

Agenda for INSTRUCTIONAL IMPROVEMENT COUNCIL Meeting
3:45 – 5:15 p.m. Wednesday, October 6, 2010
Germantown School District – Board Room

“REACHING FOR EXCELLENCE TOGETHER”

Connecting

- ❖ Welcome
- ❖ Team Norms

Learning

- ❖ Instructional Improvement Council Responsibilities Review
- ❖ School Improvement Plans (Instructional Improvement Council Responsibilities D, IICR – D)
- ❖ Course Changes (IICR – A, B)
 - (See Reverse Side for Process)
 - Advanced Placement Biology
 - Human Anatomy and Physiology
 - Science course adoptions timeline

Managing

- ❖ Meeting Dates and Times (See attachment: Time Table/Topics)
- ❖ Updates on upcoming events through January
 - Writing Assessment Scoring – October 11, possibly additional dates
 - Child Care Conference – October 8, required for licensure updates
 - AP English Language and Comp Workshop – October 15
 - 4th Grade Einstein Science Curriculum Training – October 20
 - WATG Conference – October 7-8
 - Communicating with Parents & Families/ The IEP - October 4
1/21-22, 28-29, 2/7, 2/17-18, 3/3, 3/16-17, 4/11, 4/13-14.
 - Coaching & Observation Strategies ED643 – October 13,14
 - Analyzing Student Work to Guide Instruction ED644 – November 10,11
 - Assessing Student Understanding & Achievement - December 6
 - Instructional Mentoring ED642 – January 12,13

- Differentiating Instruction: Entry Points - January 18, 19
- Understanding, Supporting & Facilitating the Spirit of PI-34 ED690
- Matching Instruction to Students Needs / Building Connections to Meet the Diverse Needs of Learners
- Coaching & Observation ED643
- Coaching in Complex Situations
- Analyzing Student Work to Guide Instruction ED644
- Self-Reflection & Goal Setting
- Mentoring for Equity
- K-12 Curriculum Committee meeting dates? –
- Wisconsin Graduation Summit – December, March
- District In-service/Work Day – November 29, January 21, March 11, June 10
- Response To Intervention Steering Committee Dates and
 - October 5, 2010 – Collaborative Times, teaming templates
 - December 14, 2010 – Development of critical learning targets, differentiation versus intervention
 - January 19, 2011 – Training on creating and analyzing data walls
 - March 3, 2011 – Develop vision of how SIMS, collaboration, learning targets, differentiation, data walls, and interventions fit together.

Closing

- ❖ Next meeting date/time
 - Agenda items:

Process for Course/Program Addition, Deletion or Modification

1. Recommendations for course/program additions, deletions or modifications shall be presented to the subject area curriculum steering committee by April 1 of the school year proceeding the school year in which the proposal shall be considered for adoption. High school course proposals shall have received the acknowledgment of the high school department and administration prior to submission to the steering committee.
2. K-12 curriculum steering committees shall provide an initial endorsement, an endorsement with modifications, or a rejection by May 1 of the same school year mentioned above. A definite Course outline is to be developed prior to further consideration by the K-12 committee in the fall.
3. By October 1, the finalized course proposal shall be presented to the subject area curriculum steering committee for review, adoption or rejection.
4. The approved proposals shall be presented to the Instructional Improvement Council by November 1 for discussion and review.
5. The Instructional improvement Council shall take final action relative to course/program proposals at the scheduled end of November meeting.
6. The Board shall act on the proposals no later than its last meeting in December.

Instructional Improvement Council Responsibilities

The Instructional Improvement Council monitors and reviews all recommendations relative to the instructional program. The Council sends recommendations to the Administrative Council and to the Board of Education.

- A. To act on program modifications.
- B. To recommend modifications to the Administrative Council and Board.
- C. To endorse textbook adoptions.
- D. To receive and analyze reports that impact the instructional program:
 - a. achievement testing
 - b. curriculum evaluation, audit reports and implementation plans
- E. To recommend and assist in implementing effective staff development programs.
- F. To review curriculum steering committee goals.
- G. To update the K - 12 curriculum long-range action plan as necessary.

COMMITTEE MEETING DATES	POTENTIAL TOPICS
Wednesday, October 6, 2010	Course Additions Science Timeline School Improvement Plans and Curriculum Impact
Wednesday, November 10, 2010	Response to Intervention Overview RTI Implications on curriculum
Wednesday, December 15, 2010	New Teacher /Mentoring Activities K-12 District Writing Assessment Wisconsin Graduation Summit
Wednesday, January 12, 2011	Professional Development New Teacher Project ESEA Updates School Improvement Plans Mid-Year Review Textbook Adoption Requests/Instructional Materials Requests
Wednesday, February 9, 2011	Textbook Adoption Requests/Instructional Materials
Wednesday, March 16, 2011	Textbook Adoption Endorsements Course Proposals for 2010-11
Wednesday, April 13, 2011	
Wednesday, May 11, 2011	END OF YEAR REVIEW

TEAM NORMS

TEAM SKILLS	HOW WILL WE WORK TOGETHER?
COMMUNICATION	<ul style="list-style-type: none"> • Celebrate accomplishments • Be open and honest • Encourage conversation around ideas and behaviors • Be in the moment
DECISION-MAKING	<ul style="list-style-type: none"> • Keep students at the center • Share ownership and responsibility for problem solving • We have arrived at consensus when all points of view have been heard, and the will of the group is evident • Group consensus is respected and summarized
MEETING PROCEDURES	<ul style="list-style-type: none"> • Start and end on time • Ensure agenda matches time frame • Prioritize agenda items • Members are responsible for missed information • Respect the agreed upon meeting structures
USE OF DATA	<ul style="list-style-type: none"> • Develop a focus or specific questions prior to collecting the data • Use multiple sources of data • Disaggregate the data by sub groups • Avoid developing patterns until observations are exhausted
TEAM MEMBER CONTRIBUTIONS	<ul style="list-style-type: none"> • Professional development is a priority • Commit to grow and learn from each other • Use electronic/paper to communicate operational needs • Actively engage • Sub-committee work should be honored and respected
RESOLUTION STRATEGIES	
<ul style="list-style-type: none"> • “Call” each other on diversion from norms • Disagreement is acceptable • Move side-bar conversations to another time 	

The committee has also adopted the motto "Every test is a child" for the AP Reading as a reminder of who is most affected by the quality of its efforts.

Focusing the minds of young almost-adults on thinking the big, abstract thoughts amidst the increasing turmoil and complexity of high school life is a challenge for teachers. Most students do not come to school every day looking forward to wrestling with the idea of continuity and change over millions of years. They just want to make it through the day without appearing less than cool to their friends, avoiding trouble with their teachers, and successfully dealing with the myriad of other difficulties high school students face today.

The AP Biology teachers who guide these students are a hard-working and dedicated group. They participate in summer institutes and weekend workshops, dedicate large amounts of time to course preparation, come up with new and inventive ways to focus their students' attention on the daily course work, and cajole, entice, and encourage their students to give 110 percent in preparation and effort. Despite the increasing pressures of less time, more material to cover, and mandatory laboratory experience, the efforts of these educators have maintained the quality and integrity of the AP Biology program throughout all of the changes and challenges of the past 50 years.

The Development Committee and I are delighted that you have become part of the community of AP Biology teachers, a community that offers students the gift of knowing more about themselves and their world.

Robert E. Cannon
Former Chair, AP Biology Development Committee
Member, AP Biology Redesign Advisory Panel of the College Board
University of North Carolina at Greensboro

Course Description Essentials

Introduction to the Course

- ①. The AP Biology course gives high school students the opportunity to receive college credit for work completed in high school. It is often a student's second year of study in biology. In order to ensure that the course's curriculum content is equivalent to that of a two-semester, college introductory-level biology course, the College Board appoints a committee composed of college and university professors and high school teachers from around the country who represent a variety of academic institutions and demographics.

The AP Biology Development Committee regularly surveys professors from colleges and universities that accept the most AP candidates. The questionnaire asks professors to describe the content of their introductory-level course for biology majors. This information is analyzed, and a topic outline in the Course Description is compiled based on the responses the Committee receives. The topic outline not only reflects the content covered in the college courses that were surveyed but also provides a guideline for the percentage of time that teachers should devote to each topic. Each May the College Board administers and evaluates a national exam that assesses material found in a college introductory-level biology course for majors.

Chapter 1

Introduction to the Course Description

The *AP Biology Course Description* is the foundation of any AP Biology program. This College Board publication provides important, basic information with which all AP Biology teachers should be intimately familiar. The Course Description

- Identifies the goals of the course
- Describes the difference between themes and topics and concepts
- Lists and explains the eight major themes of the course
- Breaks the themes into a topic outline with recommended percentages of course time to be spent on each topic
- Discusses the types of laboratory work the course should emphasize and briefly describes the 12 recommended labs in the *AP Biology Lab Manual for Students*
- Provides sample multiple-choice and free-response questions from an AP Biology Exam
- Offers general information about the College Board's AP Program

The Course Description can answer many of the questions new AP teachers may have about what constitutes an AP Biology program. It is also useful for helping school administrators understand the course's time and equipment needs. When discussing resource requirements with them, you will find that prefacing your request with "the guidelines from the College Board require X, Y, and Z for program success" is usually more effective than saying "I need X, Y, and Z to teach this course properly." The Course Description carries authority; do not be afraid to use it for support when you need something for your course.

You can download the most recent Course Description at no cost from AP Central at apcentral.collegeboard.com (go to *Course Descriptions* under *The Courses*). The Development Committee annually reviews the Course Description content; unless there are major revisions, it usually releases an updated Course Description every two years. All parts of a new Course Description are important and should be studied and reviewed. If your course curriculum and syllabus follow the Course Description, your students will learn what they need to know to do well on the AP Exam and succeed in future biology courses.

Major Themes

2 A goal of the AP Biology program is to give students an understanding of biology as a process rather than to make the course and learning process nothing more than an accumulation of discrete and unrelated facts to be memorized. To facilitate this goal, the Development Committee has identified eight major themes, "overarching features of biology that apply throughout the curriculum."⁵ You can use these themes, which have been reprinted here from the 2006, 2007 Course Description, to "assist students in organizing concepts and topics into a coherent conceptual framework."⁶

- I. **Science As a Process**—Science is a way of knowing. It can involve a discovery process using inductive reasoning, or it can be a process of hypothesis testing.

Example: The theory of evolution was developed based on observation and experimentation.

⁵ 2006, 2007 AP Biology Course Description, 4

⁶ 2006, 2007 AP Biology Course Description, 7–8

II. Evolution—Evolution is the biological change of organisms that occurs over time and is driven by the process of natural selection. Evolution accounts for the diversity of life on Earth.

Example: Widespread use of antibiotics has selected for antibiotic resistance in disease-causing bacteria.

III. Energy Transfer—Energy is the capacity to do work. All living organisms are active (living) because of their abilities to link energy reactions to the biochemical reactions that take place within their cells.

Example: The energy of sunlight, along with carbon dioxide and water, allows plant cells to make organic materials, synthesize chemical energy molecules, and ultimately release oxygen to the environment.

IV. Continuity and Change—All species tend to maintain themselves from generation to generation using the same genetic code. However, there are genetic mechanisms that lead to change over time, or evolution.

Example: Mitosis consistently replicates cells in an organism; meiosis (and hence sexual reproduction) results in genetic variability.

V. Relationship of Structure to Function—The structural levels from molecules to organisms ensure successful functioning in all living organisms and living systems.

Example: Aerodynamics of a bird's wing permits flight.

VI. Regulation—Everything from cells to organisms to ecosystems is in a state of dynamic balance that must be controlled by positive or negative feedback mechanisms.

Example: Body temperature is regulated by the brain via feedback mechanisms.

VII. Interdependence in Nature—Living organisms rarely exist alone in nature.

Example: Microscopic organisms can live in a symbiotic relationship in the intestinal tract of another organism; the host provides shelter and nutrients, and the microorganisms digest the food.

VIII. Science, Technology, and Society—Scientific research often leads to technological advances that can have positive and/or negative impacts upon society as a whole.

Example: Biotechnology has allowed the development of genetically modified plants.

The Topic Outline

3 The AP Biology course content is divided into three general content areas and given percentages for the amount of course coverage for which you should strive: *molecules and cells* (25 percent), *heredity and evolution* (25 percent), and *organisms and populations* (50 percent). The Course Description subdivides these three areas into a topic outline, also with percentages for coverage in both the course and on the exam. The topic outline gives all AP Biology teachers a common context from which to develop a conceptual understanding of modern biology.

Chapter 1

The Development Committee modifies the topic outline when the results of the questionnaires it receives from college and university faculty indicate that changes to the introductory-level curriculum have been made. Although the topic outline from the 2006, 2007 *AP Biology Course Description* is reprinted here⁷, you are advised to always be familiar with the most current Course Description.

<i>Topic</i>	<i>Percentage of Course</i>
I. Molecules and Cells.....	25%
A. Chemistry of Life.....	7%
Water	
Organic molecules in organisms	
Free energy changes	
Enzymes	
B. Cells.....	10%
Prokaryotic and eukaryotic cells	
Membranes	
Subcellular organization	
Cell cycle and its regulation	
C. Cellular Energetics.....	8%
Coupled reactions	
Fermentation and cellular respiration	
Photosynthesis	
II. Heredity and Evolution.....	25%
A. Heredity.....	8%
Meiosis and gametogenesis	
Eukaryotic chromosomes	
Inheritance patterns	
B. Molecular Genetics.....	9%
RNA and DNA structure and function	
Gene regulation	
Mutation	
Viral structure and replication	
Nucleic acid technology and applications	
C. Evolutionary Biology.....	8%
Early evolution of life	
Evidence for evolution	
Mechanisms of evolution	

⁷ 2006, 2007 *AP Biology Course Description* (New York: College Entrance Examination Board, 2005), 5–6.

III. Organisms and Populations	50%
A. Diversity of Organisms	8%
Evolutionary patterns	
Survey of the diversity of life	
Phylogenetic classification	
Evolutionary relationships	
B. Structure and Function of Plants and Animals	32%
Reproduction, growth, and development	
Structural, physiological, and behavioral adaptations	
Response to the environment	
C. Ecology	10%
Population dynamics	
Communities and ecosystems	
Global issues	

Key Concepts and Skills

Key concepts are designated for each section of the topic outline, and the eight themes unify these concepts by making important connections between the topics. The themes build a framework for student learning by relating one concept to another. For instance, the theme of energy transfer is found in numerous examples in biology. In the first general content area, *molecules and cells*, energy is important in the process of active transport of the sodium/potassium ions across the membrane of a neuron. Energy is also important in *heredity and evolution*, the second general content area; the evolution of the first cells seems to violate the first law of thermodynamics, until it is understood that the earth is not a closed system but has a constant energy input from the sun. The theme of energy transfer is further illustrated in the third general content area in biology, *organisms and populations*, by the flow of energy in energy pyramids.

Directing your students' focus towards making connections using these themes may be one of the most challenging learning objectives of AP Biology, as most students will be experiencing this holistic approach for the first time. Making references to the themes often during the class is a simple yet effective approach. "How does the process of photosynthesis reflect the theme of structure and function?" for example, will redirect students from memorization of the names of the steps towards thinking about the structure of chlorophyll, chloroplasts, and the carbon-based products of photosynthesis. Theme-based homework questions such as: "How does meiosis relate to continuity or change?" or "Why is the immune system a good example of homeostasis?" promote student thought. Select the least obvious theme for each topic. Relating genetics to continuity and change is easy. Relating genetics to regulation or interdependence will necessitate more thought. Another example is to relate natural selection to science, technology and society, or regulation, rather than the more obvious continuity and change or structure and function. Some teachers have the students divide a large index card into four sections on each side, for a total of eight, one for each theme. Each day, the students are asked to classify the material covered that day into at least one of the sections and record it there. Lively discussions can begin class the next day as students compare their classifying decisions, either with a partner, a group, or the class.

GERMANTOWN SCHOOL DISTRICT

Please check one of the following:

New Course Proposal Revised Course Proposal Course Deletion Proposal Title Change

Date 4-26-10 Department Science School GHS
Person Initiating Proposal Michelle Griffin-Wenzel & Jake Schroeder
Department Chair Michelle Griffin-Wenzel
Course Title Advanced Placement Biology
Certification Required to Teach Course Biology License - 605 DPI

REASON FOR DELETION (IF APPROPRIATE):

COURSE DESCRIPTION:

See highlighted area of attached packet

NECESSARY PREREQUISITES:

B or higher in Chemistry & Biology (Honors or Regular)

COURSE OBJECTIVES:

See highlighted area of attached packet

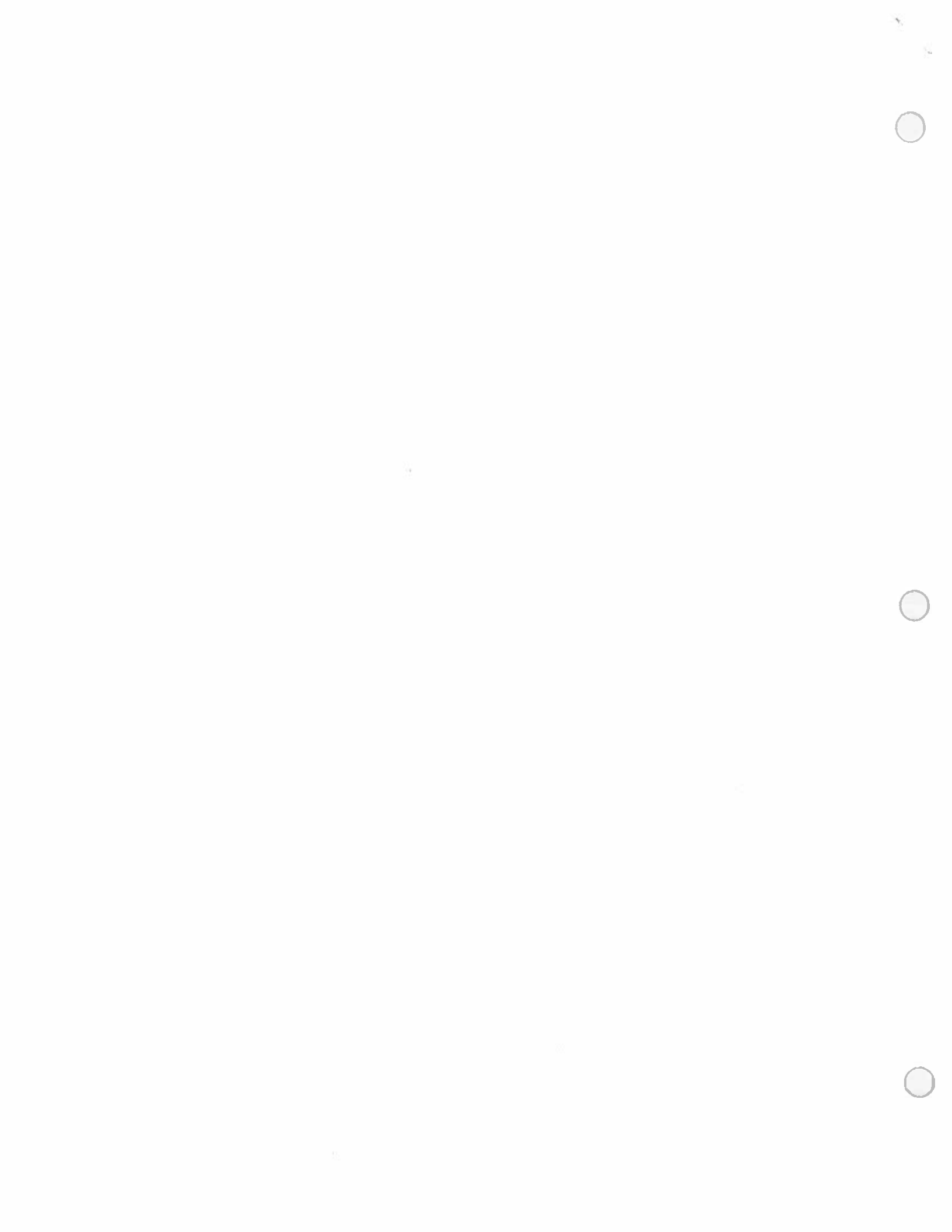
COURSE CONTENT/OUTLINE: (Please attach to the form if more space is needed).

See highlighted area of attached packet

COURSE EVALUATION:

There are 12 recommended Labs with lengthy lab reports. Students will also participate in supplementary labs, have tests, quizzes, small group projects & writing assessments to prepare them to ~~do well~~ be successful on the AP exam.

OVER → → → → → → → →



IDENTIFY THE STUDENT NEED:

Students can take AP Biology & score high enough on the exam to earn college credits. Students may also be able to take the course through the CAPP program & earn college credit. This course will also help students become better prepared to take college-level biology class.

TARGET AUDIENCE:

Students who not only love science but may want to major in a science/medical related field in college.
Junior - Seniors

ANTICIPATED ENROLLMENT:

40-48 students - estimate two sections

CREDIT:

year long course = 1 science credit

BUDGET:

- estimate \$20,000 for Vernier probeware, text books & other lab supplies. Twelve desktop computers will need to be purchased. Dialogue has been

ADDITIONAL STAFF:

None

between Marc Gabrysiak, Jake, Michelle

INSTRUCTIONAL MATERIALS:

will be adopting an AP Biology textbook

approx. cost \$125.00

SPACE:

Biology Classroom

EQUIPMENT:

will need Vernier probeware, computers & other supplies necessary to run the recommended labs by College Board

BUILDING PRINCIPAL ACKNOWLEDGEMENT _____



Advanced Placement (AP) Biology

Grades 11, 12

Prerequisites: Completion of both Biology and Chemistry with a B or better, in both courses. Students will be issued an AP Biology textbook and given a multi-chapter summer assignment prior to the start of classes in fall.

Year

Credit: 1

Advanced Placement Biology is a challenging, fast-paced, college level biology course. This is a second-year biology course that expands on biology concepts learned in the first-year biology course. The course is for self-directed students who have excellent backgrounds in both their biology and chemistry classes. The course will cover the following first year major biology topics: molecular and cellular biology, bioenergetics, mendelian and molecular genetics, evolution, domain diversity, and ecological behavior. Students are required to purchase the lab report manual, available in the school store. Emphasis will be placed on preparation for the AP test given in May; successful performance on the test may lead to college credit at accepting institutions. This course will provide an excellent background for those who plan to take a first-year biology course at college.

AP Biology**Grades 11-12****Prerequisites: B or better in both semesters of Biology and Chemistry**

Semester AP Biology will satisfy a year of science toward Germantown High School graduation and will provide one year (two semesters) of laboratory science for college entrance requirements based on competency level on the AP exam.

The AP Biology course is the equivalent of a yearlong introductory biology course taken at the college level by students intending to major in biology or fields related to biology. AP Biology covers the general areas of molecules and cells, genetics and evolution, organisms and populations. AP Biology has a strong laboratory emphasis and provides students with the conceptual framework, factual knowledge and analytical skills required to pass the College Board AP Examination given each May. Students passing the AP exam may earn college credit and may avail themselves of advanced placement opportunities at many colleges and universities. Students enrolled in AP Biology will be required to complete a summer assignment prior to the beginning of the AP course.

Prerequisite, Biology, Chemistry (not concurrently)

Human Anatomy and Physiology
Mrs. Bast

Objectives:

1. To furnish the student with information about themselves that will aid them in their daily life and make them a more efficient and responsible individual.
2. To understand how structure and function are complimentary in the human body.
3. To contrive the development of the idea of biology as inquiry.
4. To develop appreciation for the interdependence of organ systems.
5. To develop the concept of career education as it relates to the areas of anatomy and physiology of human beings.
6. To develop an appreciation for the marvelous functioning of the human body.
7. To be involved in a rewarding experience.
8. To develop laboratory skill and dissection technique.
9. To prepare the student for advanced study beyond high school.

Note: All students will be required to do one detailed report, project, or experiment during the eighteen week period and report it to the class. Suggested ideas will be proposed by the teacher.

I. Organization of the body

A. Introduction

1. History of Anatomy and Physiology

B. Requirements of life.

C. Homeostasis



II. Components of the body

A. Chemistry of life

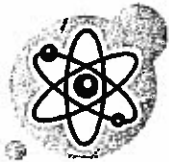
1. Elements and atoms
2. Bonding
3. Inorganic and organic molecules.

B. Cytology

1. Anatomy of the cell
2. Mitosis

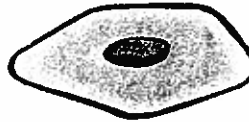
C. Metabolism

1. Carbohydrates
2. Lipids
3. Proteins
4. Diet and Nutrition
5. Energy Content



- III. Plan of the body
 - 1. Directional terminology
 - 2. Anatomical vocabulary

- IV. Integumentary System
 - 1. Layers of skin
 - 2. Accessory Structures
 - 3. Response to Injury



Skin Cell

- V. The Skeletal System
 - A. Function

- B. Bone Growth and Development
 - 1. Embryonic
 - 2. Ossification of cartilage
 - 3. Structure and composition of bone



- C. Structure of Human Skeletal System
 - 1. Bone names and functions
 - 2. Bone articulations
 - 3. Associated skeletal structures
 - 4. Maintenance of bone
 - 5. Leverage and bones
 - 6. Injuries and disease of skeletal system
 - 7. Posture analysis

- VI. The Muscular System

- A. Function

- B. Muscle types and anatomy

- C. Muscle physiology

- D. Muscle pairs and their importance

- E. Common muscles and their action (student analysis)

- F. Muscle problems

- G. Range of motion



VII. The nervous system

A. Function

B. Coordination of various divisions of systems

C. Central nervous system

1. Anatomy
2. Physiology

D. The special senses

1. The eye
2. The ear
3. Touch
4. Taste
5. Smell



E. Disorders

VIII. Circulatory System

A. Function

B. Composition of blood

C. The heart and associated blood vessels

D. Circulation of body fluids

E. Blood tests

F. Circulatory disorders



IX. Lymphatic System and Immunity

- A. Organization and Function of
- B. Nonspecific Defense
- C. Specific Defense
- D. Aging and Immune Response

X. Respiratory System

- A. Function
- B. Respiratory structures
- C. Breathing & Gas Exchange
- D. Lung Volumes and Capacities
- E. Disorders related to respiratory system and CPR
- F. Experimentation with Ciliary Action (ACS)



Granule Cell

XI. The Digestive System

A. Function

B. Regulation and activities

C. Physiology and Digestion

1. Mechanical digestion

2. Chemical Digestion

D. Organs of the system and their physiology

E. Disorders associated with the digestive system

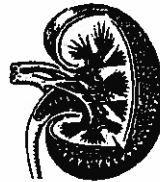


XII. Urinary System

A. Function

B. The Kidneys

C. Excretory Disorders



XIII. The Endocrine System

A. Function

B. Hormonal Action

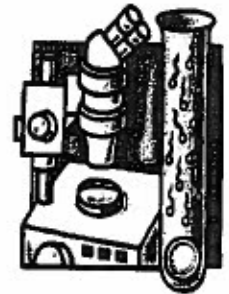
C. Hyper and Hypo activity

XIV. Reproduction

A. Male Reproductive Structures and Functions

B. Female Reproductive Structures and Functions

C. Aging and the Reproductive System



XV. Development and Inheritance

A. Topics in Development

B. Genetics, Development and Inheritance



RECEIVED

MAY 06 2010

Curriculum & Instruction Office
Germantown School District

GERMANTOWN SCHOOL DISTRICT

Please check one of the following:

New Course Proposal Revised Course Proposal Course Deletion Proposal Title Change

Date 4/27/10 Department Science School GHS

Person Initiating Proposal Stacey Bast

Department Chair Michelle Griffin-Wenzel

Course Title Human Anatomy & Physiology

Certification Required to Teach Course 605

REASON FOR DELETION (IF APPROPRIATE):

COURSE DESCRIPTION:

See attached

NECESSARY PREREQUISITES:

Biology + Chemistry

COURSE OBJECTIVES:

See attached

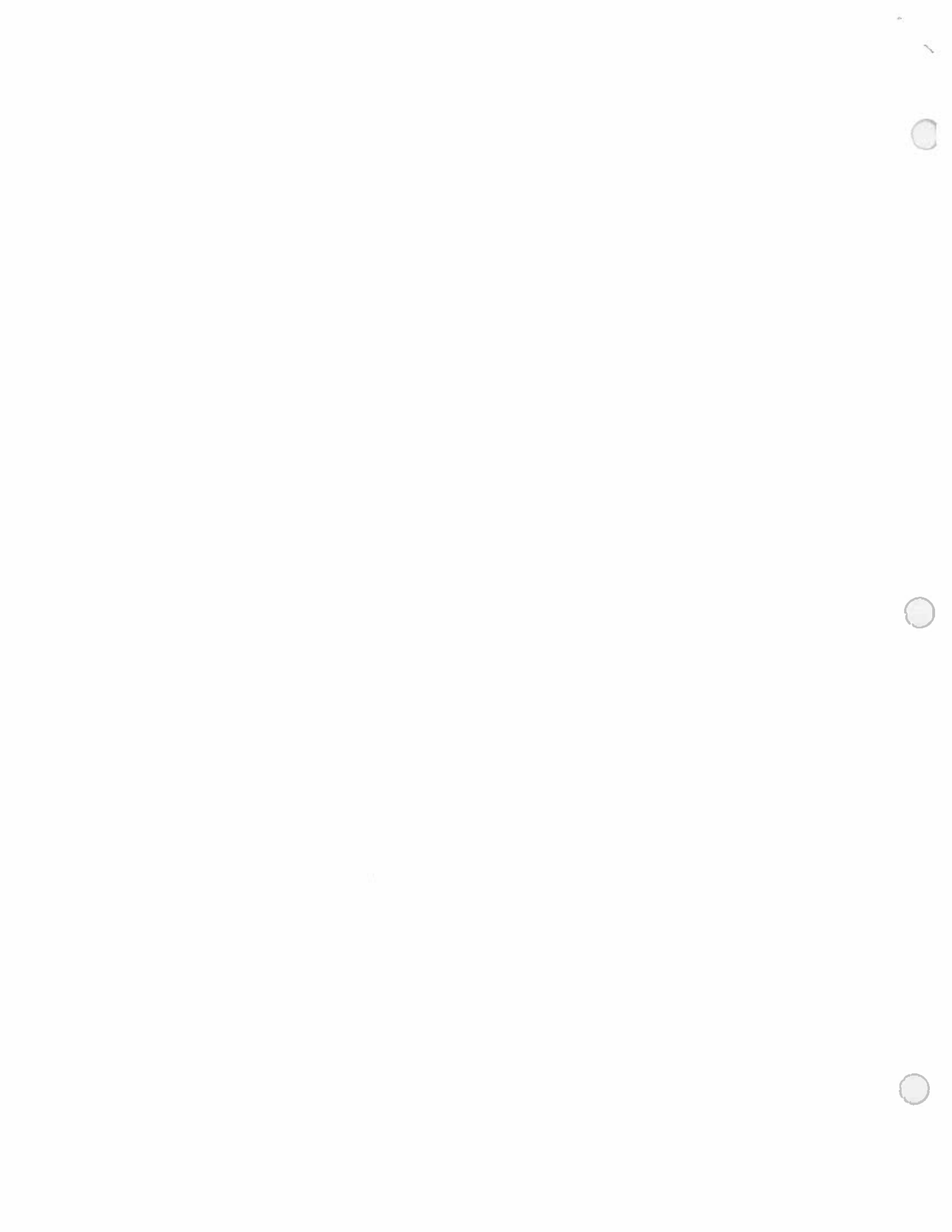
COURSE CONTENT/OUTLINE: (Please attach to the form if more space is needed).

See attached

COURSE EVALUATION:

- Lab activities
- Written Exams
- Research Project
 - Written paper + Oral presentation

OVER → → → → → → → →



IDENTIFY THE STUDENT NEED:

Juniors and Seniors who plan to enter the health care field
and/or majoring in a biology field

TARGET AUDIENCE:

Juniors + Seniors interested in the medical profession

ANTICIPATED ENROLLMENT:

100 - 120 Students

CREDIT: 1 credit

BUDGET:

Dissection specimens
about \$2000.00/year *Cats*

ADDITIONAL STAFF: None

INSTRUCTIONAL MATERIALS:

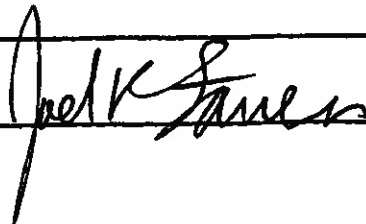
Already have textbook

SPACE: Room 145

EQUIPMENT:

Incubator
Vernier equipment (can be shared with AP Bio)

BUILDING PRINCIPAL ACKNOWLEDGEMENT



Human Anatomy and Physiology

Grades: 10, 11, 12

Prerequisites: Biology

Year

Credit: 1

Human Anatomy and Physiology is a challenging biology course designed primarily for those students interested in the field of biology and, more specifically, the fields of medicine. Topics will include the anatomy and physiology of the following systems: skeletal, muscular, integumentary, digestive, respiratory, circulatory, excretory, reproductive, nervous, and endocrine. Extensive student lab work will include the gross anatomy with dissections in relationship to that of the human body. Students will gain experience in microscopy and biotechnology techniques throughout the year. In addition, student assessment will emphasize technical writing throughout the year.

Human Anatomy and Physiology

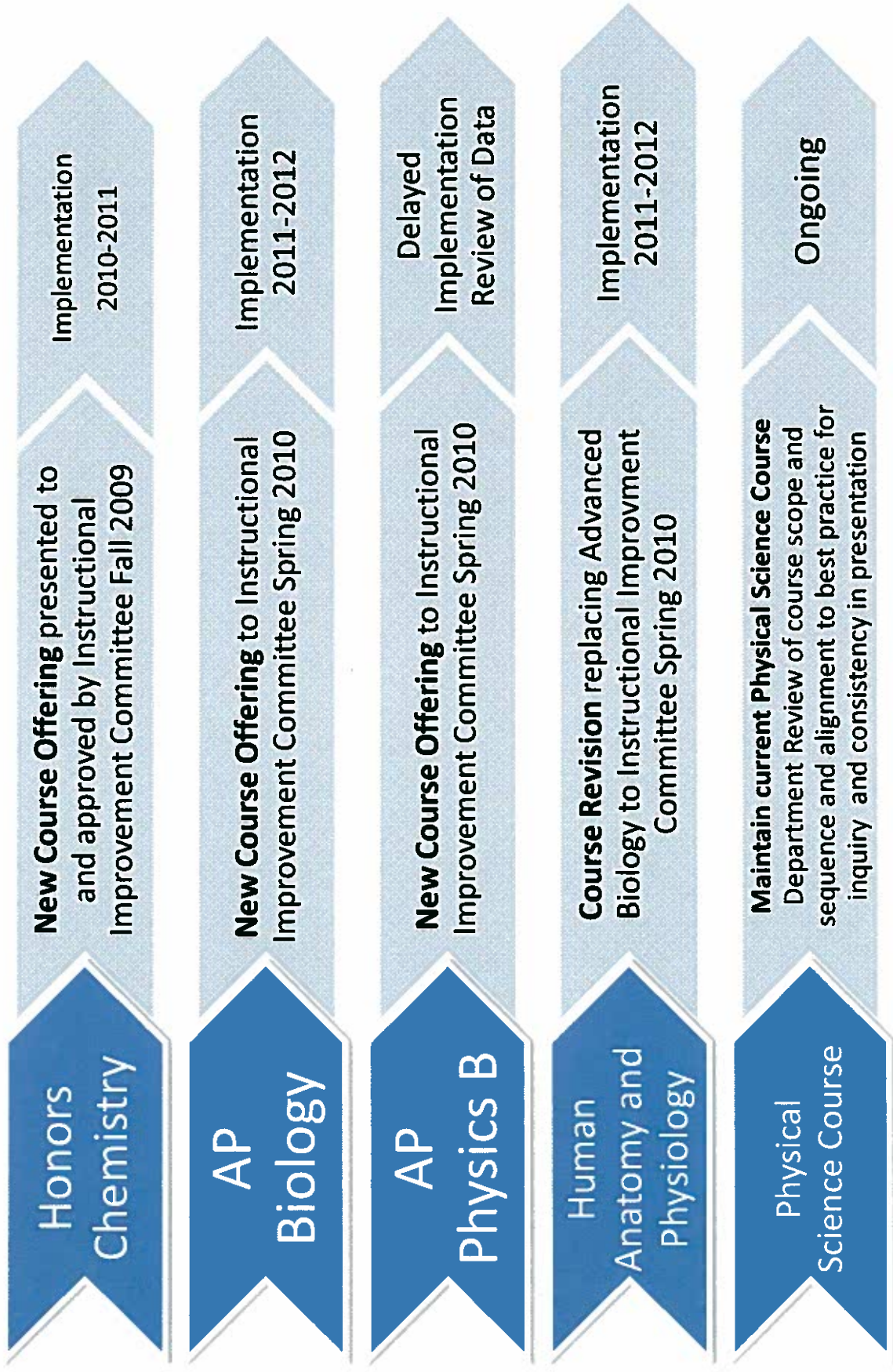
Year-1 Credit-Elective 11, 12

Anatomy and Physiology is a rigorous college preparatory course recommended for those students interested in pursuing a career in biology or a health related career. Students taking this course will develop the ability to use anatomical language while studying various body systems. Students will need a strong work ethic and the ability to memorize concrete information. Students should also be comfortable in a lab setting as there are several dissections involved.

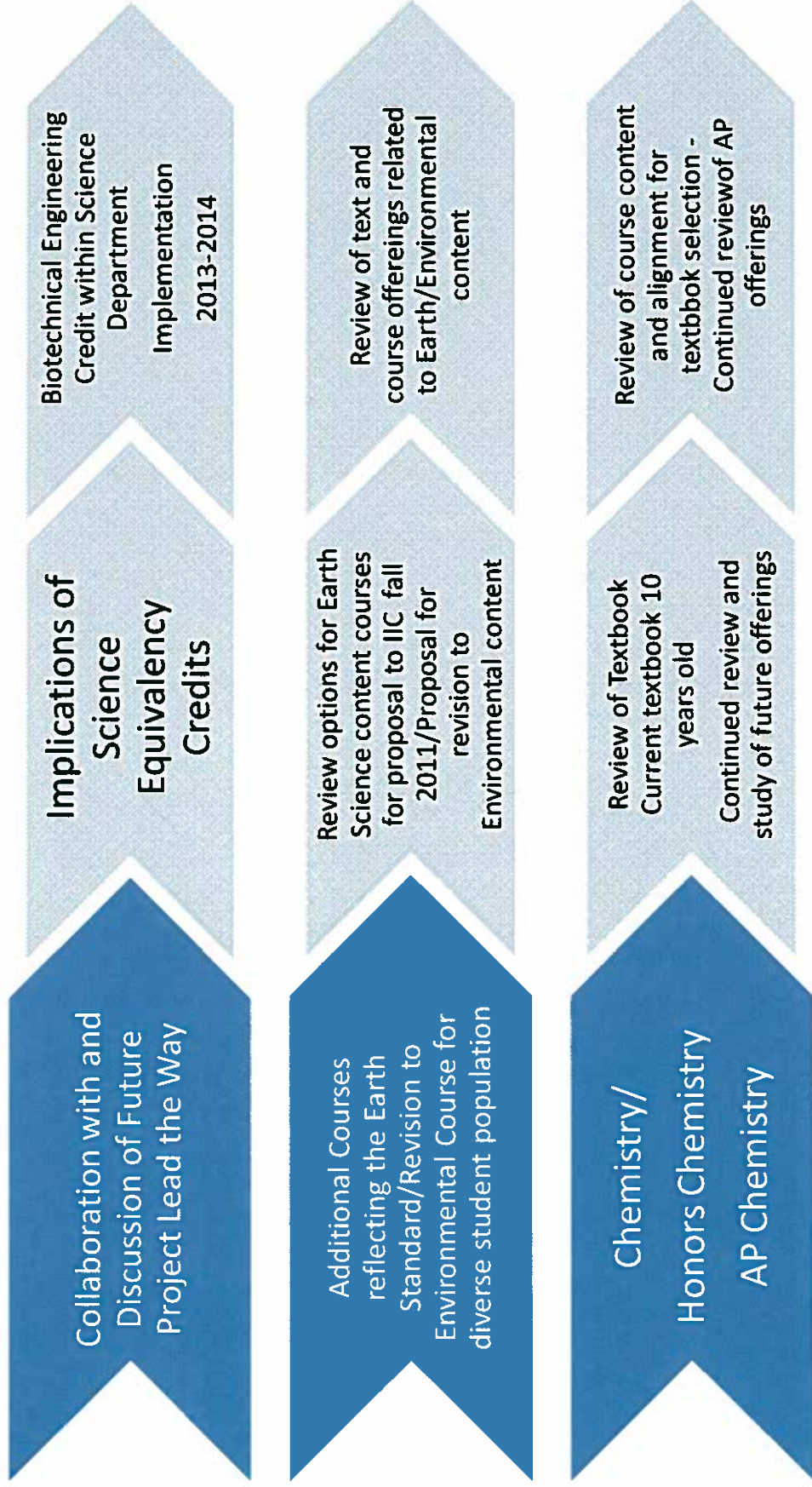
Fees: cost of field trip to Marquette Gross Anatomy Lab

Prerequisite: Biology; Chemistry (not concurrently)

Proposed Germantown High School Timeline to K-12 Science Committee



Proposed Germantown High School Timeline to K-12 Science Committee



GERMANTOWN HIGH SCHOOL SCHOOL IMPROVEMENT PLAN 2010-11

Goal #1: Continue academic improvement and success for all students based on a variety of data including: WKCE-CRT, ACT and SAT scores, AP Test scores, attendance and discipline reports, and graduate feedback.

Sources: The following sources of data were utilized in the development of this goal:

Achievement Data:

- 2003-09 WKCE (grade 10) % Advanced and Proficient, Scale Score averages, Standards Performance Summaries, Local Percentile Rank Summaries, Item Analysis Summaries
- Advance Placement Test Results
- ACT Scores
- SAT Scores

Demographic Data:

- WKCE-CRT Students with Disabilities Summaries and Comparisons
- WKCE-CRT Economically Disadvantaged Summaries
- WKCE-CRT Disaggregated Student Data

Perception Data:

- Informal Teacher Observations
- Surveys
- Department SMART Goals

Findings: State WKCE-CRT testing indicated an increase in and areas as compared to the 2008-09 results. 2009-10 results reflected an approximate 4.9% increase in Science, a 3.2% increase in Reading, 3% increase in mathematics, 1% in Language Arts, and a slight .2% in Social Studies.

The Mean Scale Score Averages of students increased 13 scale score points in reading, while the other four subject areas increased or decreased very slightly, yielding no statistical difference from 2008-09 in Language Arts, Mathematics, Science and Social Studies.

Findings: The Mean Scale Score Averages of Students with Disabilities increased in all subject areas as compared to the previous years. Since 2005-06 the mean scale score averages for these students have increased at least 17 points in Social Studies and as much as 25-40 scale score points in Reading, Lang. Arts, Math, and Science.

The Standards Performance Summaries Each reported content standard is measured by four or more WKCE items. The SPI is an estimate of the number of questions that a student could be expected to answer correctly if there had been 100 such questions measuring that content standard on the test. These estimates have been averaged for students tested on the WKCE in each student group.

USING THIS REPORT TO IMPROVE LEARNING
The average SPI can be used to analyze curriculum strengths and weaknesses in a given content standard, and is particularly useful when comparing performance across schools and student groups in any given year. It may also be useful to track the

Goal #1: Continue academic improvement and success for all students based on a variety of data including: WKCE, benchmark criterion referenced tests, ACT and SAT scores, AP Test scores, attendance and discipline reports, and graduate feedback.

WKCE: 10th Grade

% Advanced and Proficient	Reading	Language Arts	Mathematics	Science	Social Studies
2002-03	84%	78%	80%	77%	82%
2003-04	80%	79%	82%	81%	87%
2004-05	84%	79%	81%	80%	86%
2005-06	83.1%	78.9%	84.9%	80.4%	85.2%
2006-07	88.2%	81.8%	86.1%	85.8%	87%
2007-08	90%	85.6%	88.3%	88.3%	91.5%
2008-09	89.7%	90%	86.4%	85.8%	92.3%
2009-10	92.9%	91.0%	89.4%	90.7%	92.5%

WKCE Mean Scale Score Averages

Mean Scale Score Averages	Reading	Language Arts	Mathematics	Science	Social Studies
2005-06	554.2	456.7	579.1	457.2	456.6
2006-07	563.5	462.1	581.7	463.4	464.7
2007-08	566.1	464.7	584.4	469.9	470.7
2008-09	565.9	465.4	578.5	468.1	469.57
2009-10	578.1	466.8	581.1	467.1	466.7

Students with Disabilities WKCE Mean Scale Score Averages

Mean Scale Score Averages	Reading	Language Arts	Mathematics	Science	Social Studies
2005-06	466.8	396.8	495.9	403.2	411.5
2006-07	485.2	412.5	525.6	413.7	412.9
2007-08	489.9	418.4	530.5	414.9	403.9
2008-09	500.4	429.1	552.2	432.2	428.5
2009-10	507.5	428.3	527.6	428.6	428.9

Standards Performance Summary: Reading (State/Local/Difference)

Projected # Questions Correct/100	Determines Meaning		Understands Text		Analyzes Text		Evaluates/Extends Text		Diff. State Ave.
	Diff. State Ave.	State Ave.	Diff. State Ave.	State Ave.	Diff. State Ave.	State Ave.	Diff. State Ave.	State Ave.	
2005-06*	72.1	77.0	65	68.6	63.8	67.7	59.4	62.7	3.3
2006-07	63.4	75.0	75.8	88.2	79.9	80.5	61.7	72.2	10.3
2007-08	73.9	81.0	63.2	73.3	59.9	69.4	71.9	80.7	8.5
2008-09	71.9	78.5	68.9	75.8	63.6	72.3	63.2	72.2	9
2009-10	82.3	90.0	65.0	75.0	65.2	75.5	63.8	74.0	10.2

Standards Performance Summary: Language (State/Local/Difference)

Projected # Questions Correct/100	Writing		Language		Research and Inquiry		Diff. State Ave.
	Diff. State Ave.	State Ave.	Diff. State Ave.	State Ave.	Diff. State Ave.	State Ave.	
2005-06*	60.7	63.5	63.1	67.5	55.9	59.3	3.1
2006-07	61.5	65.9	66.4	74.2	62.8	68.9	6.1
2007-08	59.0	65.4	71.9	80.0	62.7	70.6	7.9
2008-09	61.3	67.9	71.4	81.1	63.5	74.2	10.7
2009-10	59.5	67.5	60.8	72.8	57.8	70.1	12.3

difference between the local and state average SPIs. If the local SPI is greater than the state SPI, and if the difference is increasing over time, then this difference provides some evidence of higher achievement by later groups of students.

It is not recommended that SPI averages be directly compared across years, because test questions measuring each standard change each year and WKCE items measuring each content standard represent only a portion of the entire subject area test. While care is taken to ensure that scores on WKCE tests in any given subject have comparable meaning over time, SPIs are not designed to be comparable over time.

*based upon approximate enrollment numbers

This year the number of students who took **Advanced Placement exams** totaled 241 students who took a total of 451 exams. The percentage of students who scored 3 or better **decreased by 5.3%** from 85.3% to 80%. However, we did increase the percentage of students taking exams from 14.3% to 16.9%.

Standards Performance Summary: Mathematics (State/Local/Difference)

Projected # Questions Correct/100	Math Processes		Number Operations		Geometry		Misrmt		Stats and Prob		Diff. Sc. Ave	
	Diff. Sc. Ave	St. Ave	Diff. Sc. Ave	St. Ave	Diff. Sc. Ave	St. Ave	Diff. Sc. Ave	St. Ave	Diff. Sc. Ave	St. Ave	Diff. Sc. Ave	St. Ave
2005-06*	62.5	64	56.9	63.4	50.1	57.7	49.4	57	51.8	58.2	6.1	49.3
2006-07	61.5	69.0	68.8	75.6	53.3	61.9	55.8	64.6	61.0	68.1	7.1	58.3
2007-08	59.0	70.5	71.5	76.1	56.0	67.5	52.1	64.7	61.7	71.3	9.6	53.9
2008-09	62.2	72.0	69.7	78.3	52.0	60.2	54.2	64.9	55.4	64.4	9	52.4
2009-10	62.8	72.7	58.0	68.3	53.4	62.8	57.1	68.7	53	62.6	9.1	59.7

Standards Performance Summary: Science (State/Local/Difference)

Projected #Question Correct/100	Science Connects & Nature of Sci.		Sci. Inquiry		Physical Science		Earth and Space Sci		Life and Environ. Sci		Diff. Sc. Ave	
	Diff. Sc. Ave	St. Ave	Diff. Sc. Ave	St. Ave	Diff. Sc. Ave	St. Ave	Diff. Sc. Ave	St. Ave	Diff. Sc. Ave	St. Ave	Diff. Sc. Ave	St. Ave
2005-06*	57.0	60.0	61.9	66.2	49.7	54.5	56.4	60.3	54.4	57.5	3.1	66.9
2006-07	60.5	66	76.1	81.6	49.4	54.3	66.3	71.2	53.7	59.1	5.4	62.9
2007-08	61.0	68.8	60.4	68.0	61.9	69.6	58.1	63.1	57.8	63.6	5.8	58.9
2008-09	59.7	66.6	65.0	73.9	54.9	62.8	60.5	67.2	62.6	70.2	7.6	66.3
2009-10	66.3	74.0	65.8	74.4	54.7	62.5	63.3	69.4	54.7	61.0	6.3	63.2

Standards Performance Summary: Social Studies (State/Local/Difference)

Projected # Questions Correct/100	Geography		History		Political Science & Citizenship		Economics		Behavioral Science		Diff. Sc. Ave	
	Diff. Sc. Ave	St. Ave	Diff. Sc. Ave	St. Ave	Diff. Sc. Ave	St. Ave	Diff. Sc. Ave	St. Ave	Diff. Sc. Ave	St. Ave	Diff. Sc. Ave	St. Ave
2005-06*	58.9	63.2	4.3	59.8	64.2	4.4	50.4	55.3	4.9	64.5	69.7	5.2
2006-07	71.9	78.1	6.2	63.4	71.3	7.9	60.5	68.1	7.6	71.1	78.9	7.8
2007-08	59.1	66.9	7.8	64.7	75.8	11.1	61.6	73.6	12	64.0	75.4	11.4
2008-09	64.3	72.5	8.2	55.5	65.7	10.2	62.1	72.2	10.1	73.1	82.8	9.7
2009-10	66.1	74.3	8.2	56.4	64.8	8.4	65.2	74.5	9.3	77.1	85.7	8.6

	# Enrolled	# Taking Exams	% Taking Exams	# Taken	# Exams Passed 3 or Better	% of Exams Passed
A P	1195	91	7.5%	112	96	85.7%
E	1233	102	8.3%	126	111	88.1%
X	1273	119	9.3%	149	140	94.0%
A	1295	122	9.4%	155	134	86.5%
M	1323	148	11.2%	211	155	73.5%
S	1363	157	11.5%	228	162	71.1%
	1400	204	14.6%	306	248	81.0%
	1402	200	14.3%	325	254	79.0%
	1387	199	14.3%	320	273	85.3%
	1426	241	16.9%	452	362	80%



The student taking an AP course, corresponding AP exam and receiving a 3 or better reflected 83.3% of the examinees.

The 79% of the tests taken by students who were not enrolled in a corresponding AP class attained a 3 or better.

The **ACT Composite scores** increased by .2 this year, from 23.5 to 23.7. The percentage of exams taken by 12th grade students increased by .1% from 2008-09. The Wisconsin state average for this year was 22.0.

Students Readiness for College:

While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT established the following as college readiness benchmark scores for designated college courses:

- English Composition: 18 on ACT English Test
- Social Science: 21 on ACT Reading Test
- Algebra: 22 on ACT Math Test
- Biology: 24 on ACT Science Test

*** 41% of our students met all 4 areas of College Readiness**

Students Scoring 3 or better with AP Class Enrollment

2004-05	195	152	77.9%
2005-06	216	161	74.5%
2006-07	294	243	82.6%
2007-08	315	245	77.8%
2008-09	318	278	87.4%
2009-10	381	306	80%

Students Scoring 3 or better without AP Class Enrollment

2004-05	16	3	18.8%
2005-06	12	1	8.3%
2006-07	7	3	42.8%
2007-08	10	9	90%
2008-09	14	7	50%
2009-10	71	56	79%

Average ACT Scores	# of Gr. 12 Students	% of Students Tested	English	Mathematics	Reading	Sci Reasoning	Composite	STATE Composite
2000	192/279	68.8%	21.8	22.3	22.4	22.7	22.4	22.2
2001	194/286	67.8%	22.1	23.5	23.2	23.7	23.3	22.2
2002	181/277	65.3%	23.2	23.8	24.3	23.8	23.9	22.2
2003	187/316	59.2%	22.6	23.2	23.4	23.3	23.2	22.2
2004	220/333	66.1%	22.7	23.6	24	23.6	23.7	22.2
2005	224/308	72.7%	22.0	23.4	23.2	23.5	23.1	22.2
2006	216/304	71.1%	22.1	23.1	22.9	23.4	23.0	22.2
2007	237/327	72.5%	22.4	23.4	23.3	23.5	23.3	22.3
2008	236/331	71.3%	22.7	23.7	23.9	23.5	23.6	22.3
2009	244/338	72.2%	22.7	23.0	23.8	23.7	23.5	22.3
2010	258/357	72.3%	23.5	23.3	23.8	23.9	23.7	22.0

ACT Exams: Percent of ACT-Tested Students College Ready

Benchmark* ACT Scores	College English Target: 18	College Algebra Target: 22	College Social Science Target: 21	College Biology Target: 24	Meeting All 4
STATE	77%	53%	62%	37%	30%
GT:2005	82%	63%	69%	47%	39%
GT:2006	81%	56%	65%	47%	38%
GT:2007	84%	62%	66%	45%	35%
GT:2008	85%	66%	72%	52%	44%
GT:2009	83%	60%	71%	47%	38%
GT:2010	86%	60%	71%	56%	41%

**The Benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or high or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

S A T E X A M S	# of Students 11 th Grade	Ave. Verbal/Math	# of Students 12 th Grade	Ave. Verbal/Math
	2002-03	13	631.5/626.2	9
2003-04	5	650/652	11	640.9/634.5
E X A M S	# of Students 11 th Grade	Ave. Rdg/Math/Writing*	# of Students 12 th Grade	Ave. Rdg/Math/Writing
	2004-05	13*15	4	562.5/622.5
2005-06	11	603.3/581.3/599.2*	9	571.1/608.9/531.1
2006-07	NA	629.1/602.7/553.6	NA	NA
2007-08	4*5	676/705*/627.5*	5	652/684/644
2008-09	7	641/668/608.5	8	585/652/654
2009-10	10	571/592/575	8	585/585/553

Goal #1: Continue academic improvement and success for all students based on a variety of data including: WKCE-CRT, ACT and SAT scores, AP scores and attendance and discipline reports and graduate feedback.

	SMART OBJECTIVES (Strategic, Measurable, Attainable, Results-Oriented, Time-Bound)	SPECIFIC STRATEGIES WITH TIMELINES	RESOURCES AND PERSONS RESPONSIBLE	EVALUATION STRATEGIES AND MEASURES
A C T I O N P L A N	<p>1.) Maintain or increase our <u>Advanced and Proficient % scores</u> by 2% percentage points in each of the tested areas: (as compared to the 09-10 test results)</p> <ul style="list-style-type: none"> 92.9 to 94.9% in Reading 91 to 93% in Language 89.4 to 91.4% in Math 90.7 to 92.7% in Science 92.5 to 94.5% in Social Studies <p>2.) Maintain or increase the % of students scoring Advanced in each of the subject areas as compared to the 2009-10 percentages by 2%.</p> <ul style="list-style-type: none"> 72% to 74% in Reading 26% to 28% in Language 33% to 35% in Math 52% to 54% in Science 65% to 67% in Social Studies 	<ul style="list-style-type: none"> ✦ Enhance testing environment conditions that may have a positive impact on student participation and performance. State exams will be administered over a 3-day period, two to three hours each day, with freshmen, juniors, and seniors arriving after the sophomore testing. Students will be tested in smaller groups; 25 per grouping, implementing appropriate testing accommodations and modifications for regular and special education students. ✦ Implement a plan whereby students accomplishing a proficient and/or advanced level on subject area assessments will be afforded an exam exemption in the spring semester. ✦ Provide training for staff proctoring the WKCE-CRT. ✦ Prior to testing, encourage students to demonstrate their best efforts and provide incentives for success. ✦ Staff will continue to brainstorm ideas and strategies to enhance students' efforts during the testing window, including, but not limited to, test preparation skills and strategies. ✦ Analyze <i>item analysis summaries</i>, by subject area, to identify sub skills and standards where content may need additional reinforcement or students need additional test-taking strategies. Adjust, revise or plan for differentiation in lesson plans, units or assessments to provide additional familiarity with testing format and academic success. 	Building Principals Guidance Counselors Department Chair WKCE Proctors Instructional Staff	Review WKCE-CRT progress at end of year Increase 2010-11 WKCE-CRT mean scale scores, by 2 points, as compared to 2009-2010 scores. Increase, by 2%, the percentage of students scoring advanced and/or proficient on the 2010-2011 WKCE-CRT as compared to with 2009-2010 scores. Item analysis summary results



GOAL #1: Continue academic improvement and success for all students based on a variety of data including: WKCE-CRT, ACT and SAT scores, AP T scores and attendance and discipline reports and graduate feedback.

	SMART OBJECTIVES (Strategic, Measurable, Attainable, Results-Oriented, Time-Bound)	SPECIFIC STRATEGIES WITH TIMELINES	RESOURCES AND PERSONS RESPONSIBLE	EVALUATION STRATEGIES AND MEASURES
<p>A</p> <p>C</p> <p>T</p> <p>I</p> <p>O</p> <p>N</p> <p>P</p> <p>L</p> <p>A</p> <p>N</p>	<p>3.) Maintain or increase the <u>mean scale score</u> by 3% of the expected growth in reading, language arts, math, science, and social studies on the 10th grade WKCE of all students who took the 8th grade WKCE.</p> <p>Reading: Increase of 24 scale score points Lang. Arts: Increase of 45 scale score points</p> <p>Math: Increase of 29 scale score points Science: Increase of 56 scale score points Social St: Increase of 58 scale score points</p> <p>4.) Maintain or increase the <u>mean scale score</u> of Special Education students and those who <u>score Advanced and Proficient</u> in reading, language arts, math, science and social studies on the WKCE by 3 points as compared to 2009-10 results.</p> <p><u>EEN Scale Score Results (3 points)</u> <u>10th Grade to 10th Grade</u> Reading: From 507.5 to 510.5 Language Arts: From 428.3 to 431.3 Mathematics: From 527.6 to 530.6 Science: From 426.6 to 431.6 Social Studies: From 428.9 to 431.9</p>	<ul style="list-style-type: none"> ➔ Receive and analyze student achievement data from Kennedy Middle School to identify students at-risk of not achieving advanced or proficient performance levels on the WKCE-CRT. ➔ Identify incoming 9th grade students with a potential for not achieving an advanced or proficient level of performance and design intervention and/or remedial strategies for identified pupils. ➔ The “Freshman Transition” Site Committee will investigate, research and propose plans and strategies for expanding transition support for incoming 9th graders. ➔ Monitor pass/fail rates for all 9th grade students quarterly to identify possible interventions and/or support. ➔ Identify and monitor students who do not test advanced or proficient. ➔ Monitor progress of students who are socioeconomically disadvantaged. 	<p>Administration, Department chairs, classroom teachers, guidance department staff, curriculum support staff.</p> <p>KMS/GHS transition team, GHS guidance dept., math teachers, Administration</p>	<p>Increase WKCE-CRT mean scale score of students from eighth grade to 10th grade by 5% of expected growth.</p> <p>Individual student’s 8th grade WKCE results will be compared with their 10th grade results to determine increase of Advanced and Proficient percentages.</p> <p>Quarterly Reports</p>



SMART OBJECTIVES (Strategic, Measurable, Attainable, Results-Oriented, Time-Bound)	SPECIFIC STRATEGIES WITH TIMELINES	RESOURCES AND PERSONS RESPONSIBLE	EVALUATION STRATEGIES AND MEASURES
<p>A</p> <p>C</p> <p>T</p> <p>I</p> <p>O</p> <p>N</p> <p>P</p> <p>L</p> <p>A</p> <p>N</p>	<p>Continue to revise staffing assignments with the Special Education Department based on student needs and grade level.</p> <p>Continue to provide an optimum testing setting for all Special Education students.</p> <p>Departments will review current curricular offerings, identify key course standards, skills and concepts, and ensure vertical articulation.</p>	<p>Special Education teachers, Director of Pupil Services, Administration, Guidance Department, Support staff</p> <p>Administrative Team, School Counselors, Department Chairs, Teachers, Special Education teachers, curriculum support staff.</p>	<p>Use the AdvancedED report to guide and strengthen the school's efforts to improve student performance and school effectiveness.</p> <p>Teachers will submit key course standards for each curricular offering prior to the end of first semester.</p> <p>A standardized course scope and sequence template will be created for each class by the end of the 2010-2011 school year.</p> <p>Administration will submit the Accreditation Progress Report detailing progress made toward addressing the required actions. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the required actions.</p>
<p><u>EEN Advanced & Proficient Results (3%pts.) 10th grade to 10th grade</u></p> <p>Reading: From 50% to 53%</p> <p>Language Arts: From 50% to 53%</p> <p>Mathematics: From 44% to 47%</p> <p>Science: From 47% to 50%</p> <p>Social Studies: From 53.5% to 56%</p> <p><u>EEN Advanced & Proficient Results (3%pts.) 8th grade to 10th grade (same students)</u></p> <p>Reading: From 52% to 55%</p> <p>Language Arts: From 59% to 62%</p> <p>Mathematics: From 48% to 51%</p> <p>Science: From 45% to 48%</p> <p>Social Studies: From 61% to 64%</p> <p>5. Begin an action plan of required actions as outlined in the AdvancedED accreditation process, specifically:</p> <p>Focus on developing a comprehensive scope and sequence for all courses offered and develop curricular maps that will bring consistency to instruction provided and avoid duplication and gaps.</p>			



SMART OBJECTIVES (Strategic, Measurable, Attainable, Results-Oriented, Time-Bound)	SPECIFIC STRATEGIES WITH TIMELINES	RESOURCES AND PERSONS RESPONSIBLE	EVALUATION STRATEGIES AND MEASURES
<p>A</p> <p>6.) Maintain or increase the percentage of students scoring 3 or better on <i>AP exams</i> by 3% as compared to 2009-10 results. From 81% to 84%.</p>	<ul style="list-style-type: none"> ➤ Increase the number of Advanced Placement course offerings: AP Calculus BC, AP English Literature and Composition, AP English Language and Composition, and AP Spanish have been added to course electives during the past several years. 	<p>Administration, Department Chairs, AP teachers, curriculum support staff, Guidance Counselors, Instructional Improvement Committee, Director of Teaching and Learning.</p>	<p>Increase shown as reported on the 2009-10 AP test results.</p>
<p>C</p> <p>7.) Maintain or increase the percentage of students scoring 3 or better on the <i>AP exams</i> by 2% as compared to students taking the assessment and enrolled in an AP course; from 83.3% to 85.3%.</p>	<ul style="list-style-type: none"> ➤ Plans for additional AP options will be addressed by the IIC. 		<p>Increase shown as reported on the 2009-10 ACT test results.</p>
<p>O</p> <p>8.) Increase the <i>ACT averages</i> in each tested area by .2 as compared to 2009. In English: From 23.5 to 23.7 In Mathematics: From 23.3 to 23.5 In Reading: From 23.8 to 24.0 In Sci. Reasoning: From 23.9 to 24.1 Composite: From 23.7 to 23.9</p>	<ul style="list-style-type: none"> ➤ Plan and schedule for Assessment Achievement Day(s) for the purposes of students being afforded the opportunity to take assessments such as PSAT, ASVAB, PLAN, and EXPLORE. 	<p>School counselors and teaching staff, Director of teaching and learning.</p>	<p>Administrators and peer coaches will be encouraging and monitoring the use of best practices during classroom visitations and documenting and/or acknowledging staff efforts.</p>
<p>N</p> <p>9.) Increase the ACT Readiness of College benchmark by 3% points in each area of those tested. English: From 86% to 89% Mathematics: From 60% to 63% Reading (Social Science): From 71% to 74% Science: From 56% to 59% Meeting All 4 Areas: From 41% to 44%</p>	<ul style="list-style-type: none"> ➤ Track the number and percentage of students who take the PSAT assessment beginning with the 2010-2011 school year. 	<p>Administrative team, counselors.</p>	<p>Counselors will provide information and encourage students to take the PSAT; also track the students who take the exam. Review graduate data; identify trends.</p>
<p>P</p> <p>10.) Expand assessment opportunities for students in order to address areas for scholarship, career advancement, post secondary applications, and progress monitoring</p>	<ul style="list-style-type: none"> ➤ Access national clearinghouse database 		
<p>L</p> <p>11.) Attain post-graduate data.</p>			



GERMANTOWN HIGH SCHOOL SCHOOL IMPROVEMENT PLAN 2010-11

Goal #2: Foster a school culture of mutual respect in which staff and students take a shared responsibility in promoting a climate of pride and civility at Germantown High School and the Germantown Community.

Sources: The following sources of data were utilized in the development of this goal:

Program Data:

- Attendance Rate: 2003- 2010
- Discipline Reports: 2003-2010
- Truancy Rates: 2003-20010
- Graduation Rates: 2003-20010

Perception Data:

- Department SMART Goals: 2006-2010
- 2005-10 School Climate Surveys

	Agreement with Statements											
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010			
Staff Survey Perception Data:	# Responding	Percent	# Responding	Percent	# Responding	Percent	# Responding	Percent	# Responding	Percent		
High Morale of Teachers	31	16%	89	29%	78	28%	89	17%	71	76%		
High Morale of Students	31	19%	89	38%	78	46%	89	70%	71	82%		
High Morale of Support Staff	31	10%	89	23%	73	34%	89	27%	71	41%		
High Morale of Administration	31	13%	89	49%	68	62%	89	40%	71	89%		
Good Public Image	36	14%	93	32%	74	68%	89	63%	67	82%		

	Belief in Relationship to Student Achievement											
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010			
Staff Survey Perception Data:	# Responding	Percent	# Responding	Percent	# Responding	Percent	# Responding	Percent	# Responding	Percent		
Authentic Assessment	30	73%	90	84%	79	96%	87	98%	71	99%		
Varied Technologies	31	93%	89	91%	78	100%	89	100%	72	100%		
Threat-Free Environment	31	97%	88	94%	80	99%	89	100%	72	100%		
Student/Staff Rapport	31	81%	88	90%	77	99%	83	93%	72	97%		
Learning Styles	31	93%	89	94%	79	97%	89	100%	72	100%		
Parent Involvement	31	94%	88	89%	79	95%	81	91%	72	96%		
Business Partnerships	31	87%	89	80%	80	95%	82	92%	72	93%		
Achievement Data	32	47%	89	58%	80	81%	78	88%	72	92%		

	Belief in Relationship to Student Achievement											
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010			
Staff Survey Perception Data:	# Responding	Percent	# Responding	Percent	# Responding	Percent	# Responding	Percent	# Responding	Percent		
Challenging Instructional Program	36	61%	93	61%	74	73%	76	85%	66	80%		
Atmosphere for Student Success	36	53%	93	60%	76	71%	74	83%	67	82%		
Collaborative Communication Regarding Student Learning	36	31%	93	40%	75	41%	44	49%	67	60%		
Expectation for Quality Student Work	37	27%	93	40%	75	60%	51	57%	67	67%		
Parent Communication	36	64%	93	86%	75	89%	85	96%	67	97%		



**GERMANTOWN HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN 2010-11**

Goal #2: Foster a school culture of mutual respect in which staff and students take a shared responsibility in promoting a climate of pride and civility at Germantown High School and the Germantown Community.

Findings: Four different School Climate Surveys were administered for the 2009-2010 school year.

Student Survey Perception Data:	Agreement with Statements									
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	#	%	#	%	#	%	#	%	#	%
Teachers care and respect students	1056	78%	1178	79%	1007	82%	1191	83%	1280	84%
Teachers treat each student as an individual	1041	61%	1176	58%	776	63%	1191	65%	1280	69%
Students feel safe	1046	74%	1179	68%	946	77%	1191	82%	1280	84%
Students work hard within their classes	1036	55%	1172	62%	786	64%	1191	66%	1280	70%
Students work hard to complete their assignments	1042	49%	1174	41%	546	45%	1191	48%	1280	56%
Students care about and respect each other	1040	47%	1172	41%	651	57%	1191	50%	1280	61%
Students have a sense of belonging in this school	1032	63%	1152	60%	789	66%	1191	66%	1280	70%
Clear set of rules to follow	1029	68%	1131	68%	913	76%	1191	75%	1280	78%
Other schools and competitors respect GHS	987	61%	1110	52%	771	66%	1191	60%	1280	69%

Freshman Survey Data	Agreement with Statements	
	2007-2008: response range = 322-337	2008-2009: response range = 295-318
Felt welcomed by staff/teachers	90%	85%
Felt teachers helpful/approachable with problems and issues	72%	69%
Understand the GHS rules	86%	83%
Knew which courses to take	78%	77%
Knew what to expect re: homework and test	62%	68%
Were not nervous about being picked on/harassed	74%	73%
Felt I had an adult to turn to for questions/support/help	70%	71%
Knew how to study	77%	82%
Knew what credits are and how they work	88%	88%
Felt physically safe at school	84%	80%
		2009-2010 response range = 356-367
		91%
		73%
		85%
		75%
		60%
		77%
		67%
		78%
		86%
		86%



GERMANTOWN HIGH SCHOOL SCHOOL IMPROVEMENT PLAN 2010-11

Goal #2: Foster a school culture of mutual respect in which staff and students take a shared responsibility in promoting a climate of pride and civility at Germantown High School and the Germantown Community.

Sources: The following sources of data were utilized in the development of this goal:

GHS Parent-Teacher Conferences	1 st Semester - October	2 nd Semester - March
2006-2007	1,274	958
2007-2008	N/A	1150
2008-2009	1844	1469
2009-2010	2339	1278

Out of school suspension incidents decreased from 78 in 2008-09 to 74 in 2009-2010, which is a decrease of 3%. However, a .2% increase as compared to the percentage of the population.

Expulsion incidents decreased from 6 in 2008-09 to 4 in 2009-2010, which is reflects a .1% decrease compared to the percentage of the population.

Truancy Rate increased from 2.9% in 2008-09 to 3.2% in 2009-2010, which is an increase of .3%.

Graduation rate increased from 96% in 2008-09 to 98% in 2009-2010.

Out of School Suspensions	Population	# of Incidents	# of Students	% of Students (WINNS)
2002 - 2003	1273	66	N/A	5.2%
2003 - 2004	1295	53	N/A	4.1%
2004 - 2005	1323	80	N/A	6.0%
2005 - 2006	1363	77	N/A	5.6%
2006 - 2007	1400	85	N/A	6.1%
2007 - 2008	1402	79	57	4.0%
2008-2009	1387	78	58	4.0%
2009-2010		74	61	4.2
Expulsions		# of Students		% of Students (WINNS)
2002 - 2003	1273	10		.8%
2003 - 2004	1295	7		.5%
2004 - 2005	1323	8		.6%
2005 - 2006	1363	17		1.2%
2006 - 2007	1400	14		1.0%
2007 - 2008	1402	12		.8%
2008-2009	1387	6		.4%
2009-2010		4		.3%
Pre-expulsion hearings 2007-2008		2		.01%
Pre-expulsion hearings 2008-2009		12		.9%
Pre-expulsion hearings 2009-2010		11		.8%
Truancy Rate		# of Incidents		% of Students (WINNS)
2002 - 2003	1273	86		6.8%
2003 - 2004	1295	77		5.9%
2004 - 2005	1323	58		4.4%
2005 - 2006	1363	36		2.6%
2006 - 2007	1400	73		5.2%
2007 - 2008	1402	52		3.7%
2008-2009	1387	41		2.9%
2009-2010		44		3.2%
Graduation Rate		# Enrolled	# Graduated	%
2002 - 2003		316	291	92%
2003 - 2004		327	318	97%
2004 - 2005		299	296	99%
2005 - 2006		314	308	98%
2006 - 2007		314	307	98%
2007 - 2008		338	321	95%
2008-2009		332	318	96%
2009-2010		344	337	98%
Fall Back to School Night		# Attendees		
2006 - 2007		397	Fall Back to School Night 2010-2011	595
2007 - 2008		503		
2008 - 2009		520		
2009-2010		576		

D A T A



**GERMANTOWN HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN 2010-11**

Goal #2: Foster a school culture of mutual respect in which staff and students take a shared responsibility in promoting a climate of pride and civility at Germantown High School and the Germantown Community.

ADDITIONAL INFORMATION

2009 Period One – Unexcused Tardies (Semester II Only)				
Tardy #	Description	# of Tardies	# of Students	% of Students
Tardy #4-5	Detention for each tardy	4	120	8.5%
Tardy #4-5	Detention for each tardy	5	84	6%
Tardy #6	Office referral, ½ day of in-school, possible suspension of parking privileges	6	41	2.9%

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GHS Student Formal Contacts – Associate/Assistant Principals				
	1 st Semester	2 nd Semester		
2006-2007	1565	1218		
2007-2008	1167	1609		
2008-2009	1307	1343		
2009-2010	1435	1374		

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Tardy #	Description	# of Tardies	# of Students	% of Students
Tardy #7-8	Detention for each tardy	7/8	25	1.8%
Tardy #9	Office referral, full day of in-school, revocation of parking privileges for no less than 2 weeks	9	9	.7%
Tardy #10	Saturday detention (8-11), additional consequences regarding parking privileges	10+	5	.4%
Tardy #11	One day out-of school suspension, forward notice to SRO for police action, mandatory parent conference			

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2010 Period One – Unexcused Tardies 1 st /2 nd Semester				
Tardy #	Description	# of Tardies	# of Students	% of Students
Tardy #4-5	Detention for each tardy	4	76/104	5.3/7.2
Tardy #4-5	Detention for each tardy	5	46/59	3.2/4.1
Tardy #6	Office referral, ½ day of in-school, possible suspension of parking privileges	6	29/39	2.0/2.7
Tardy #7-8	Detention for each tardy	7/8	17/25	1.1/1.7
Tardy #9	Office referral, full day of in-school, revocation of parking privileges for no less than 2 weeks	9	6/4	.04/.02
Tardy #10	Saturday detention (8-11), additional consequences regarding parking privileges	10+	1/3	.007/.02
Tardy #11	One day out-of school suspension, forward notice to SRO for police action, mandatory parent conference	11	1/3	.007/.02

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GERMANTOWN HIGH SCHOOL SCHOOL IMPROVEMENT PLAN 2010-11

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Out of School Suspensions-Semesters 1/2 2008-09	# of Suspensions (semester and total)	# of Students (semester and total)			
9 th Grade	12/13=25	10/9=19			
10 th Grade	7/9=16	7/5=12			
11 th Grade	11/12=23	9/6=15			
12 th Grade	5/9=14	5/7=12			
Total	35/43=78	31/27=58			
Cell Phone Violations by Grade 2008-09	# of Violations 1 st and 2 nd quarter	# of Violations 3 rd and 4 th quarter			
9 th Grade	9 students/9 offenses & 9 students/10 offenses	9 students/9 offenses & 5 students/5 offenses			
10 th Grade	6 students/7 offenses & 12 students/12 offenses	17 students/18 offenses & 12 students/12 off.			
11 th Grade	14 students/16 offenses & 20 students/23 offenses	15 students/17 offenses & 9 students/10 off.			
12 th Grade	13 students/14 offenses & 17 students/18 offenses	17 students/17 offenses & 9 students/10 off.			
Total	100 students/109 offenses	93 students/98 offenses			
Cell Phone Violations by Grade 2009-2010	# of Violations	# of Students			
9 th Grade	16	15			
10 th Grade	47	47			
11 th Grade	43	43			
12 th Grade	42	42			
Total	148	147			
Referrals - 1 st /2 nd Quarter 2008-09	Students	Discipline	Tardy	Cell Phone	Bus
9 th Grade	25/39	21/38	3/22	9/10	1/0
10 th Grade	38/44	25/20	20/40	7/12	2/0
11 th Grade	41/55	26/21	23/42	16/23	1/0
12 th Grade	35/63	12/19	23/76	14/18	0/0
Total	340	182	249	109	4
Referrals - 3 rd /4 th Quarter 2008-09	Students	Discipline	Tardy	Cell Phone	Bus
9 th Grade	40/39	40/40	12/27	9/5	0
10 th Grade	52/49	38/22	18/35	18/12	0
11 th Grade	56/51	33/27	30/48	17/10	0
12 th Grade	64/53	31/20	45/82	17/10	0
Total	404	251	297	98	0
Referrals - 1 st /2 nd Quarter 2009-10	Students	Discipline	Tardy	Cell Phone	Bus
9 th Grade	14/33	8/30	9/16	3/4	0/1
10 th Grade	19/47	10/46	5/21	8/12	0/4
11 th Grade	15/49	6/39	1/22	10/5	0/0
12 th Grade	26/44	5/25	11/32	13/10	0/0
Total	74/173	29/140	26/92	13/10	0/5
Referrals - 3 rd /4 th Quarter 2009-10	Students	Discipline	Tardy	Cell Phone	Bus
9 th Grade	21/43	24/38	15/31	4/4	0
10 th Grade	48/47	48/32	18/34	8/14	0
11 th Grade	37/64	25/39	26/48	11/10	0
12 th Grade	38/49	21/32	38/57	12/11	0
Total	144/203=347	118/141=259	97/170=267	35/39=79	0

D A T A



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Goal #2: Foster a school culture of mutual respect in which staff and students take a shared responsibility in promoting a climate of pride and civility at Germantown High School and the Germantown Community.

ADDITIONAL INFORMATION

		GHS MUNICIPAL ADULT AND JUVENILE COURT CONTACTS 2006-2007, 2007-2008, 2008-2009 AND 2009-10 SCHOOL YEARS			
	Offense	# of 2006-2007 Semester I Violations	# of 2007-2008 Semester I Violations	# of 2008-2009 Total Violations	# of 2009-2010 Total Violations
D A T A	Regular Truancy	20	n/a	2	0
	Habitual Truancy (all or part of 5 days + Truant)	24	22	33	10
	Disorderly Conduct (e.g., inappropriate behavior, fighting, pushing, swearing, etc.)	13	7	16	13
	Alcohol/Tobacco	4	6/13	5 and 16	0
	Theft	6	0	4	0
	Possession of cocaine	0	1	0	0
	Possession of marijuana	0	1	5	0
	Criminal Damage to Property	0	1	0	1
	Substantial Battery	0	1	0	0
	Carry Concealed Weapons	0	1	0	0
	Transporting Intoxicants	0	1	0	0
	Furnishing Alcohol to Underage	0	1	0	0
	Possession of Drug Paraphernalia	0	1	2	0
	Possession of Dangerous Weapon/School	0	1	3	0
	Elec. Comm. Device	0		29	3
	Graffiti	0	0	1	1
	Traffic	0	0	2	0
Resisting Arrest	0	1	1	0	

*The administration met with the student, parent and the judge for the above violations involving juveniles. For adult students (17 and over) the administration met with the student and the judge. The above totals only reflect the actual court contacts for students who were present in court. Some citations do not require a mandatory court appearance and some students chose not to attend court even though they were required to attend.



GERMANTOWN HIGH SCHOOL SCHOOL IMPROVEMENT PLAN 2010-11

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A C T I O N	<p>1. Voluntary participation from the teaching staff and the Administrative team on various sub-committees which focus on school climate.</p> <p>2. Increase the positive responses on a <u>Student School Climate Survey</u> by 5% as compared to previous year results.</p> <p>3. Increase <u>Staff Climate Survey</u> positive responses by 5% as compared to previous results.</p> <p>4. Increase <u>Freshman Survey</u> positive responses by 5% as compared to previous year.</p>	<p>There had been 10 sub committees that focus on school climate that had met at least once a month. These committees were:</p> <ul style="list-style-type: none"> * School Facility Needs and Space Committee * New Teacher Induction * Respect/Character Development Staff Development * Gratitude/Celebration/Promotion * Freshman Transition * Student Achievement Recognition <p>Conduct an improved annual school survey for all students.</p> <p>Conduct an annual school survey for all staff.</p> <p>Conduct an annual freshman survey.</p> <p>Use the information from the previous survey results of staff, students and freshman to provide direction to freshman transition committee.</p> <p>Will notify students, parents, and families of attendance policy and procedures, guidelines for attendance, and resulting truancy measures several times during the first month of school, i.e., WebNotes, Registration Night, Freshman and other class meetings, and Back to School Night.</p>	<p>Administrative Team Teacher Leaders School Counselors Committee Chair Department Chair Teaching and Support Staff</p> <p>Increase the survey positive responses by 5% by Spring of 2010.</p> <p>Increase positive responses by 5% as indicated on staff survey.</p> <p>Use data to increase positive responses in the area of transition.</p> <p>Data will be run during the school year and analyzed.</p>
P L A N			



GERMANTOWN HIGH SCHOOL SCHOOL IMPROVEMENT PLAN 2010-11

Goal #2: Foster a school culture of mutual respect in which staff and students take a shared responsibility in promoting a climate of pride and civility at Germantown High School and the Germantown Community.

<p>A</p>	<p>5. Decrease the % of Tardy Referrals by 5% as compared to 2009-2010.</p>	<ul style="list-style-type: none"> ↓ Maintain an individual truancy history sheet for identified students. *Assistant Principals create these, and keep files for the SRO, School Social Worker, and Attendance Office. These are used for court. ↓ Increase direct involvement of administrators, school counselors, and social workers with students, parents, and families. *All of the above use log sheets/notebooks/binders to document parental and student contacts, issue/reason for contact, result/consequence/action taken, etc. ↓ Attend Washington County Truancy meetings in the fall of 2010 and the spring of 2011. ↓ Administrators, school counselors, social workers, school psychologist, SRO, and the Director of Pupil Services meet weekly (GASP) to discuss and problem solve regarding student issues and programming. *Meetings scheduled for every Tuesday from 8:00-9:30 ↓ Administrators, social workers, school counselors, and SRO hold truancy meetings with students and parents of those students regarding truancy, juvenile citations, post-court consultation with judge, parent, youth and office. ↓ Continue early intervention Strategies for students identified, e.g., truancy history sheet, historical attendance data, parent notification information, Family Access, daily office contact for unexcused absences. *Initiated by the Administrative Team with the SRO. Parents contacted daily for absences, etc. SRO, School Counselor and School Social Worker notified as appropriate. 	<p>Administrative Team Teacher Leaders School Counselors Committee Chair Department Chair Teaching and Support Staff</p>	<p>Decrease in the number of students who are listed as habitual truants by 5%. Data will be continually run.</p>
<p>C</p>	<p>6. Decrease the Habitual Truancy Rate by 5% as compared to 2009-2010.</p>			
<p>T</p>				
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Goal #2: Foster a school culture of mutual respect in which staff and students take a shared responsibility in promoting a climate of pride and civility at Germantown High School and the Germantown Community.

A	<p>7. Decrease the % of <u>Juvenile Citations</u> by 5% as compared to 2009-20010 school year.</p>	<p>↓ SRO and building administration attend Washington County Drug Unit monthly meetings. *School Counselors and Social Workers attended when relevant. ↓ Continue education of staff on GSD and GHS Policies and Procedures and repeated articulation to students of consequences for violation. *Freshmen Class meeting on first day with SRO and Administration. Sophomore and new students to GHS attended meetings as well. *Homeroom during which expectations are outlined and handbook explained/signed *All school meetings and Family Access, are utilized to remind all of the above. ↓ Afforded opportunities e.g., Back to School Night, Parent/Teacher Conferences, staff/parent Family Access communication, daily announcements on website, press releases, and Individual teacher websites. ↓ Re-establish GHS Building Leadership Team (BLT). Consists of parents, teachers, students, and administration. ↓ Student Advisory Committee: voluntary meetings with students and administration during lunch periods with the intent of discussing school-related issues.</p>	<p>GHS Administration Director of Pupil Services School Counselors SRO Social Workers Teachers Support Staff</p>	<p>Data was continually run and analyzed.</p>
C	<p>8. Increase Parent Communication in resulting in increased parent involvement.</p>	<p>↓ The Counseling Department explored a service through the National Student Clearing House that affains 5 years of data from graduates. GHS signed a contract and is awaiting results.</p>	<p>Kept data on attendance to events and feedback regarding communication and participation.</p>	<p>Attain and analyze data.</p>
T	<p>9. Expand shared decision making model.</p>	<p>↓ All staff visibility; reduce passes being written, increased consequences for cafeteria violations. *Although enrollment has significantly increased, formal reports have decreased, as have disciplinary issues in the cafeteria.</p>	<p>Decrease the number of reported issues by staff, including custodians.</p>	<p>Decrease the number of reported issues by staff, including custodians.</p>
O	<p>10. Attain and analyze GHS alumni data.</p>	<p>↓ Class meetings, Family Access messages to students/parents regarding policies, increased disciplinary consequences, Municipal citation for chronic offenders. *Staff continually reminded students of the expectations</p>	<p>Attain and analyze data.</p>	<p>Data is continually run and analyzed.</p>
N	<p>11. Increase school day cleanliness of common areas, most specifically the cafeteria but also hallways and bathrooms.</p>	<p>↓ Class meetings, Family Access messages to students/parents regarding policies, increased disciplinary consequences, Municipal citation for chronic offenders. *Staff continually reminded students of the expectations</p>	<p>Decrease the number of reported issues by staff, including custodians.</p>	<p>Data is continually run and analyzed.</p>
P	<p>12. Decrease the number of cell phone violations and repeat violations by 10%.</p>	<p>↓ Class meetings, Family Access messages to students/parents regarding policies, increased disciplinary consequences, Municipal citation for chronic offenders. *Staff continually reminded students of the expectations</p>	<p>Decrease the number of reported issues by staff, including custodians.</p>	<p>Data is continually run and analyzed.</p>
L				
A				
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GERMANTOWN HIGH SCHOOL SCHOOL IMPROVEMENT PLAN 2010-11

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<p>A</p> <p>C</p> <p>T</p> <p>I</p> <p>O</p> <p>N</p>	<p>13. AODA Awareness/Education</p> <p>A. Reduction in the % of violations that lead to disciplinary action.</p> <p>B. Increase the % of participants in awareness programs</p> <p>*476 PBT's administered at Homecoming, which accounted for 55% of the attended. All registered 0.0.</p> <p>*197 PBT's at Turnabout, 30% of attendance. All registered 0.0.</p> <p>*68 PBT's at Prom, 20% of attendance All registered at 0.0.</p> <p>14. Increase % of student population involved in co-curricular and school-sponsored activities.</p> <p>973 total student participants in 2009-2010 (638 academic, 752 athletic, 96 music).</p> <p>870 Homecoming dance participants</p> <p>120 students participated in the Powder Puff game, which raised over \$1500 for charity</p> <p>Over 500 spectators attended the Powder Puff event.</p> <p>Over 250 freshmen attended our First Annual Freshman Tailgate in September of 2009. Also, 15 Student Council students assisted.</p> <p>622 Turnabout dance participants</p> <p>299 Prom dance participants</p>	<p>↓ Continue drug/alcohol awareness programming for students, staff, parents, and community members.</p> <p>*Organize student assemblies on positive choices</p> <p>*Continue to utilize drug awareness symposiums.</p> <p>↓ Continue administration of PBT's at school events such as Homecoming, Turnabout, Prom.</p> <p>Continue to train staff in drug/alcohol recognition and issues surrounding use by students.</p> <p>↓ Promote, publicize and encourage co-curricular and school sponsored events.</p> <p>*"High School 101:" GHS students will give KMS students a brief overview of academic, co-curricular, and social aspects of life at GHS.</p> <p>*Co-Curricular fair held in the spring; encourages participation in co-curricular events for incoming freshman students. GHS sports and clubs will be represented by students and sponsors/coaches.</p> <p>↓ Continue to educate students and parents on provisions of the Activities Code and consequences for violation of the code.</p> <p>*Co-curricular handbook and presentation each season at Parent Information Night.</p>	<p>GASP, SRO, School Counselors, Administrative Team</p> <p>Administrative Team, Teaching and Coaching staff, Supervisory/Event workers, Activities Director, Class Advisors</p>	<p>Attain and analyze data on the number of attendees to events, (targeting at least one event for each student during the 10-11 school year) will be tabulated and analyzed.</p> <p>Data and feedback from participants at the events, and numerical data on the number of violations and number of complaints (both formal and informal) of poor sportsmanship will be tabulated and analyzed and addressed during the 09-10 school year.</p> <p>Beginning with 2010-2011, all students and parents are required to attend and/or view a video of the Parent Information Night online. Signature is required.</p>
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A C T I O N P L A N



GERMANTOWN HIGH SCHOOL SCHOOL IMPROVEMENT PLAN 2010-11

Goal #2: Foster a school culture of mutual respect in which staff and students take a shared responsibility in promoting a climate of pride and civility at Germantown High School and the Germantown Community.

SMART OBJECTIVES	SPECIFIC STRATEGIES WITH TIMELINES	RESOURCES AND PERSONS RESPONSIBLE	EVALUATION STRATEGIES AND MEASURES
<p>A</p> <p>(Strategic, Measurable, Attainable, Results-Oriented, Time-Bound)</p> <p>C</p> <p>15. Activities Code/Sportsmanship</p> <p>A. Reduce the % of students involved in activities who are subject to discipline for violation of the Activities Code. (Violations: Alcohol, 18; Drugs, 7; Tobacco, 2; Theft, 1). 28 Activity Code violations for the 2009-2010 school year (Semester 1: 18; Semester 2: 10)</p> <p>B. Reduce the % of formal and informal reports of poor sportsmanship and/or inappropriate behavior at any co-curricular event. ~10 reported instances reported and dealt with by Administration, Activities Director, and/or SRO.</p>	<p>↓ Administrative follow-through on issues of violations of the Activities Code</p> <p>↓ Continue to educate students on respect and good sportsmanship</p> <p>*NSC Sportsmanship Summit in November 2010, attended by 20+ GHS students</p> <p>*SALT (Student Athletic Leadership Team) meets during lunch period on a quarterly basis. Focus topics are sportsmanship, leadership, and participation. Thirty students total are on the team.</p> <p>*Utilize various Spirit Weeks to promote co-curricular events and increase school spirit.</p> <p>*School-wide announcements before large events or after an event if necessary.</p> <p>*NSC sportsmanship reminder announcement read before each sporting event.</p> <p>*Director of Activities meets with student and makes parental contact regarding the issue and the consequence. A letter is sent as a follow up, which outlines the above.</p> <p>↓ Administrative follow-through on issues of violations or reports of poor sportsmanship.</p> <p>*Formal meetings with students, along with parental contact is followed through on when poor sportsmanship is reported. SRO involved if necessary.</p>	<p>Activities Director, assistance from Administrative Team as needed.</p>	<p>Tracked and analyzed data starting with the 2009-2010 school year.</p>
<p>T</p> <p>I</p> <p>O</p> <p>N</p>			
<p>P</p> <p>L</p> <p>A</p> <p>N</p>			



2010 2011 KMS School Improvement Plan



Overview

Focus on Continued Improvement in our
Learning Community!

Goal #1: Vision

Increase overall student achievement levels of all students from the time they enter 6th grade to the time they exit 8th grade as measured by the 8th grade W.K.C.E.

Objectives:

1. Reduce the targeted S.P.A.R. students as identified in each grade. The current 8th Grade will have 95% Proficient/Advanced in Reading, Math Science and Social Studies and 90% or better in Language Arts.
2. By the end of the 2010 2011 School Year, all of the initial-phase Consensus Curriculum Maps will be completed.
3. Vertical Teams will develop specific areas for enhancement within their subject areas and develop an Action Plan for improvement.
4. Staff will increase their knowledge, skills and understanding of the Skyward student management system and other educational technologies.

Progress



SPAR (Students Potentially At-Risk)

Apply test preparation strategies and orientate students.

Provide a "Test Prep" mini-course for identified students that are Co-Taught by KMS Counseling Team & Title-One Instructors (to K.M.S. teachers).

All Reading and/or Language Arts teachers will administer a Pre & Post Writing Assessment.

KMS Reading, LA and other interested staff members will participate in a district-wide development activity on scoring Pre & Post writing assessments.

Review S.P.A.R. Profiles and add appropriate intervention information on the T-Drive (as related RtI).

Review and collaborate appropriate SPAR interventions and programs with others, so that current and future service providers effectively support SPAR students (for effective school programming).



Consensus Curriculum Maps

Progress

All initial Consensus Maps will be completed by the end of the 2010 2011 school year (support provided on a needs basis).
Review current status of curricular maps and identify areas for completion and/or enhancement.
Link completed Consensus Maps to KMS Website and Skyward Student Management System.
Educate parents regarding access and understanding of linked KMS Consensus Maps.



Continuity of Content – Vertical Teams

Progress

All staff will attend Grade Level Curricular Meetings.
Vertical Teams will review item analysis data for their respective content areas.
Vertical Teams will create an Action Plan based on continued improvement (content specific improvement plans).
Each Vertical Team will communicate and celebrate their content specific action plans to the staff, by presenting specifics at identified faculty meetings. The intent these informational sessions is to inform all KMS staff for collective understanding, support and follow through.
Vertical Teams will align common assessments throughout individual curricular areas (aligning applicable standards).



Technology

Progress

Create a Skyward Pilot Team to support teachers' understanding, development and usage of attendance & grading.

KMS will continue to identify key technological resources that enhance student learning. An emphasis will be placed on building our resources to create technologically advanced environment for all.

Provide ongoing educational development opportunities that educate all stakeholders on the best practices associated with instructional/learning technologies.


The KMS Technology team will continue to explore cutting edge educational technologies that enhance student learning. The team will also continue to brainstorm additional ways of attaining and utilizing current technological resources.

Goal #2: Vision

Foster a Professional Learning Community by increasing the percentage of students, parents and staff that feel safe & connected (belonging) at KMS.

Objectives:

1. Increase the percentage of KMS parents and community members who feel connected, well informed and a sense of pride for the school. Parent feedback will demonstrate an improved trend and/or meet a target of 90% or better on related KMS surveys.
2. Increase the percentage of students who feel safe, have a sense of belonging and feel respected by their peers and the staff at KMS. Student feedback will demonstrate an improved trend and/or meet a target of 90% or better on related KMS surveys.
3. Increase staff awareness and involvement in the Response to Intervention (RtI) educational process. A select group of staff will also participate on the district Create Study Team, to improve their understanding of disproportionality, poverty and ethnicity and its impact on student learning.
4. Increase and maintain a high degree of stakeholder spirit (morale) through improved collaboration and communication vehicles. Staff feedback will demonstrate an improved trend and/or meet a target of 90% or better on related KMS Culture surveys.

Progress	 Parents/Community
	<p>Simplify the Parent Ambassador program to assist teachers, while promoting & celebrating educational programming and parent involvement.</p> <p>Each House will consistently communicate daily practice and/or homework opportunities on the KMS website and Skyward student management system.</p> <p>All KMS teachers will update their grades on the Skyward grading system within 1 week after projected due dates. Mitigating circumstances will be communicated with parents for unique situations.</p> <p>Establish a Parent Resource Center as part of the Instructional Media Center.</p>



Students & Safe Culture

Progress

The Safe Culture Committee will continue to promote initiatives related to productive and healthy student lifestyles.

The Safe Culture Committee, in conjunction with the KMS PTA, will continue to explore learning opportunities on decreasing student Bullying & AODA issues (i.e. student presentations).

Implement KMS Breakfast Program. Collect and review data regarding this initiative as a means of noting impact on educational programming (revise as needed).

Continue to facilitate grade level specific classroom presentations that focus on school-wide expectations of respect.

Each House will orientate students on the FISH philosophy and impact of each theme as a positive life skill (activities TBD by House).

Integrated Safe Culture curriculum is offered with consistency and continuity for all students.



Response to Intervention & CREATE Team

Progress

Expand and increase participation of the RtI leadership team at KMS, as a means of expanding staff knowledge of the RtI process and planning intervention opportunities that are specific to Kennedy Middle School.

Finalize Core Essential Skills Inventory (RtI).

Identify learning targets for Reading, Language Arts & Math (district RtI).

Identify 3-5 KMS staff members to participate in the district wide "CREATE" study team.

The CREATE team will study disproportionality of students with disabilities poverty and ethnicity.

The KMS CREATE members will use a "Trainer of Trainers" model to educate other staff on "Best Practices" associated with educational strategies for working with children of poverty and different cultures.



School Culture

Progress

Confirm a Common Standard of practice for Homeroom/Groups (i.e. expectations letter, passes, etc).

Utilize a Start, Stop and Continue feedback tool to solicit staff input and improve communication processes.

Explore and provide staff development opportunities that relate to improved staff spirit and communication. Ideas for consideration include: Vertical Team Mixers, Trust Building Activities, Information on 7-Habits Public Victories and Breakout Meeting Opportunities Based on Interest/Need.

Coordinate professional development opportunities related to Love & Logic Philosophies. The focus would be on developing new staff and refreshing tenured staff on best practices and approaches while intervening in student behavior.

Explore Quarter-Three Spirit Activities to address moral and mood during this high frustration time of the year. Activities will be focused on creating a sense of belonging in the school and appreciation for each other (input from staff and students).

During the Quarter-Three Spirit Activities, students and staff will be encouraged to participate, while fostering a sense of community.

Provide staff communication opportunities at a Faculty Meeting regarding school-wide student intervention programs (Orientation Topics to include: curricular expectations & scope and sequence of K.M.S. class, Life Skills and ELL etc).

Create an BOC Advisory Sub-Committee to brainstorm best practices and approaches to school-wide concerns (i.e. dress code etc).

Goal #3: Vision

By the end of the 2010 2011 school year, KMS teaching staff will establish core beliefs regarding the purpose and implementation of grading & homework.

Objectives:

1. The Assessing Student Success study team will continue to research effective standards of practice associated with homework and grading, seeking input regarding understanding of current research on grading and homework. By the end of the 2010-11 School Year, recommendations for the need of enhancements will be presented.
2. The “Grading & Homework” Pilot Team will apply best practices that are consistent with current research on the topic. The Pilot Team will review and analyze data as feedback for consideration of core KMS beliefs regarding grading & homework.

Progress



Assessing Student Success

The Assessing Student Success Study Team will:

- Review varying practices associated with grading & homework that align with current research.
- Present and recommend ongoing information to staff regarding “Best Practice” associated with homework & grading.
- Identify teacher needs & seek student feedback regarding reasonable and effective homework expectations.
- Identify steps for consistent grading policies and practices that provide high quality information on student learning.
- Expand the amount of staff involved with training and professional development opportunities regarding the topic of “Homework and Grading” (build capacity).

Progress

Grading & Homework Pilot Team



The Grading & Homework Pilot Team will:

Provide quarterly updates to staff regarding the implementation of “Best Practices.”

Share information regarding the application of “New Practices” pertaining to homework & grading on a quarterly basis (KMS staff will have the opportunity to seek input or ask questions).

Provide opportunities that allow Staff to reflect on the topic of Grading and Homework. (Video Presentation, Snap Shots books/article reviews regarding Homework and Grading, Think-Pair Share, etc).

Obtain staff feedback on the Homework and Grading Initiative.

Gather information on key points, suggested practices and rationale for change.

Analyze various Skyward “Class Set-Up” functions and generate different scenarios relating to grading and the impact of various “standards of practice.”

