and implement motivational strategies, including the use of technology.	Student assignments completed with higher achievement. Students actively engaged in classroom
1.5 Implement Advanced Placement strategies in all communication arts and social studies classes.	Increased enrollment in AP and advanced level course.
1.6 Implement 6 strategies for reading comprehension	Students will utilize reading strategies, increase in number of students reading at grade level, all teachers are implementing read
1.6 Create an awareness of Model for Reading Instruction (Modeled, Shared, Guided Reading, and Independent) and Reading in the Content Areas (Vocabulary, Fluency, & Comprehension Strategies).	Teachers working with students in all content areas to improve reading.

HICKMAN MILLS C-1 SCHOOL DISTRICT

School Objective: Reading proficiency of HMHS students will improve so that the 50% who are currently reading below grade level will improve by 10% each year to bring 80% of our students to grade level or above by the end of the 2008-2009 school year.

School Strategy: Further implement Six Step Vocabulary, QAR's and Anticipation Guides.

Action Steps to Implement Strategy:		Timeline											
		Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar	Apr.	May	June	J
1.1.1	Review six step voc., QAR's & anticipation guide with staff.	P	P										
1.1.2	Collect Vocabulary baseline data in all courses & past data.			P									
1.1.3	Develop comprehensive Lesson plans that include: Vocabulary, QAR's and anticipation guides	P	P	P	P	P	P	P	P	P	P		
1.1.4	Utilize descriptive review protocol at least monthly to analyze lesson plans		P	P	P	P	P	P	P	P	P		
1.1.5	Use SRI scores to monitor progress		P				P				P		
1.1.6	Administrators will utilize palms (Go Observe) to ensure implementation of strategies.	I	I	I	P	P	P	P	P	E	E		

Timeline Codes:

I= Initiate action, begin work (Awareness)

P= Implementation in progress (Developing skills and understanding)

E= Evaluation of progress (Full application and transfer)

M= Strategy Met (Institutionalization or maintenance)

HICKMAN MILLS C-1 SCHOOL DISTRICT

School Objective: Reading proficiency of HMHS students will improve so that the 50% who are currently reading below grade level will improve by 10% each year to bring 80% of our students to grade level or above by the end of the 2008-2009 school year.

School Strategy: Further implement CA focus reading activities and assessments

Action Steps to Implement Strategy:		Timeline											
		Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar	Apr.	May	June	J
1.2.1	Align Focus Activity Calendar with MAP released items, Marzano Strategies' & Reading Strategies.	I	I	I	P	P	P	P	P	P	P		
1.2.2	Review Focus Activity Calendar in PLC groups	I	I	I	P	P	P	P	P	P	P		
1.2.3	Develop a resources binder on focus activities- store in Professional Library and Staff Lounge	I	I	I	I	P	P	P	P	P	P		
1.2.4	Develop monthly common grade level/ departmental assessments for focus activities.	I	I	I	I	I	I	I	I	I	I		
1.2.5	Develop guiding questions to review focus activity student work to evaluate effectiveness	I	I	I	I	I	I	P	P	P	P		
1.2.6	Evaluate student work and assessment data in PLC groups.	P	P	P	P	P	P	P	P	P	P		
1.2.7	Administrators will utilize palms (Go Observe) to ensure implementation of strategies.	I	I	I	P	P	P	P	P	P	P		

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HICKMAN MILLS C-1 SCHOOL DISTRICT

School Objective: Reading proficiency of HMHS students will improve so that the 50% who are currently reading below grade level will improve by 10% each year to bring 80% of our students to grade level or above by the end of the 2008-2009 school year.

School Strategy: Implement Marzano's nine strategies that impact learning and effect classroom instruction

Action Steps to Implement Strategy:		Timeline											
		Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar	Apr.	May	June	J
1.3.1	Provide teachers with a general overview of Marzano's book	P	P	E	E	E	E	E	E	E	E		
1.3.2	Provide staff development on the agreed upon strategies; Setting Objectives and Providing Feedback, Homework and Practice, Reinforcing Effort and Providing Feedback, Summarizing and Note-taking, and Cues, Questions and advanced Organizers	E	E	E	E	E	E	E	E	E	E		
1.3.3	Implement the above mentioned strategies	P	P	P	P	P	P	P	P	P	P		
1.3.4	Use the tuning protocol to analyze student work	P	P	P	P	P	P	P	P	P	P		
1.3.5	Administrators will utilize palms (Go Observe) to ensure implementation of strategies	I	I	I	P	P	P	P	P	E	E		

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HICKMAN MILLS C-1 SCHOOL DISTRICT

School Objective: Reading proficiency of HMHS students will improve so that the 50% who are currently reading below grade level will improve by 10% each year to bring 80% of our students to grade level or above by the end of the 2008-2009 school year.

School Strategy: Research, identify and implement motivational strategies, including the use of technology.

Action Steps to Implement Strategy:		Timeline											
		Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar	Apr.	May	June	J
1.4.1	Provide professional development on teaching procedures.	I	I	I	P	P	P	P	P	P	P		
1.4.2	Implement SCORE study skills in Freshman Focus	I	I	I	I	P	P	P	P	P	P		
1.4.3	Implement student behavior protocols (School Climate/Advisement)	I	I	I	I	I	P	P	P	P	P		
1.4.4	Provide staff development on the use of technology in instruction.	I	I	I	P	P	P	P	P	P	P		
1.4.5	Implement Project-Based Unit Designs using technology.	I	I	I	I	I	P	P	P	P	P		

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HICKMAN MILLS C-1 SCHOOL DISTRICT

School Objective: Reading proficiency of HMHS students will improve so that the 50% who are currently reading below grade level will improve by 10% each year to bring 80% of our students to grade level or above by the end of the 2008 school year.

School Strategy: Implement Advanced Placement strategies in all communication arts, social studies, math and science classes.

Action Steps to Implement Strategy:		Timeline											
		Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar	Apr.	May	June	J
1.5.1	Provide Advanced Placement Vertical Team training summer of 06,07,08												
1.5.2	Provide necessary support and resources for teachers	I	I	I	P	P	P	P	P	P	P		
1.5.3	Administrators will utilize palms (Go Observe) to ensure implementation of strategies.	I	I	I	P	P	P	P	P	E	E		

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HICKMAN MILLS C-1 SCHOOL DISTRICT

2007-2008

Goal: To improve student achievement in the area of writing.

Supports CSIP Goal: Improve student learning and growth Objective: 4, 5, 6, 13, 14

Objective: (SMART = Specific, measurable, attainable, results oriented and time bound)

2. Writing proficiency of HMHS students will improve so that the 50% who are currently writing below grade level will improve by 10% each year to bring 80% of our students to grade level or above by the end of the 2008-2009 school year

Data used to identify objective: [ACT Writing assessment](#), and [MAP session 2](#) (Attach data)

Strategies to accomplish objective	Narrative Evaluation of Strategy (How will you know if strategy is working to accomplish the objective?)
2.1 Further implement CA writing focus activities and assessments	CA activities included in all teachers lesson plans, valid assessment data is analyzed by teachers, increase in MAP scores
2.2 Implement district writing process and 6+1 evaluation in all content areas	Increased achievement session 2 of MAP, increased score on ACT writing assess,
2.3 Research, identify and implement motivational strategies, including the use of technology.	Student assignments completed with higher achievement. Students actively engaged in classroom
2.4 Develop a grade level writing assessment to be given in grades 9-11 and scored by staff development groups.	Development and implementation of local writing assessment
2.5 Develop scoring guides for the assessment of student writing school-wide/cross-curricular	Teacher evaluation of student work using building developed scoring guides will occur quarterly in collaborative sessions to evaluate common assessments.

HICKMAN MILLS C-1 SCHOOL DISTRICT

School Objective: Writing proficiency of HMHS students will improve so that the 50% who are currently writing below grade level will improve by 10% each year to bring 80% of our students to grade level or above by the end of the 2008-2009 school year.

School Strategy: Further implement CA focus writing activities and assessments

Action Steps to Implement Strategy:		Timeline											
		Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar	Apr.	May	June	J
2.1.1	Align Focus Activity Calendar with pacing guides and MAP.	I	I	I	I	I	P	P	P	P	P		
2.1.2	Review Focus Activity Calendar in PLC groups	I	I	I	I	I	P	P	P	P	P		
2.1.4	Develop a resources binder on focus activities- store in Professional Library and Staff Lounge	I	I	I	I	P	P	P	P	P	P		
2.1.5	Develop common departmental assessments for focus activity	I	I	I	I	I	I	I	I	I			
2.1.6	Develop guiding questions to review focus activity student work to evaluate effectiveness	I	I	P	P	P	P	P	P	P	P		
2.1.7	Evaluate student work and assessment data in PLC groups.	I	I	I	I	I	P	P	P	P	P		
2.1.8	Administrators will utilize palms (Go Observe) to ensure implementation of strategies.	I	I	I	P	P	P	P	P	E	E		

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HICKMAN MILLS C-1 SCHOOL DISTRICT

School Objective: Writing proficiency of HMHS students will improve so that the 50% who are currently writing below grade level will improve by 10% each year to bring 80% of our students to grade level or above by the end of the 2008-2009 school year.

School Strategy: Implement district writing process in all content areas

Action Steps to Implement Strategy:		Timeline											
		Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar	Apr.	May	June	J
2.2.1	Provide staff development on district writing process.	I	I	I	I	I	P	P	P	P	P		
2.2.2	Assist teachers in implementing district writing process.	I	I	I	P	P	P	P	P	P	P		
2.2.3	Use descriptive review protocol to evaluate implementation of district writing process.	I	I	I	I	P	P	P	P	P	P		
2.2.4	Administrators will utilize palms (Go Observe) to ensure implementation of strategies.	I	I	I	P	P	P	P	P	E	E		

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HICKMAN MILLS C-1 SCHOOL DISTRICT

School Objective: Writing proficiency of HMHS students will improve so that the 50% who are currently writing below Grade level will improve by 10% each year to bring 80% of our students to grade level or above by the end of the 2008-2009 school year.

School Strategy: Research, identify and implement motivational strategies, including the use of technology.

Action Steps to Implement Strategy:		Timeline											
		Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar	Apr.	May	June	J
2.3.1	Provide professional development on teaching procedures.	I	I	I	P	P	P	P	P	P	P		
2.3.2	Implement SCORE study skills in Freshman Focus	I	I	I	I	P	P	p	P	P	p		
2.3.3	Provide staff development on Fred Jones, Tools for Teachers.	I	I	I	I	P	P	P	P	P	P		
2.3.4	Implement student behavior protocols (School Climate/Advisement)	P	P	P	P	P	P	P	P	P	P		
2.3.5	Provide staff development on the use of technology in instruction.	I	I	I	P	P	P	P	P	P	P		
2.3.6	Implement Project-Based Unit Designs using technology.	I	I	I	I	I	P	P	P	P	P		

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HICKMAN MILLS C-1 SCHOOL DISTRICT

School Objective: Writing proficiency of HMHS students will improve so that the 50% who are currently writing below grade level will improve by 10% each year to bring 80% of our students to grade level or above by the end of the 2008-2009 school year.

School Strategy: Develop a grade level writing assessment to be given in grades 9-11 and scored by staff development groups.

Action Steps to Implement Strategy:		Timeline											
		Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar	Apr.	May	June	J
2.4.1	Develop writing prompt for writing assessments	P											
2.4.2	Administer assessments	P	P										
2.4.3	Score and evaluate writing assessments in PDC	I	I	I	I	P	P	P	P	P	P		
2.4.4	Compile and analyze data from assessments to increase effectiveness of teaching strategies				I	I			I	I			
2.4.5	Develop scoring guides for the assessment of student writing school-wide/cross-curricular	I	I	I	I	I	P	P	P	P	P		

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HICKMAN MILLS C-1 SCHOOL DISTRICT

2007-2008

Goal: To improve student achievement in the area of mathematics.

Supports CSIP Goal: Improve student learning and growth Objective: 2, 3, 6, 13, 14

Objective: (SMART = Specific, measurable, attainable, results oriented and time bound)

3. Math proficiency of HMHS students will improve so that the 50% who are currently below grade level in math will improve by 10% each year to bring 70% of our students to grade level or above by the end of the 2008-2009 school ye

Data used to identify objective: [PLAN and ACT scores, MAP Data and Standards Masters scores](#) (Attach data)

Strategies to accomplish objective	Narrative Evaluation of Strategy (How will you know if strategy is working to accomplish the objective?)
3.1 Further implement MA activities and assessments	MA activities included in all teachers lesson plans, valid assessment data is analyzed by teachers, increase in MAP scores
3.2 Implement district problem solving strategies	Students will understand the processes to solve problems, math teacher will incorporate problem solving strategies in all lessons
3.3 Utilize manipulative in math instruction	Students will be able to understand and apply math principles. Lesson plans will be rich with manipulatives.
3.4 Follow pacing guides	Students will complete the required course of studies in a timely fashion; teachers will collaborate with in grade level and courses about best practices.
3.5 Research, identify and implement motivational strategies, including the use of technology.	Student assignments completed with higher achievement. Students actively engaged in classroom
3.6 Implement Advanced Placement Vertical Team strategies in all math classes.	Increased enrollment in AP and advanced level course.

HICKMAN MILLS C-1 SCHOOL DISTRICT

School Objective: Math proficiency of HMHS students will improve so that the 50% who are currently below grade level in math will improve by 10% each year to bring 70% of our students to grade level or above by the end of the 2008-2009 school year.

School Strategy: Further implement MA focus activities and assessments

Action Steps to Implement Strategy:		Timeline												
		Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar	Apr.	May	June	J	
3.1.1	Align Focus Activity Calendar with pacing guides and MAP.	P												
3.1.2	Review Focus Activity Calendar in PLC groups		P											
3.1.3	Develop a resources binder on focus activities- store in Professional Library and Staff Lounge	I	I	I	I	P	P	P	P	P	P			
3.1.4	Develop common departmental assessments for focus activity	I	I	I	I	I	I	I	I	I	I			
3.1.5	Develop guiding questions to review focus activity student work to evaluate effectiveness	I	I	P	P	P	P	P	P	P	P			
3.1.6	Evaluate student work and assessment data in PLC groups.	I	I	I	I	I	P	P	P	P	P			
3.1.7	Administrators will utilize palms (Go Observe) to ensure implementation of strategies.	I	I	I	P	P	P	P	P	E	E			

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M= Strategy Met (Institutionalization or maintenance)

HICKMAN MILLS C-1 SCHOOL DISTRICT

School Objective: Math proficiency of HMHS students will improve so that the 50% who are currently below grade level in math will improve by 10% each year to bring 70% of our students to grade level or above by the end of the 2008-2009 school year.

School Strategy: Implement district problem solving strategies

Action Steps to Implement Strategy:		Timeline												
		Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar	Apr.	May	June	J	
3.2.1	Participate in Kaufman Foundation summer training													
3.2.2	Provide time for math teachers to work with district math coaches to implement problem solving strategies	I	I	I	I	I	I	I	I	I	I			
3.2.3	Administrators will utilize palms (Go Observe) to ensure implementation of strategies.	I	I	I	P	P	P	P	P	E	E			

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E= Evaluation of progress (Full application and transfer)

M= Strategy Met (Institutionalization or maintenance)

HICKMAN MILLS C-1 SCHOOL DISTRICT

School Objective: Math proficiency of HMHS students will improve so that the 50% who are currently below grade level in math will improve by 10% each year to bring 70% of our students to grade level or above by the end of the 2008-2009 school year.

School Strategy: Utilize manipulatives in math instruction

Action Steps to Implement Strategy:		Timeline												
		Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar	Apr.	May	June	J	
3.3.1	Participate in Kaufman Foundation summer training													
3.3.2	Provide time for math teachers to work with district math coaches to implement USE OF manipulatives.	I	I	I	I	I	I	I	I	I	I			
3.3.3	Teachers will align the use of manipulatives with the pacing guides.	I	I	I	i									
3.3.4	Administrators will utilize palms (Go Observe) to ensure implementation of strategies.	I	I	I	P	P	P	P	P	E	E			

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M= Strategy Met (Institutionalization or maintenance)

HICKMAN MILLS C-1 SCHOOL DISTRICT

School Objective: Math proficiency of HMHS students will improve so that the 50% who are currently below grade level in math will improve by 10% each year to bring 70% of our students to grade level or above by the end of the 2008-2009 school year.

School Strategy: Utilize pacing guides

Action Steps to Implement Strategy:	Timeline												
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar	Apr.	May	June	J	
3.4.1 Provide staff development on pacing guides	P	P											
3.4.2 Collaborate With Grade Level/ Course teachers to implement best practices	I	I	I	I	P	P	P	P	P	P			
3.4.3 Administrators will utilize palms (Go Observe) to ensure implementation of pacing guides	I	I	I	P	P	P	P	P	E	E			

Timeline Codes:

I= Initiate action, begin work (Awareness)

P= Implementation in progress (Developing skills and understanding)

E= Evaluation of progress (Full application and transfer)

M= Strategy Met (Institutionalization or maintenance)

HICKMAN MILLS C-1 SCHOOL DISTRICT

School Objective: Math proficiency of HMHS students will improve so that the 50% who are currently below grade level in math will improve by 10% each year to bring 70% of our students to grade level or above by the end of the 2008-2009 school year.

School Strategy: Research, identify and implement motivational strategies, including the use of technology.

Action Steps to Implement Strategy:		Timeline											
		Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar	Apr.	May	June	J
3.5.1	Provide professional development on teaching procedures.	P	P	P									
3.5.2	Implement SCORE study skills in Freshman Focus	I	I	I	I	P	P	p	P	P	p		
3.5.3	Implement student behavior protocols (School Climate & Advisement)	P	P	P	P	P	P	P	P	P	P		
3.5.4	Provide staff development on the use of technology in instruction.	I	I	I	P	P	P	P	P	P	P		
3.5.5	Implement Project-Based Unit Designs using technology.	I	I	I	I	I	P	P	P	P	P		

Timeline Codes:

I= Initiate action, begin work (Awareness)

P= Implementation in progress (Developing skills and understanding)

E= Evaluation of progress (Full application and transfer)

M= Strategy Met (Institutionalization or maintenance)

HICKMAN MILLS C-1 SCHOOL DISTRICT

School Objective: Math proficiency of HMHS students will improve so that the 50% who are currently below grade level in math will improve by 10% each year to bring 70% of our students to grade level or above by the end of the 2008-2009 school year.

School Strategy: Implement Advanced Placement Vertical Team strategies in all math classes.

Action Steps to Implement Strategy:	Timeline												
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar	Apr.	May	June	J	
3.6.1 Provide Advanced Placement Vertical Team training summer of 06,07,08													
3.6.2 Provide necessary support and resources for teachers	I	I	I	P	P	P	P	P	P	P	P		
3.6.3 Administrators will utilize palms (Go Observe) to ensure implementation of strategies.	I	I	I	P	P	P	P	P	E	E			

Timeline Codes:

I= Initiate action, begin work (Awareness)

P= Implementation in progress (Developing skills and understanding)

E= Evaluation of progress (Full application and transfer)

M= Strategy Met (Institutionalization or maintenance)

School Improvement Plan Rubric 2006-2007

	4	3	2	1
Overview	<ul style="list-style-type: none"> * The school's vision statement focuses directly on student performance. * The entire plan focuses directly on student performance. * The objectives of the plan are measurable. * The plan includes improvement strategies. * All the strategies will accomplish the objectives. 	<ul style="list-style-type: none"> * The plan includes some improvement strategies. * The school's vision statement addresses student performance. * The plan primarily focused on student performance. * The objectives of the plan are measurable. * Many of the strategies will accomplish the objective. 	<ul style="list-style-type: none"> * The plan includes a few improvement strategies. * The school's vision statement mentions student performance. * The plan focuses on student performance to some degree. * Some of the objectives of the plan are measurable. * Some of the strategies will accomplish the objective. 	<ul style="list-style-type: none"> * The plan includes only maintenance strategies. * The school's mission statement addresses issues other than student performance. * The plan focuses on issues other than student performance. * Few if any of the objectives are measurable. * None of the strategies will accomplish the objective.
Stakeholders	<ul style="list-style-type: none"> * All stakeholders (teachers, support staff, parents, community members, central office personnel and students) have an opportunity for input. * The plan strongly reflects the school community's needs. * Communication with stakeholders is ongoing during the plan's development/ implementation. * The PDC rep. is linked to the planning team. 	<ul style="list-style-type: none"> * Most stakeholders have an opportunity for input. * The plan reflects the school community's needs. * Communication with all stakeholders was intermittent during the plan's development. * Most of the time the PDC rep. is linked to the planning team 	<ul style="list-style-type: none"> * Several stakeholders have an opportunity for input. * The plan reflects the school community's needs to some degree. * Communication with all stakeholders was sporadic during the plan's development. * The PDC rep. is linked to the planning team to some degree. 	<ul style="list-style-type: none"> * Few stakeholders have an opportunity for input. * The plan does not reflect the school community's needs. * Communication with all stakeholders was nonexistent during the plan's development. * The PDC rep. is not linked to the planning team.
Data and Research	<ul style="list-style-type: none"> * The team correctly used appropriate hard and soft data to assess the school. * The team consistently used quality research to assist its members in making decisions. 	<ul style="list-style-type: none"> * The team used hard and soft data to assess the school. * The team used quality research to assist its members in making some decisions. 	<ul style="list-style-type: none"> * The team used soft data to assess the school. * The team used quality research to assist its members in making a few of the decisions. 	<ul style="list-style-type: none"> * The team used no data to assess the school. * The team used poor quality research to assist its members in making decisions.
Action Plans	<ul style="list-style-type: none"> * All of the action plans are realistic (do-able) and reflect continuous improvement. * All action plans will directly impact student performance. * The action plans are evaluated on an ongoing basis. 	<ul style="list-style-type: none"> * Most of the action plans are realistic (do-able). * Most of the plans will impact student performance. * The action plans are evaluated intermittently. 	<ul style="list-style-type: none"> * Some of the action plans are realistic (do-able). * Some action plans will impact student performance. * The action plans are rarely evaluated. 	<ul style="list-style-type: none"> * Few, if any, of the action plans are realistic (do-able). * The action plans will not impact student performance. * The action plans are evaluated.
Professional Development	<ul style="list-style-type: none"> * Professional development is on-going, job-embedded, and evaluated. 	<ul style="list-style-type: none"> * Professional development is on-going but not job-embedded and not evaluated. 	<ul style="list-style-type: none"> * Professional development is not on-going, not job-embedded and not evaluated. 	<ul style="list-style-type: none"> * There is no Professional Development plan.
Alignment	<ul style="list-style-type: none"> * The plan aligns with district and building budgetary constraints. * The plan aligns with the district CSIP. * Planned staff development is aligned with Guidelines for Best Practices in Staff Development. * Technology is infused in the plan. * Parent involvement is infused in the plan. 	<ul style="list-style-type: none"> * The plan partially aligns with district and building budgetary constraints. * Most of the plan aligns with the district CSIP. * Planned staff development is partially aligned with Guidelines for Best Practices in Staff Development. * Some technology is infused in the plan. * Parent involvement is a separate part of the plan. 	<ul style="list-style-type: none"> * The plan partially aligns with district and building budgetary constraints. * Some of the plan aligns with the district CSIP. * Plan staff development is aligned to some degree with Guidelines for Best Practices in Staff Development. * Technology is a separate part of plan. * Parent involvement is only a maintenance issue. 	<ul style="list-style-type: none"> * The plan is incongruent with district and building budgetary constraints. * The plan is not aligned with the district CSIP. * Planned staff development is not aligned Guidelines for Best Practices in Staff Development. * No technology is listed in the plan. * No parent involvement is part of plan.