



## North Boone High School - Rising Star Continuous Improvement Plan

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## Rising Star (D)- SmartPlan Indicators

IE06	The principal will keep a focus on instructional improvement and student learning outcomes. (1027)	SP,SD	Status
			In Plan Objective not assigned

## Assessment

Level of Development	Initial: <b>Partial Development/Implementation</b>	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The principal has a positive attitude and researches current trends in education to notify staff of current research. The principal needs to work on improving communication and letting staff and parents become more involved.	

## Plan

Assigned To	Not yet Assigned
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IE07	The principal will monitor curriculum and classroom instruction regularly. (1028)	SP	Status
			In Plan Objective not assigned

## Assessment

Level of Development	Initial: <b>Partial Development/Implementation</b>	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Current administration spends approximately 10-15% of their time in the classroom and provides feedback in writing to teachers through written documentation.	

## Plan

Assigned To	Not yet Assigned
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IF08	Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042) <b>Title I Expectations:</b> A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	SP,SW	Status
			In Plan Objective not assigned

## Assessment

Level of Development	Initial: <b>No development/Implementation</b>	
	Will include in plan	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Currently, observations are made by administration and information from observations is not shared with a staff due to current contract. No peer observations are required of staff and aren't currently required.	

## Plan

Assigned To	Not yet Assigned
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IVA03	The school's Compact will outline the responsibilities/expectations of teachers, primary caregivers, and students. (1113)	SP	Status
			In Plan Objective not assigned

## Assessment

Level of Development	Initial: <b>Partial Development/Implementation</b>	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	There are expectations for students given by teachers, but there are no expectations of staff or parents that are posted on the school web site.	

## Plan

Assigned To	Not yet Assigned
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IVD01	The school's Compact will be annually distributed to teachers, school personnel, primary caregivers, and students. (1114)	SP	Status
			In Plan Objective not assigned

## Assessment

Level of Development	Initial: <b>Partial Development/Implementation</b>	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Expectations of our students are distributed annually to parents.	

## Plan

Assigned To	Not yet Assigned
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IVD02	The "ongoing conversation" between school personnel and primary caregivers will be candid, supportive, and flow in both directions. (1115)	SP	Status
			In Plan Objective not assigned

## Assessment

Level of Development	Initial: <b>Partial Development/Implementation</b>
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Index:	2	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The school communicates how students are performing in school but doesn't often hear from the parents.	

## Plan

Assigned To	Not yet Assigned
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IVD03	The school will regularly and clearly communicate with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)	SC,SP	<div>Status</div> <div>In Plan</div> <div>Objective not assigned</div>
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## Assessment

Level of Development	Initial: No development/Implementation	
	Will include in plan	
Index:	2	(Priority Score x Opportunity Score)
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	No development and will require a change in the environment of the community.	

## Plan

Assigned To	Not yet Assigned
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IIIB06	All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097) <b>Title I Expectations:</b> The plan must articulate strategies to increase parental involvement.	SC,SP,ELL,SW	Status
			Full Implementation 11/20/2013

## Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The school is consistently sending out reports and school messenger messages to update students and parents on things that are going on at the school.

IIA01	Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (1045)	SC,SP,ELL	Status
			In Plan 0 of 3 (0%) tasks completed

## Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Current level of development or implementation:

Teachers have been working in departments to create 4-6 targets per unit and tests where all questions are tied to targets for each unit.

## Plan

1	Assigned To	Jacob Hubert						
2	How it will look when fully met:	Instructional Teams will collaboratively work in their departments to establish 4-6 targets per unit aligned to the Common Core and other <b>identified standards that were researched by the department and meet state requirements.</b> Assessments will be aligned to the targets, and a pacing guide will be identified as a suggestion to assure targets are met.						
3	Target Date:	06/06/2015						
4	Tasks							
1	Develop Course Curriculum setting 4-6 learning targets per instructional unit.							
	Assigned to	Instructional Teams	Start Date	04/02/2014	End Date	11/21/2014	Timeline	
	Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.			Teachers will work in instructional teams to have 4-6 learning objectives identified for the majority of their courses.				
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0
	Comments							
	Task Completed							
	Develop assessments tied to identified learning targets for each unit.							
	Assigned to	Instructional Teams	Start Date	11/21/2014	End Date	08/24/2015	Timeline	
Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to								



2	include any budget and funding sources.								
	Budget & Funding Sources(\$)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
								0	
	Comments								
	Task Completed								
	Create a suggested pacing guide for each course.								
	Assigned to	Instructional Team		Start Date	04/02/2014	End Date	06/05/2015	Timeline	
	Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.								
	3	Budget & Funding Sources(\$)							
District		Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
								0	
Comments									
Task Completed									

## Implement

Percent Tasks Completed	0%
Objective Status	

IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (1068)	SP,ELL	Status
			Full Implementation 11/06/2013

## Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Many teachers are giving full implementation and using data for decision making.

IIIA07	All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) <b>Title I Expectations:</b> Effective, timely additional assistance provided to students experiencing difficulty.	SP,RTI,ELL,SW	Status
			In Plan Objective not assigned

## Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Pre-tests are in place and data is collected, but we need to continue to develop in our use of the data to drive instruction.	

## Plan

Assigned To	Not yet Assigned
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Indicator	Description	Standard	Status
			Full Implementation 11/06/2013
IIIA35	Students are engaged and on task. (1161)	SP	

## Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Staff puts effort into engaging students and creating activities to get students involved. Obviously you can't engage every student all the time.

Indicator	Description	Standard	Status
			Full Implementation 11/06/2013
IIIC12	All teachers engage all students (e.g., encourage silent students to participate). (1109)	SP,ELL	

## Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Staff is continually working on methods to engage students and work on students who are identified as not being engaged in school.

IID08	Instructional Teams will review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)	SC,SP	Status
			In Plan Objective not assigned

## Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Difficult to meet the suggested time constraints under current policy. The time recommended is essential to meeting the needs of our students.	

## Plan

Assigned To	Not yet Assigned
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IA14	The district/school will recruit, train, support, and place personnel to competently address the problems of schools in need of improvement. (1130) <b>Title I Expectations:</b> A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	ELL,SP,HQT,SW	Status
			In Plan Objective not assigned

## Assessment

Level of Development	Initial: Partial Development/Implementation
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Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Current budget and policy make it difficult to retain qualified and effective staff in the support staff position.	

[Plan](#)

Assigned To	Not yet Assigned
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