

# Strategic and Continuous School Improvement and Achievement Plan

## Report of Annual Review and Revision

June 30, 2008



East Chicago Central High School

1100 West Columbus Drive

East Chicago, IN 46312

**NCA/OE STEERING COMMITTEE**  
**SCHOOL IMPROVEMENT**

Chair:	Dr. Robyn Payne
Co-Chairs:	Mrs. Elsie Quiroga & Advisory Committee
Reading:	Mrs. Brenda Joshua, Ms. Cynthia Renee, & Mrs. Nancy Magyar
Writing:	Mr. Roland Camp, Mrs. Arlene Thompson, & Mrs. Elizabeth Rivera
Respect:	Mr. John Zarlengo & Ms. Leslie Pascal
Homeroom:	Ms. Tracy Friend, Mr. David Lane, & Ms. Tinisha Morris Mr. David Tokarz
Multicultural Day:	Mrs. Veronica Garcia
College/Career Day:	Mrs. Veronica Garcia and Mrs. Jasmin Bankhead
Tutoring Programs:	Mrs. Kerry Wiersbe
Staff Development:	Mrs. Kelli Lucito
Peer Mediation & Conflict Resolution:	Ms. Leslie Pascal & Mr. John Zarlengo
Staff Representative:	Mrs. Brenda Joshua
Parent Member:	Mrs. Elizabeth Rivera
Parent/Community:	Mrs. Cytheria Artis
Special Education Parent:	Ms. Ernestine Jackson
Bilingual Parent:	Ms. Rosie Gonzales
Student Members:	Mr. Brandon Jackson, Angel Rodriguez, & Jamaris Blevins
Higher Education:	Dr. Kenneth Schoon
Community Business Representative:	
Parent Liaison:	Mrs. Rosie Mosley
Word of the Day:	Mrs. Arlene Thompson
Staff Community Outreach:	Mrs. Maria Andrade
Administrators:	Dr. Robyn Payne, Principal Mr. Marty Tatalovich, Career & Technology Director Ms. Cristina Campos, Vice Principal Mrs. Elsie Quiroga, Vice Principal Mr. Rudy Lopez, School Board Mrs. Maria Dalhoumi, Secondary Education Director

## TABLE OF CONTENTS

<b><i>I. Mission Statement Unique Local Insights</i></b>	
<i>A. Parent</i>	<i>p. 7</i>
<i>B. Faculty</i>	<i>p. 8</i>
<b><i>II. Existing School Data</i></b>	
<i>A. Student Data</i>	<i>p. 9</i>
<i>B. Instructional Data</i>	<i>p. 17</i>
<i>C. Community Data and Information</i>	<i>p. 23</i>
<b><i>III. Goals and Triangulation</i></b>	<i>p. 24</i>
<b><i>IV. Public Law 221 Requirements</i></b>	
<i>A. Description and location of curriculum</i>	<i>p. 25</i>
<i>B. Titles and descriptions of assessments to be used in addition to ISTEP +</i>	<i>p. 26</i>
<i>C. Parental participation in school</i>	<i>p. 28</i>
<i>D. Technology as a learning tool</i>	<i>p. 29</i>
<i>E. Safe and disciplined learning environment</i>	<i>p. 33</i>
<i>F. Student achievement objectives</i>	<i>p. 34</i>
<i>G. Specific areas where improvement is needed immediately</i>	<i>p. 35</i>
<i>H. Benchmarks for progress that specify how and to what extent the school expects to make continuous progress in all areas of the education system</i>	<i>p. 37</i>
<i>I. Academic Honors Diploma and Core 40</i>	<i>p. 41</i>
<i>J. Professional Development</i>	<i>p. 45</i>
<i>K. Statutes and rules to be waived</i>	<i>p. 48</i>
<i>L. Cultural Competency</i>	<i>p. 51</i>
<i>M. Three year timeline for implementation, review and revision</i>	<i>p. 52</i>

East Chicago Central  
High School

Home of the  
**CARDINALS**



MISSION STATEMENT of East Chicago Central High School:

It is the mission of Central High School to provide a safe, consistent learning environment that integrates current technology with diverse instructional methods to promote academic growth and excellence, while encouraging the development of learners toward maturity into self-sufficient, self-motivated, productive members of an evolving social community.

MISSION STATEMENT of the School City of East Chicago:

The School City of East Chicago is committed to developing a community of lifelong learners who are empowered to access, process, evaluate, and ethically apply information in an ever changing global society.

## **Unique Local Insights**

### **Data Collection Instruments**

We selected the following instruments to collect data regarding Unique Local Insights:

Student Survey

Faculty Survey

Locally developed surveys, adapted from a National Study of School Evaluation inventory was given to parents, students and staff. These surveys were designed to allow us to find out the views of all stakeholders regarding the school and helped guide our decisions about target goals. The surveys asked a number of questions concerning the following areas:

School safety and security

Curriculum

Academic Expectations

School Activities

General Opinions about the school

## **Parents and Community**

In the early spring of 2006, the organization entitled Parents and Community (PAC) was founded as a means to create communication and goodwill between the school and the community. Teachers led the organization until parents could hold elections and become comfortable with creating agendas and publicizing their monthly meetings. Members want to inform parents and others in the community about school policy and practices and important dates such as report card days.

### **MISSION STATEMENT**

The Central High School Parent and Community The Organization (PAC) functions to enhance the educational experience for our children by fostering the partnership between parents, teachers, community and administrators. The objective is to support the school mission of teaching and learning through volunteerism and financial contributions and to facilitate communication. PAC's goal is to provide a welcoming environment for all members of the East Chicago Central High School environment.

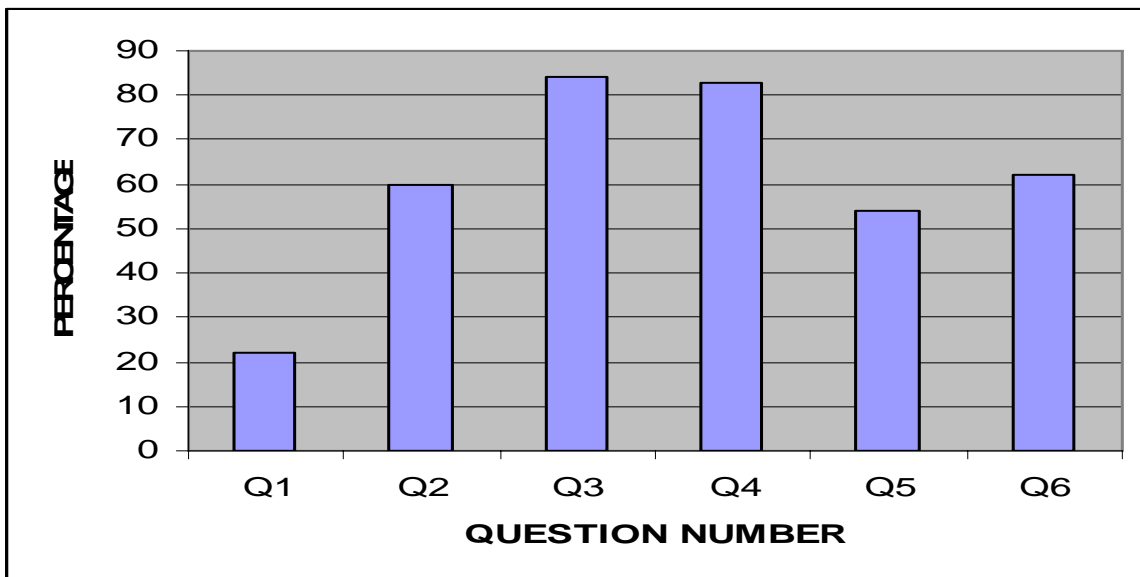
### **PAC officers**

President	Mrs. Ernestine Jackson
Vice President	Mr. Emmett Mosley
Secretary	Ms. Cherre Brady
Financial Secretary	Mrs. Terri Smith
Treasurer	Mr. Ruben Ramos

## Staff Survey

The following graph shows the staff members responses to the following surveys:

1. Parents are involved and support school functions.
2. The educational program offered to students at this school is of high quality.
3. I use the results of assessments of student learning to modify and adjust my teaching strategies.
4. A variety of teaching strategies and learning activities is provided to students to help them learn.
5. Our school is doing a good job in Mathematics.
6. Teachers hold high expectations for student learning.



### Analysis of Data

When we examined the data, we found high ratings in the areas of the variety of teaching strategies and learning activities used in the classroom, and also that high expectations were held by the teachers for student learning.

Several areas of concerns were identified. These areas include parental support for school functions, adequate math skills, and overall quality educational program offered. Only 60% of our teachers feel the educational program offered to the students at Central High School is of high quality.

## Data Collection

A locally developed inventory was presented to all teaching staff members. Teachers were asked to self-report which instructional techniques they were using on a regular basis in their classroom.

Textbook Use	<u>95%</u>
Lecture	<u>95%</u>
Whole Class Discussion	<u>92%</u>
Cooperative Learning	<u>81%</u>
VCR	<u>76%</u>
In-Class Writing	<u>74%</u>
Demonstrations	<u>73%</u>
Videos/Movies	<u>71%</u>
Student Presentations	<u>65%</u>
Individual Research	<u>63%</u>
Internet	<u>60%</u>
Overhead Projector	<u>60%</u>
Labs/Hands on Projects	<u>48%</u>
Computer Word Processing	<u>47%</u>
CD Player	<u>40%</u>
Library	<u>39%</u>
Games	<u>38%</u>
Poster Projects	<u>37%</u>
Power Point Presentations	<u>37%</u>
Art	<u>35%</u>
Guest Speaker	<u>35%</u>
Tape Recordings	<u>32%</u>
Journals	<u>31%</u>
Role Playing	<u>31%</u>
Physical or outside Activities	<u>26%</u>
Portfolios	<u>26%</u>
Field Trips	<u>21%</u>
Audio Books	<u>19%</u>
Video Cameras	<u>18%</u>
Standard TV (CNN)	<u>15%</u>
Scanners	<u>11%</u>
Slideshow Presentations	<u>11%</u>
Digital Camera	<u>10%</u>
Diorama Projects	<u>8%</u>
Film Strips	<u>8%</u>
Camera	<u>6%</u>
Global Projects	<u>6%</u>

Figure 32 represents percentage of teachers employing specific styles and tools. The survey shows that the most common teaching techniques are textbook use, lecture, and class discussion.

## **Existing School Data: Student Data**

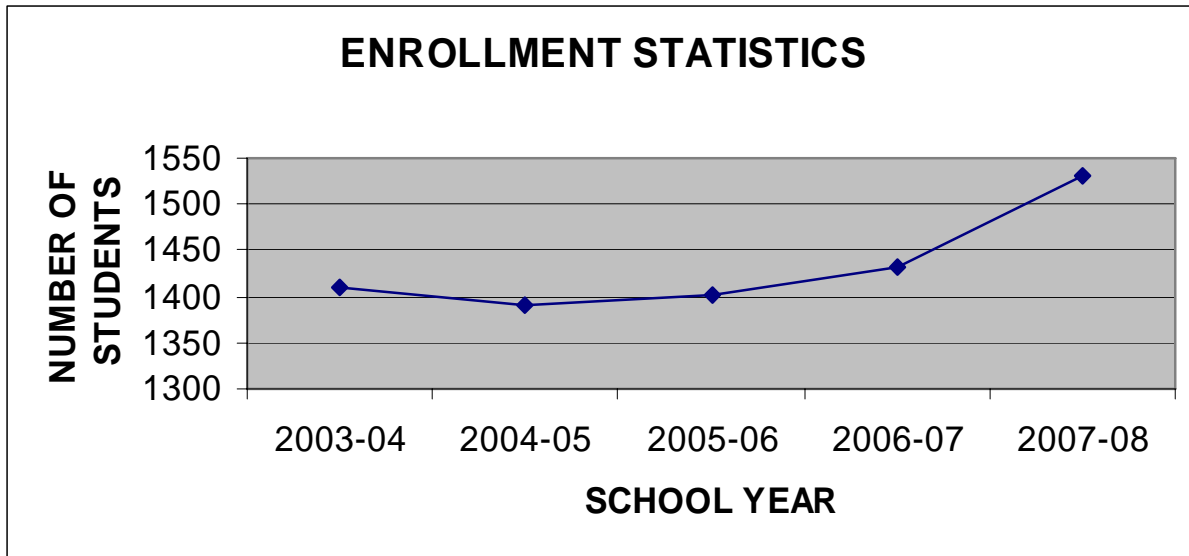
### **Data Collection Sources and Assessments**

We selected the following sources and assessments regarding Student Data:

- Enrollment Statistics
- Ethnic Enrollment Statistics
- Attendance Records
- MAP test results
- ISTEP+ Test Results

## Enrollment Statistics

Enrollment statistics were gathered from the Average Daily Membership figures submitted to the Indiana Department of Education for the last five school years.

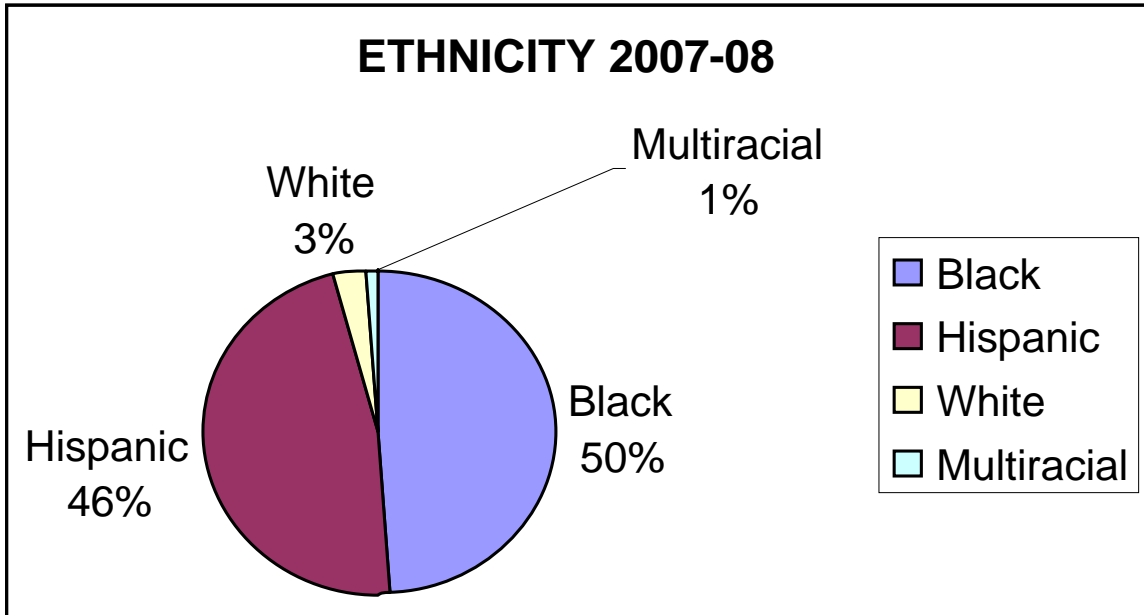


## Analysis of Data

Enrollment has stayed relatively the same over the past few years with an increase of 33 students this year from last year.

## Ethnic Enrollment

Ethnic enrollment data was gathered from Enrollment reports to the Indiana Department of Education.

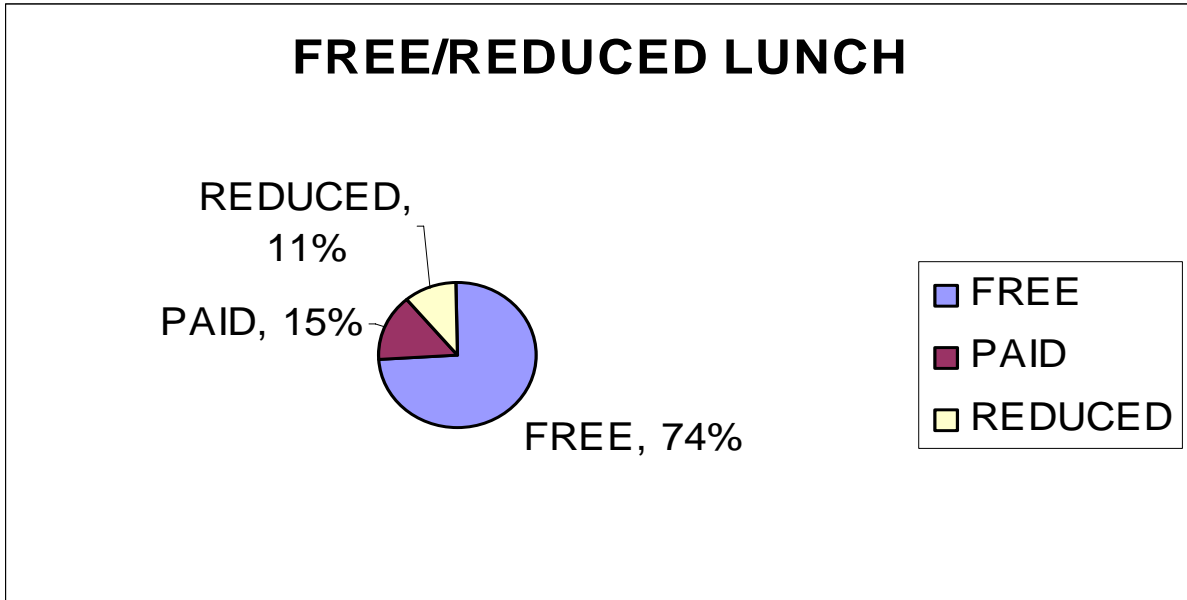


### Analysis of Data

The student population is composed primarily of Hispanic and Black students. The student ethnic make-up has remained stable for several years.

## Socio-Economic Statistics

Data on free, reduced and lunch counts were obtained from information submitted to the Indiana Department of Education.

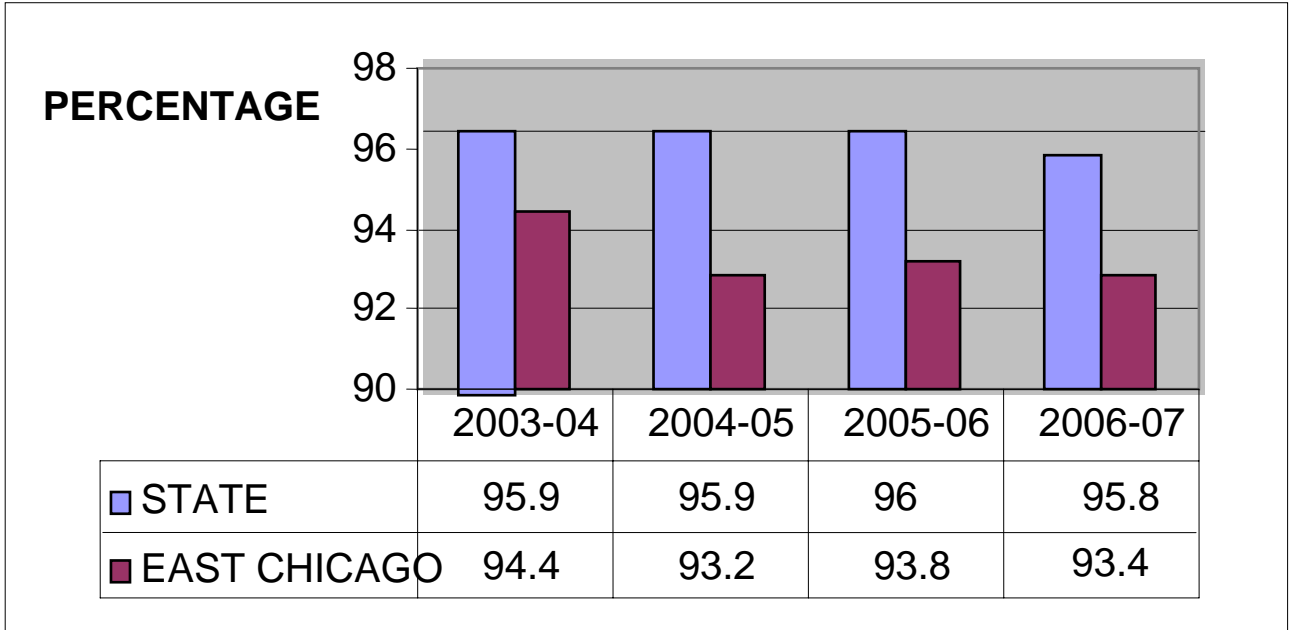


### Analysis of Data

The majority of the students are on free or reduced lunches. However, it is felt that the percentage of students on free or reduced lunches would be even higher if all the eligible students would turn in an application.

## Attendance Rate

Attendance data was obtained from figures submitted to the Indiana Department of Education.

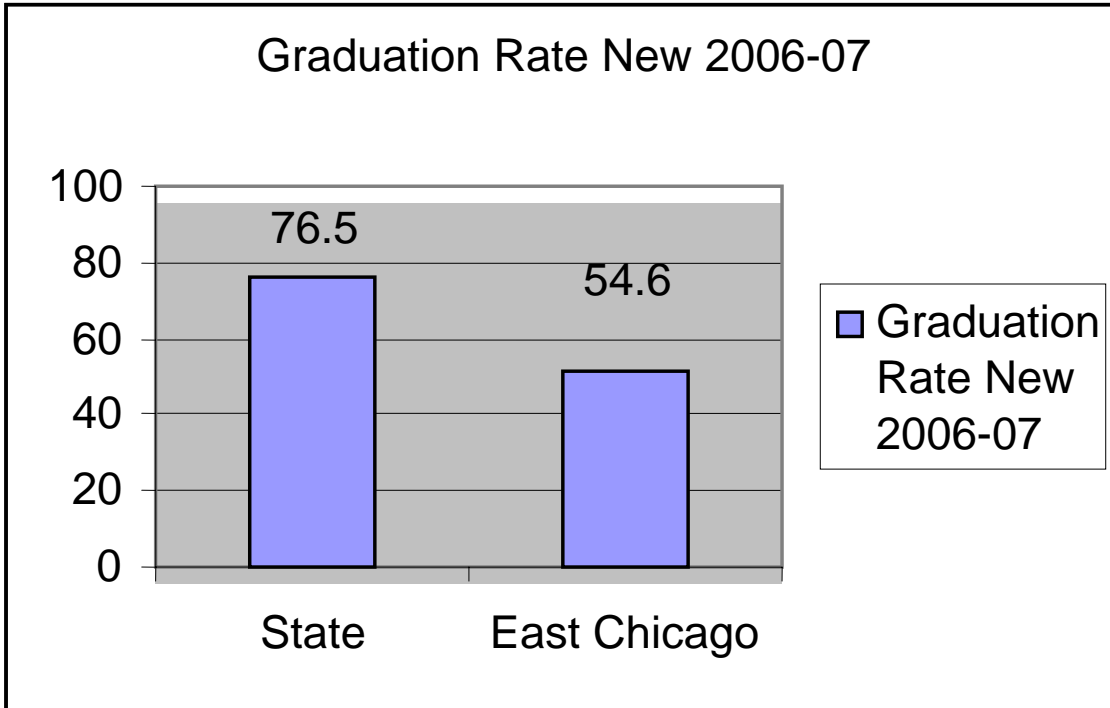


### Analysis of Data

The attendance rate of East Chicago Central High School has not varied over the last four years. Central's attendance remains 2.4% under the state average.

## Graduation Rate

Graduation rates were taken from information submitted to the Indiana Department of education.

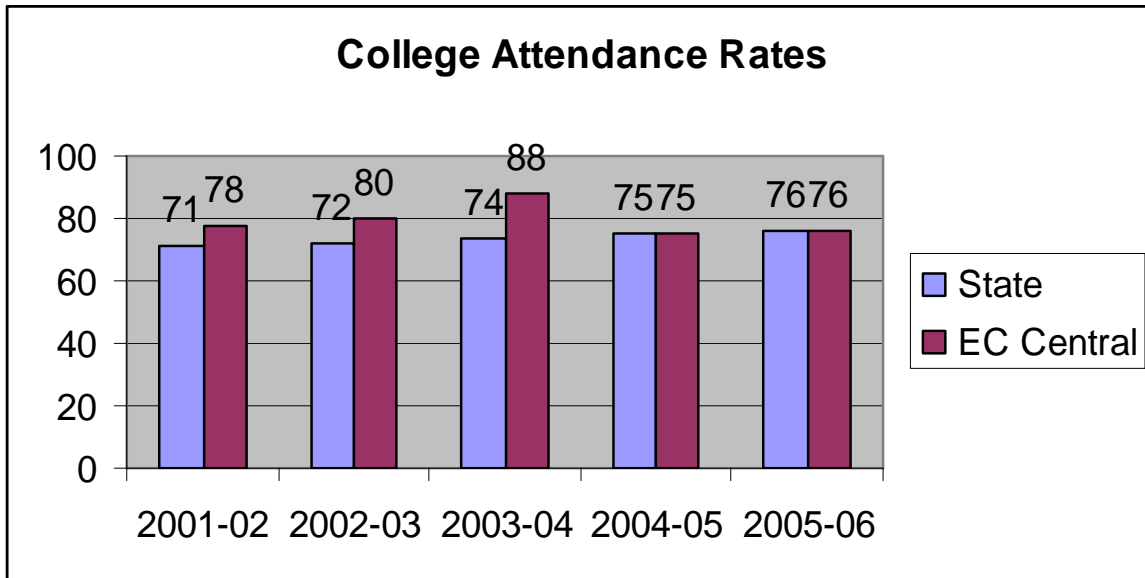


## Analysis of Data

The graduation rate has changed significantly over the last three years due to new state guidelines. East Chicago Central's rate of graduation is well below the state average.

## College Attendance Rates

College attendance rate is based on what the seniors tell their advisors during an interview one week prior to graduation.



## Analysis of Data

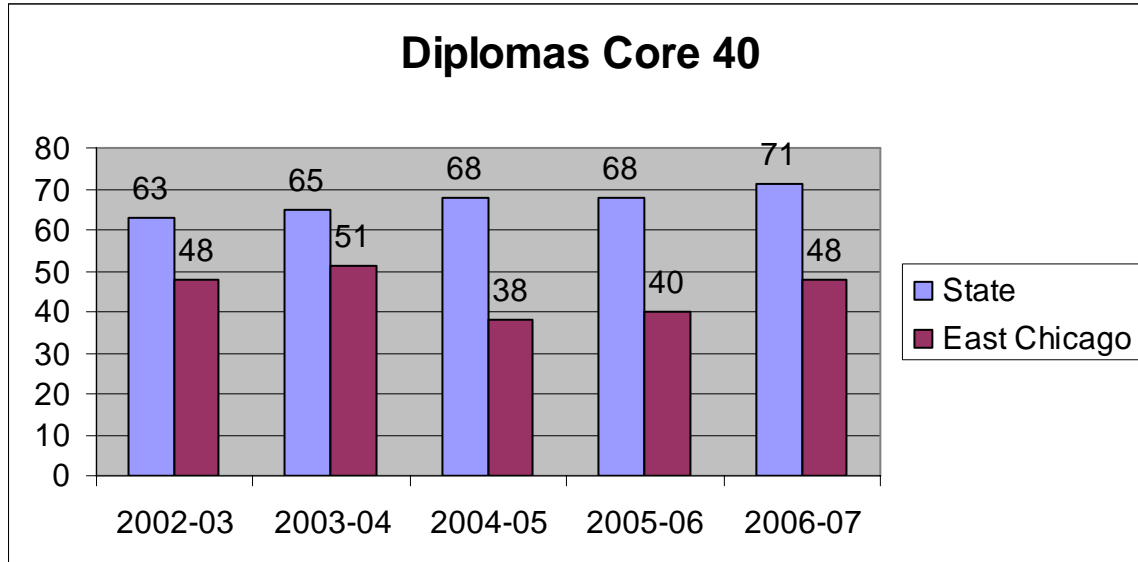
East Chicago Central has an enrollment of 1433 students in 2007-08

- 97% are minority students
- 85% are on free or reduced lunches
- Over 50% are female
- Attendance rate for 2006/2007 is 93.4% (a bit lower than last year 2005/06; below state average)
- The new graduation rate is 54.6%, the state average is 76.5%
- Seniors taking the SAT is 56%, over the state average of 53%
- Grads pursuing college education is 78%, close with the state average which is 76%.

Even though a low percentage of students pass the 10<sup>th</sup> grade ISTEP+, a large percentage eventually pass the GQE before graduation in order to have the percent of those pursuing a college degree equal the state average.

## Diplomas

Information on diplomas was obtained from data submitted to the Indiana Department of Education.



### Analysis of Data

The percentage of students receiving Core 40 diplomas has increased slightly over the last few years. However, the percentage of students receiving Honors Diplomas has remained stable over the years, and is significantly below the state average.

- 37 students passed through the appeal process
- 151 passed the test and graduated
- 17 certificates
- 8 achievement

### ISTEP + GQE

- 1/3 pass as 10<sup>th</sup> graders
- 1/3 of those being tested pass the next time
- 1/3 of those being tested pass the next time, and so on

## **Existing School Data: Instructional Data**

### **Data Collection Instruments**

We selected the following instruments to collect data regarding Instructional practices:

NWEA/MAP

ISTEP+ results for 10<sup>th</sup> graders

## NWEA/MAP

A review of the NWEA/MAP scores indicates that improvement is needed in the areas of:

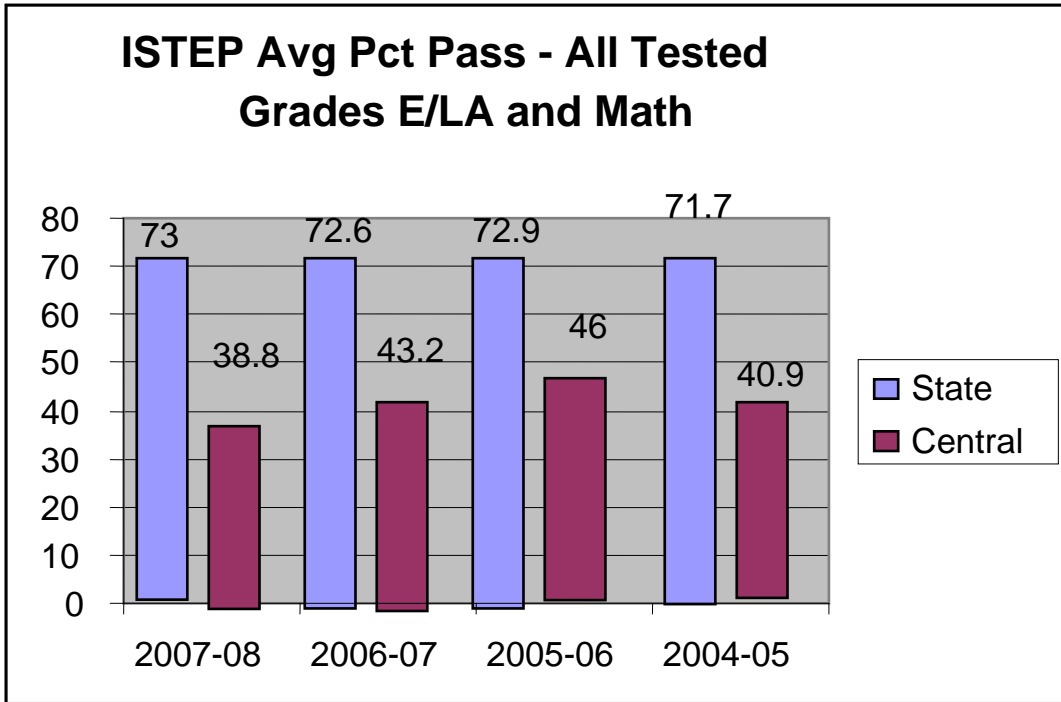
### READING:

- Reading Comprehension
- Literary response and Analysis
- Vocabulary

### MATH:

Problem Solving

**ISTEP Avg Pct Pass - All Tested Grades E/LA and Math**

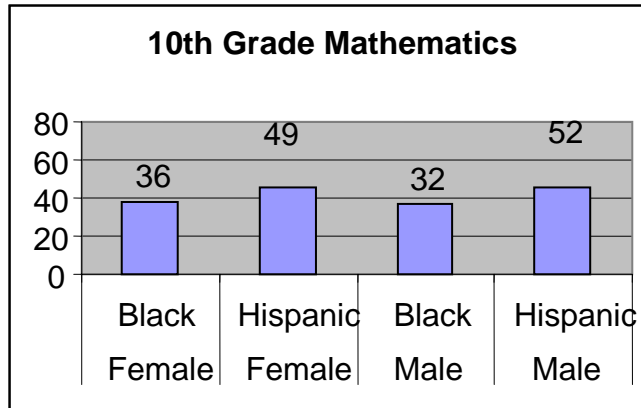
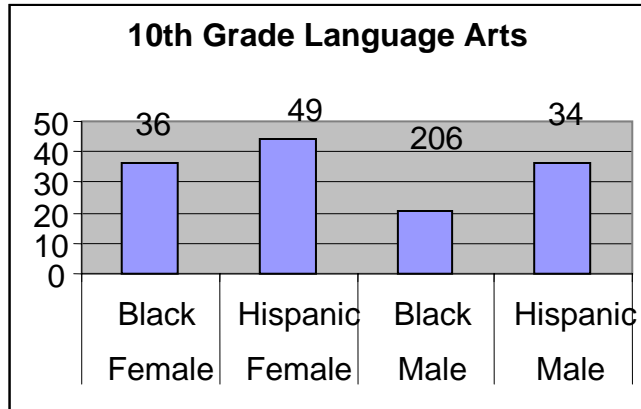


Total English and Math who passed in all grades shows a decrease of 2.8% from the school year 2006-07 to 2007-08

05-06	46%
06-07	43.2%
07-08	38.8%

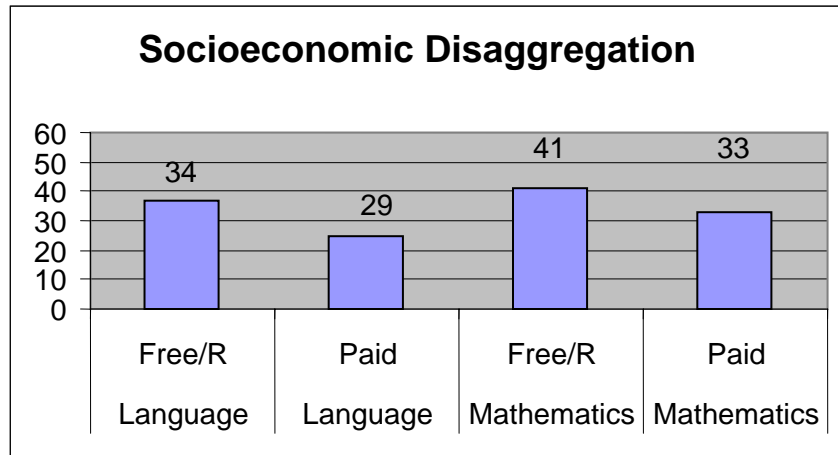
Within each subject area, the percent of students passing each standard is consistent across the board. The percent of students passing the Math standards is slightly below the percent of students passing the English/Language Arts standards. All scores are below the state averages.

## Ethnic Disaggregation / Gender Disaggregation



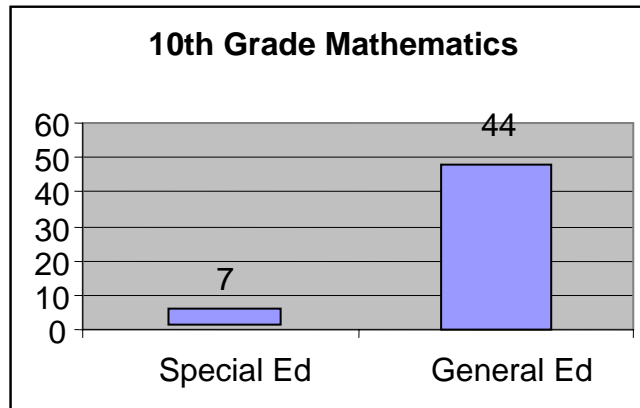
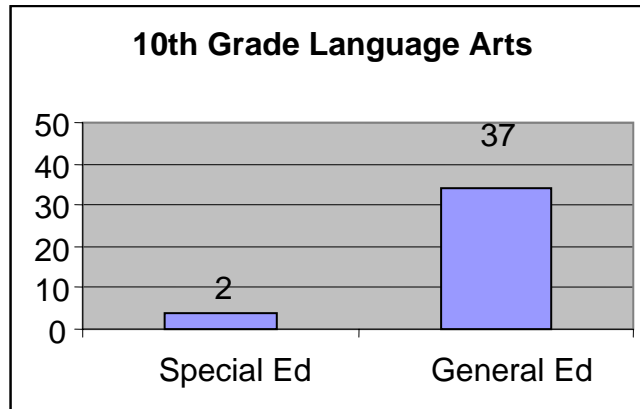
An analysis of the scores broken down by ethnic groups shows the Hispanic students scores slightly higher than the Black students. The percentage of Hispanic students passing each standard is consistent across both subject areas. The Black students score slightly better in Math than in English. An analysis of the date shows that female students do slightly better in English/Language Arts than the male students. However, the male students do slightly better in Math than the female students.

## Socioeconomic Disaggregation



Students on paid lunch do slightly better than the students on free/reduced lunch on most of the standards. However, the percent mastery is below the state average.

## Special Education/General Education Disaggregation



41 Special Education students took the test.  
355 General education students took the test.

Special Education scores are well below the average of the regular education scores.

## Community Information Narrative

East Chicago Central High School is located in East Chicago, IN, an industrial city comprised of ten distinct neighborhoods, each with its own distinct characteristics. These neighborhoods make up a unique city that boasts of diverse ethnicities, races, and religions. At one time the school was supported mainly by property taxes paid by the thriving steel mills. Most of the community was employed by these mills, giving emphasis to solid families and strong work ethic. As the steel industry weakened, East Chicago reflected a new picture of itself. Some startling differences appear between East Chicago and the average city in Indiana.

	East Chicago	State Average
Adults with less than high school education	39.4%	17.9%
Bachelors degree or higher for persons 25+	7.15%	19.4%
Families below poverty level (2000)	30.8%	6.7%
Single parent families (2000)	51.1%	27.8%
Children with at-risk mothers (1990)	14.2%	3.6%
Children eligible for free lunch in 2006-07	80.4%	28.1%
Minority students 2006-07	97.8%	23.2%
Students with limited English (2005-06)	7.45%	3.31%
Homes where language other than English is spoken 5+	46%	6.4%
Mobility rate		
2001	70.1%	
2002	73.6%	
2003	70.3%	
2004	72.5%	

## Goals and Triangulation

We chose the following as Student Performance Goal #1:

**All students will improve their math skills.**

We chose this goal based on the following data:

ISTEP+ Test Results  
NWEA/MAP Test Results  
Locally Developed Survey

We chose the following as Student Performance Goal #2:

**All students will improve their competence in the general skills and strategies for reading across the curriculum.**

We chose this goal based on the following data:

ISTEP+ Test Results  
NWEA/MAP Test Results  
Locally Developed Survey

We chose the following as Students Performance Goal #3:

**All students will improve their competence in the general skills and strategies of writing across the curriculum.**

We chose this goal based on the following data:

ISTEP+ Test Results  
NWEA/MAP Test Results  
Locally Developed Survey

English scores on the ISTEP+ are 33% passing  
Only 38.8% passed both Math and English  
Math scores on the ISTEP+ are 40%

These figures are the 2007 ISTEP scores.

## **Description and Location of the Curriculum:**

The curriculum guides of all courses taught at Central High School are housed in the Main Office, in the School Improvement Office and in the Library Resource Center. Curriculum mapping is underway in English/Language Art, moving towards curriculum being on-line.

Central High School provides its students with a variety of curricular offerings.

Students may pursue the following options.

**College Preparatory Options:** Students prepare themselves to continue their education beyond high school. This path includes an academic honors diploma, and a Core 40 diploma.

**College Prep Tech Options:** Students prepare themselves to enter a two year college, an apprentice program, or go directly into the world of work.

**Vocational/Technical Option:** Students attend Ivy Tech De La Garza Campus half-day in their junior/senior year.

**Standard Diploma Option:** Students who complete the 40 credits needed for graduation with no specific career path in mind will receive a standard diploma.

The curriculum was written within the guidelines of the state proficiencies and essential skills. There is a purposeful integration of technology, innovative assessments, and interdisciplinary connections within the current curriculum. The current curriculum is aligned to the state and national standards and includes the following components:

- Course Title
- Course Description
- Goals
- Scope and Sequence
- Learner Objectives
- Proficiencies/Essential Skills
- Study Skills
- Instructional Strategies
- Student Assessments
- Technology Integration
- Interdisciplinary Extensions
- School-to-Work Connections
- Instructional Materials

Curriculum revision is an on-going process. Presently on-line curriculum mapping is being incorporated by the English department. The curriculum's revision is based on national and state standards.

Assessment to be used in addition to ISTEP+

1. ISTEP+Fall of each year
2. **Measures of Academic Progress (MAP).** The map assessment tool is a series of tests that measure a student's general knowledge in reading, language usage, and math. A student may begin taking the MAP as early as second grade and again each year in the fall and spring through 10<sup>th</sup> grade. The MAP assessment measures a student's progress or growth in basic skills. It lets teachers know where student's strengths are and if help is heeded in any specific areas. Each Measure of Academic Progress is made up of parts, which are called goals. In reading, the goals are word meaning, literal comprehension, inferential comprehensions, and evaluative comprehension. In language usage, the goals are broken down into writing process, grammar and usage, and punctuation and capitalization. The math component includes number sense, geometry and spatial sense, measurement, data analysis, statistics and probability, patterns, functions, algebra and problem solving.
3. **ACT Assessment** – (not administered on site) Used by colleges and universities to predict success in the first year of college. Provides four scores plus a composite. In addition, the assessment measures educational development, while the output provides a student profile and interest inventory.
4. **SAT Sanford Achievement Test** – (not administered on site) A standardized achievement test battery for grades K-12 with associated ability battery normed at same time.
5. **PSAT** – Measures critical reading, math problem solving, and writing skills that an individual develops throughout life. It does not measure creativity and motivation, and it doesn't recognize those special talents that may be important to colleges.
6. **ASVAB** – Armed Services Vocational Aptitude Battery is a multi-aptitude test. This test is administered each year in the fall to any interested 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders. The ASVAB helps you identify your different abilities. ASVAB scores allow a student to compare his/her test performance to a national sample of students at a specific grade level. The aptitude is the readiness to become proficient in a type of activity, given the opportunity. This may refer to a specific capacity to learn one type of work or the potential for general training. The ASVAB measures aptitudes that are related to success in different jobs.
7. **ICPAC** – (Indiana Career and Postsecondary Advancement Center) Program Questionnaire. All 9<sup>th</sup> and 11<sup>th</sup> graders complete this questionnaire. By completing the form, students are enrolled in the ICPAC Program and will receive free newsletters and other information that will be sent to the home and to help them plan their future education and career. A summary of the responses are available to schools by logging in to the ICPAC website.
8. **Core 40 ECA** – In the spring of 2005, all departments agreed to use the Core 40 exams as pre/post assessment tools. If a Core 40 exam does not exist for a particular course, the teachers in the department will create a standardized pre/post assessment.

Special Education Assessments (Used to determine student placement.)

1. Woodcock Language Proficiency Battery – Individually administered battery of tests, which assesses a variety of different areas under the general heading of language. The test includes listening, vocabulary, memory, proofing, and more.
2. Wide Range Achievement Test (WRAT) – Useful in determining a person’s level of performance in relation to peers of the same age. It can determine instructional levels, and diagnose learning disabilities in reading, spelling and math. There are three subtests that focus on the doing skills of: Reading-recognizing, naming letters, and pronouncing words. Spelling, writing name, letters and words from dictation. Arithmetic-counting, reading number symbols, oral and written computation.
3. Kaufman Brief Intelligence Test – A brief, individually administered screener of verbal and nonverbal intelligence. The Kaufman measures two distinct cognitive functions through subtests and gives a balanced assessment. The vocabulary subtest measures crystallized thinking knowledge of words and their meaning. The nonverbal measures fluid thinking, the ability to solve new problems through perceiving relationships and completing analogies.
4. Wechsler Intelligence Scale for Children – Measures a child’s intellectual ability, ages 6 to 16 years. It is a valuable assessment tool for psycho-educational assessment, placement and planning. It can be used to diagnose exceptionality among school-age children and has a strong place in clinical neuropsychic assessment and in research.

Bilingual Assessment (Used to determine students placement in mainstream or English support classes)

1. TOEFL – Test of English as a Foreign Language – The purpose of the TOEFL is to evaluate the English proficiency of people whose native language is not English. The test uses a multiple-choice format to measure the ability to understand North American English. The test consists of three sections:
  - Listening Comprehension – Measures ability to understand English as it is spoken in North America.
  - Structure and Written Expression – Measures ability to recognize Language that is appropriate for standard written English.
  - Reading Comprehension – Measures ability to understand nontechnical reading matter.
2. LAS Links – Language Assessment Scale – Designated by Indiana Department of Education as the English language proficiency assessment for the state. It complies with NCLB requirements and measures students’ skills in speaking, listening, reading, writing and comprehension. It is used to determine placement for TESOL services for non-English speaking students and is administered each spring to monitor yearly growth in English proficiency.

## Parental Participation at Central High School

- Central High School maintains an open door policy with regard to parents and guardians. We have two full time deans and four guidance counselors ready to meet with parents on a need basis at all times.
- We have active parental participation on our school improvement committee that meets monthly for our North Central Accreditation process.
- During American Education Week, parents are specifically encouraged to visit their children's classrooms. The week culminates in an afternoon tea.
- We have two staff mandated open houses per school year.
- We have a one-week parent open house culminating in a parent/teacher tea.
- Central High School has a full time parent liaison that serves as a parent, a teacher, and a student outreach coordinator.
- Central High School has a Parent Advisory Council whose main goal is to provide support and resources for school-wide initiatives.
- The district conducts two Parent University workshops each school year.
- Parents and Community (PAC)

## **Technology as a Learning Tool**

The use of technology in staff development will take on a multi-faceted direction at East Chicago Central High School. We will use technology to:

- Research new strategies and tools for use in our classrooms.
- Create a database for each student, reporting MAP and ISTEP+ assessments. We will then use this database and analyze test results to determine strengths and weaknesses in our students. This information will provide direction for future staff development sessions in particular departments as well as cross-curricular needs. This information will be disseminated to students and conferences will be held to discuss action plans with learners.
- Utilize the distance learning lab and on line presentations to bring in staff development throughout the context of the learning day. This process will allow us to service a larger number of teachers and take advantage of presentations that are now locally available.
- Use in-house technology coordinators to provide in-service on presentation tools for use by teachers in their individual classrooms.
- Investigate the use of teleconferencing to maximize collaborations with accreditation agencies and local institutions of higher education.
- Maximize usage of the Indiana Educational Service Center and ASCD for professional development films.
- Perform on line assessments (i.e. MAP and Core 40 ECA)
- COMPASS online is a remediation tool.
- INACCESS is a program that provides technology for Central students.
- Scholastic Reading Counts, Scholastic Reading Inventory provides statistical analysis for students' comprehension level.
- Credit Recovery software for Core academic subjects.

## **A description of how the school will integrate technology and the Internet into the curriculum**

All teachers focus more on instruction because of district initiatives that offer the ease of online attendance and grade book capabilities. The initiative further enhances communication efforts through its parent component.

**Math** teachers and students use:

Autograph Software	MAP testing
Geometry Sketchpad	Graphing calculators
Overhead	Distance learning
Excel	Smartboards
Online quiz takers	Infocus presentation systems
Core 40 testing	Compass

Math series textbook tools – test generators, game CD’s, online textbooks -benefit students who forget their books or choose not to take them home. Math teachers and students use the above tools to enhance everyday curricular attempts to meet academic standards. Mobile Smart Technology (Smartboard/presentation systems) support visual learners and offer interactive class participation as new concepts are presented for each unit in the curriculum.

**English** teachers and students use:

Scholastic Accelerated Reader	Compass	INACCESS
Supported textbook CD’s	Internet	
MS Word	PowerPoint	
TV	SmartBoard	

Internet is used for research. PowerPoint presentations are used and then created to complete various projects as well as introduce new topics. Textbook supported CD’s enhance mastery of state standards. TV, VCR, Smart Technology and CD’S allow visual/audio learners to view movie versions of classic literature and to see and hear the oral presentations of their written work. MS Word is used to promote the writing process and encourage revision of written work.

### **Social Studies**

TV VCR  
CD/ DVD  
Internet  
Writing  
Textbook Supported software  
WebQuest  
Office Suite tools  
Project Ideas  
Email tools

Students use the above tools to support learning; ie. Internet to investigate history, civics, economics, geography, current events. WebQuests allow students to view history from first person point of view. The tools in MS office offer support for curriculum goals as well as School Improvement goals and the technology connections offer students opportunity to create authentic applications.

## **Science**

Internet for research  
Textbook supported software experiences

Mini Science labs  
Lab apparatus for authentic lab  
Lab software probes

Library media services, instructional technology and science teachers team for special projects through state library funded grants. Media resources, MS PowerPoint, and student research were used to investigate a thematic unit on water. Mobile Smart Technology (Smartboard/presentation systems) support visual learners and offer interactive class participation as new concepts are presented for each unit in the curriculum.

Other academic subjects fall under the same umbrella of those uses of technology while supporting School Improvement goals.

## **Library/ Media**

The library supports all areas of instruction by housing a complete writing lab fully connected to the School City of East Chicago local area network so that all applications are assessable. The media center houses all teacher reference materials as well as warehousing all technology components (Smartboards, TV, VCR, CD'S, etc.). Fully certified staff are trained to instruct and assist staff and students and maintain convenient hours so that all may benefit from the resources.

## **A description of the professional development strategies to be used in providing inservice to teachers and staff**

Technology training is available at both the building and the district level. The principal, Staff Development Committee, and the School Improvement Committee decide the staff development opportunities for the high school teachers. They base their decisions on teachers expressed needs for technology training and School Improvement goals. Training sessions are available on staff development days, during release time, after school, on Saturdays, conference days, and during summer/ vacation time on the building district level. Teachers are often offered stipends and may earn CRU's'; however, most of them are eager to attend the sessions. Adept staff members, inhouse technological staff and professionals conduct the sessions. Staff Development is generously subsidized by the district, state financial support, and Foundation/Empowerment grants.

The Purdue University Calumet and School City of East Chicago partnership provide opportunity for faculty to enhance their curriculum through technology training.

**A process of how the need for the Internet, telecommunication and other technology in the school will be assessed**

All stakeholders will participate in the use of Internet and other technology. Surveys will be used to gauge Internet, Media center, and specific application use. Information gathered will be used to determine training needs and future software/hardware needs. Benchmarks for year one – all teachers will be asked to implement a new learning unit using technology. Pre and post surveys will be given each year. Benchmarks for year two – all teachers will be asked to implement another new learning unit using technology. Pre and post surveys will be given each year. Benchmarks for year three – all teachers will be asked to implement a new learning unit using technology per semester. Pre and post surveys will be given each year.

**A strategy of how the overall program will continuously be assessed and evaluated.**

The technology plan will be updated every three years. The responsible parties for updating the plan include Staff Development Committee, School Improvement Committee and the administrative staff. Assessing progress made toward the benchmarks will determine the success of the current tech plan and provide information for future needs. The technology plan will be deemed successful if the benchmarks have been met.

East Chicago Central High School Fosters  
A Safe and Orderly Learning Environment

E.C. Central continues to work very hard to ensure a safe school environment that is free from disruptions and distractions. It is the responsibility of each of us - parents, students, and staff members - to create a secure learning environment for all students.

Following are what we do to ensure student safety:

- Maintaining five police officers to assess our strengths, identify areas of safety that need to be improved, and implement a plan to strengthen our safety
- Installments of more cameras outside as well as indoors
- Purchasing of 7 metal detectors to be placed in the front entrances
- Having Lockdown- Fire- Tornado Drills
- Keeping all outside doors locked during school hours
- Requiring identification of adults picking up children during school hours
- Maintaining a Greeting table to sign in visitors and direct them to approved locations
- Requiring all visitors to sign in
- Requiring staff members, and students to display appropriate identification badges
- Having walkie-talkies throughout the building for regular and emergency communications
- Communicating to all staff written emergency and crisis plan
- Enforcing zero tolerance for drugs and weapons
- Enforcing an appropriate dress code that limits distractions and supports a positive learning environment

Student Achievement Objectives:

**NCA Model**

Target Area: Math

Goal Statement: All students will improve their math scores.

Target Area: Reading

Goal Statement: All students will improve their competence in the general skills and strategies for reading across the curriculum.

Target Area: Writing

Goal Statement: All students will improve their competence in the general skills and strategies for writing across the curriculum.

## **Area of Immediate Concern**

We recognize a need to increase scores in English/Language Arts and Mathematics in all demographic areas. Early intervention is a key component for recognizing academic weaknesses and appropriate interventions will be incorporated.

The fact that the 10<sup>th</sup> graders of Central High School do so poorly on the ISTEP is of great concern to all stakeholders of the School City of East Chicago. The freshmen come to Central below state level and are unfamiliar to the demands of high school.

First, these concerns regarding youngsters' smooth transition to the high school are being addressed through collaboration between the high school and the two junior high schools. Teachers will be able to analyze and coordinate the curriculum of the three schools through curriculum mapping. Expectations of where a high school student needs to be both academically and socially will be determined. A more extensive freshman academy is being developed so that incoming freshman are more prepared for the rigors of high school. A school-wide writing program with a rubric defining quality writing across all disciplines has been established by an English teacher and a social studies teacher.

Secondly, the need for the Central High students to have a connection with their school, in addition to its being a place they go to sit for 6 1/2 hours a day, has been recognized by the teachers and administrators. Many activities and programs are constantly being enacted for the benefit of the students to make the youngsters excited about their school and education. Many projects have been in place for a while and give a unique personality to the school. In addition, many ventures are being introduced in the hopes that the students will benefit academically from their extracurricular involvement.

Thirdly, attendance, which is below the state average, is being addressed by a committee of students, teachers, and administrators. A positive rewards approach is favored, but, if that isn't successful, the Attendance Officer is contacting the Lake County juvenile court as a more forceful approach.

## Continuous Progress

New programs and methods are being introduced.

1. Advancement Via Individual Determination (AVID)
2. Project Lead the Way
3. Jobs for American Graduates (JAG)  
Manufacturing and Industrial Technology  
Ivy Tech and East Chicago Industries
4. Vertical alignment among the building's departments and between the high school and junior high schools.
5. At a faculty meeting, inform teachers of ISTEP results and present the disaggregation material. Provide all teachers with information regarding each of the students in their classes.
6. Special education teachers will follow the highly qualified guidelines by including their students in the least restrictive general education environment.
7. New attendance policy
8. Curriculum mapping
9. Individualized instruction based MAP scores using the COMPASS program.
10. Reading strategies across the curriculum.
11. Freshmen academy  
\* revised curriculum

## **Student Achievement Goals/Objectives**

Teachers want to increase scores on the ISTEP test 5% by the improvement in reading, writing, and comprehension levels of all students. Additional goals are:

- Students on all levels will improve literal and inferential reading comprehension skills
- Students will be able to read, evaluate, and summarize information
- More students will be observed reading for enjoyment and for information
- Students will generate a written response that is well constructed
- Students will be able to recognize and identify terms, concepts and vocabulary of each discipline and then include these accurately in their writing.
- Students will be able to answer essay questions that require critical thinking and problem solving skills and demonstrate evidence of reflection, thoughtfulness and care in completion of work

Strategies that will be used to accomplish these goals in writing include:

- Open-ended questions, short essay and essay questions will require students to formulate their own conclusions and organize their thoughts
- Students will be provided with well constructed examples of written responses
- Teachers will implement the 5-paragraph essay across the curriculum which will include an introduction, conclusion, and three supporting paragraphs
- Students will participate in various types of writing assignments as outlined in the state standards
- Students will develop an electronic portfolio/differentiated instruction using INACCESS
- In math, there will be the implementation of word problems with a variety of structures and solution paths
- Tests and quizzes will be in the format of ISTEP/Core 40 ECA questions
- Students will write about labs, explaining processes and results

Strategies used to attain the goals in reading include:

- Exposing students to a wide, rich range of reading materials
- Exposing students to multicultural literature to exemplify each
- Research
- Technology
- Portfolios
- Helping students make and test predictions
- The activation of prior knowledge
- Reading strategies across the curriculum
- Vocabulary – word of the day
- Newspapers
- Students will read material supplementary to the content area textbook
- Students will participate in lessons that meet the state standards
- Students will learn and implement Cornell note-taking

As the students receive more instruction and experience in writing and reading, they will be more comfortable reading aloud and will exhibit more interest in their reading. One of the former programs entitled “Get Caught Reading” where a student was awarded a free book of his/her choosing will be revitalized as more and more students bring their own books and magazines to school and are then “caught reading.” Students will become familiar with the words of the subjects they study at school as they read non-fiction books about, for example, art and artists. After reading they will be able to analyze and compare/contrast works of art and the creators of that art.

- As students write about what they read and read about what they write, they will improve their skills in problem-solving across the curriculum
- As students read and write in all of their subjects they will demonstrate leadership qualities and ethical group conduct
- As they learn to organize their information and ideas into written form they will display organizational skills in other aspects of their lives, such

as having needed materials in the classroom, punctuality, and completed required work for their classes

- Students will be able to find the main idea in documents or passages, and then be able to summarize the main idea
- They will be able to list the supporting details of the passage or document.
- They will be able to infer the facts not stated in the work
- Their writing will show evidence of a: a)clear and concise thesis that expresses an idea, b)the selection of details to adequately explain or support the thesis, c)organization of supporting details in an orderly manner, using appropriate transitions between ideas, d)review and revision to make a clear and easy to read essay
- Students will use the 5W's and H's to interpret readings and illustrations
- Students will use journals to express their ideas
- The students will keep portfolios of their work as a means to measure their progress in effectively expressing their ideas
- Students will show an ability to tie together issues raised in current events

Teachers want to increase scores on the ISTEP test 5% by the improvement in math skills of all students.

Strategies that will be used to accomplish these goals include:

- Individual instruction utilizing technology including COMPASS
- Credit Recovery software
- Increased summer school offerings to incoming freshmen
- Usage of a variety of strategies to solve math problems

In order to assess the goals and objectives, teachers will analyze scores on the ISTEP/Core 40 ECA and MAP tests given to the Central High School students. Careful analyzing of tests and writing samples from all departments will occur as a method to evaluate the progress of the students' reading, writing, and math abilities. Upon learning where the standards are high and where they are low, teachers will include additional work as a means of increasing the students' skills in those areas.

- Class discussions sound more logical as students use appropriate vocabulary
- Students are scoring better on tests, quizzes, worksheets, class work/projects
- Students reading aloud is improved and is painless for the readers
- Semester grades will improve – passing grades will be the norm rather than F's being the most common grade
- Students will use prior knowledge, content area information, and critical thinking skills to identify cause and effect in a given situation
- Written work will be scored according to a school-wide adopted rubric

## ACADEMIC HONORS DIPLOMA

Students that select this highly specialized area of study do so to prepare themselves for education beyond the necessary high school graduation requirements and to successfully complete educationally on a college or university level with students from across the nation. Strong emphasis will be placed on required courses in English, mathematics, science, foreign language, social studies and computers. This program requires that a student maintain a 3.00 GPA on a 4 point scale with no grade lower than a C, 47 credits are required for graduation with an honors diploma.

### REQUIREMENTS FOR ACADEMIC DIPLOMA

		Credits
1	English	8
2	Social Studies	6
3	Mathematics	8
4	Science	8
5	Foreign Language	6
6	Health	1
7	Physical Education	1
8	Practical Arts	2
9	Fine Arts	2
10	Electives	5
Total		47 Credits

English	English 9, English 10, English 11 &, English 12
Social Studies	U.S History, U.S. History AP, Government, Economics, or Sociology World History/Civilization or Geography/History of the World,
Mathematics	Geometry I, Algebra I, Algebra II, Pre Calculus/Trig., Calculus, Calculus AP
Science	Biology I, Chemistry I, Chemistry II, Physics I, Physics II
Foreign Language	Students must enroll in 3 years of one foreign language, or 2 years in one and 2 years in another.
Health	Health 1 (required semester)
Physical Education	Physical Education (required semesters)
Practical Arts	The practical arts requirement can be met by taking Computer Programming 1 & 2, with approval from the principal.

Fine Arts	Maintain a “B” average on a 4.0 scale.
Electives	Grades of “D” or “F” do not count.

**Core 40**

Core 40 is a plan to improve Indiana High School students’ preparation for college and work. It is recommended that students meet the curriculum requirements of Indiana Core 40 to be considered for admission to Indiana’s four-year institutions. The same curriculum is recommended for students seeking admission to Indiana’s two-year public institutions.

**GRADUATION REQUIREMENTS COLLEGE PREPARATORY (CORE 40)**

	Credits
English	8
Social Studies	6
Mathematics	6
Science	6
Foreign Language	4
Fine Arts	2
Practical Arts	2
Health	1
Physical Education	1
Electives	4
Total	40 Credits

English	English 9, English 10, English 11 &, English 12
Social Studies	U.S History, U.S. Government, Economics, World History/Civilization or Geography/History of the World
Mathematics	Geometry I, Algebra I, Algebra II
Science	Biology I, 2 credits: Chemistry I, or Physics I, or Integrated Chemistry-Physics and 2 credits: any Core 40 science course
Health	Health 1 (required 1 semester)  May included up to 6 credits (2 semesters of 3 credits each semester)

**NOTE:** A student planning to pursue a business major at the college level is encouraged to take not only economics, but also business law and some accounting.

## TECH PREP

### GRADUATION REQUIREMENTS GENERAL DIPLOMA

	Credits
English	8
Social Studies	6
Mathematics	6
Science	6
Fine Arts	2
Practical Arts	2
Health	1
Physical Education	1
Electives	8

Total 40 Credits

English	English 9, English 10, English 11 &, English 12
Social Studies	U.S History, U.S. Government, and 1 credit: any social studies course
Mathematics	Algebra I or Integrated Mathematics I, and 2 credits: any math course
Science	Biology I, and 2 credits: any science course
Technical	Vocational/Technical (Ivy Tech State College De La Garza Campus)

## **General Notes:**

1. Graduation Requirements – 40 credits
2. All students must complete one-year of Practical Arts and one year of Fine Arts.
3. Seven semesters are needed to graduate (exclusive of summer school).
4. New curriculum revisions are mandatory for all students.
5. Ivy Tech State College is open to all juniors and seniors. Two years (1/2 day each semester) are required for Vocational/Technical concentrations.

Non-vocational/Technical concentrations also are entitled to attend on a 1/2 day basis as space and elective credit might flow.

6. Half-day Ivy Tech De La Garza Campus offerings are available in a.m. and p.m.
7. Day-school and evening-school attendance is permitted at the same time for seniors by administrative approval.
8. No more than two (2) classes may be offered in summer school. Any more than the two classes must be approved by an administrator.

## **Dual Credit/Rule 10**

Students may receive dual credit from a local university/vocational school if the following requirements are met.

1. Students must meet the university/vocational school's standards for admission determined by the applicants rank in class, test scores and strength of college preparation program.
2. Students must meet prerequisite requirements for enrollment in selected courses.

## **General Diploma**

Students not fulfilling the requirements of the academic honors or college preparatory diploma will receive a general diploma. It is required that students follow the OPT-OUT procedure to pursue the general diploma.

## **PROFESSIONAL DEVELOPMENT GOALS**

### **PROFESSIONAL DEVELOPMENT GOAL #1**

All teachers will support the school improvement goals through the use of technology in their classrooms.

- A. Check “all goals”
- B. Planned strategy /activity/ training
  - Staff development days will be devoted entirely to the faculty’s ongoing acquisition of computer skills. In-house instructors will lead the classes held in the computer labs in the school.
  - Technology workshops will be held before, during, and after school.
  - Each department will meet to develop a technology project for their discipline that will require reading, writing, and critical thinking. (In- depth lesson plans will be submitted to the principal as well as published reports from each teacher/ department relating strengths and weaknesses of the project.
  - Appropriate conferences and university classes will be funded.
  - Research, visiting experts, published materials and software will foster new ideas.
  - Staff development will be on-line.
- C. This goal seeks to increase the effective use of technology to improve teaching and learning through teachers’ learning about and experience in the use of technology.
- D. Reports on the all aspects of the project will be submitted to the principal and prepared for distribution to all teachers and other stakeholders.....

### **PROFESSIONAL DEVELOPMENT GOAL #2**

Teachers will support the school improvement goals through their awareness of the diversity within the school.

- A. Check “all SIP goals”
- B. Planned strategy /activity/ training
  - In house training during staff development day, related to different forms of diversity in addition to racial diversity, will occur.
  - Materials for reading, writing, and critical thinking/problem solving related to diversity will be issued to the teachers to research cultural/situational differences as a means to study different learning styles.

- Foremost authority/authorities will present a comprehensive presentation regarding the complexities of diversity, especially generational poverty.
- Departmental work to develop lesson plans creating an awareness of diversity within the students will be followed by collaborative meetings aimed at sharing the plans interdepartmentally.
- The funding of university classes and appropriate conferences based on diversity awareness will be attended by teachers who will share information with colleagues at in-house workshops.

C Half of the students are Hispanic, 46% speak other than English in their homes, at least 70% are on the free and reduced lunch program, 25% are special education students – statistics that support the need for diversity awareness by teachers.

D. ISTEP score improvement, survey of teachers asking them to respond to the programs initiated for diversity awareness, time for reflection

### **PROFESSIONAL DEVELOPMENT GOAL #3**

Teachers will support the school improvement goals through collaboration with teachers throughout the entire system.

A. Check “all sip goals”

B. Planned strategy /activity/ training

- High school teachers will meet with teachers of junior high levels to coordinate curriculum.
- Textbook adoption meetings will be attended by high and junior high teachers as a means to coordinate material.
- School improvement goals will be reviewed and coordinated by all stakeholders.
- Teachers will attend appropriate professional development seminars, workshops, university classes regarding effective curriculum design and implementation.
- Teachers will coordinate curriculum, observe techniques, share plans and strategy during on-site visits.

C. Giving teachers the knowledge and time to coordinate efforts to enhance student performance enables educators to build innovative programs for their students through collegiality and collaboration. ISTEP scores will increase, students’ curiosity and desire to learn will be fostered through innovative methods designed by their last seven years of teachers before they graduate from high school. Graduations rates, dropout rates, and the enrollment into schools of higher education will indicate success of this endeavor.

## **Professional Development**

### **Planned for School Year of '07-'08**

High Schools That Work  
AVID Workshop  
Reading & Writing Across the Curriculum  
Project Lead the Way  
INACCESS

### **Planned for '08-'09**

Content reading and writing across the curriculum  
Cornel note-taking  
Inclusion  
Curriculum mapping (continued)  
Interpreting test scores (continued)  
Implementation of differentiated instruction  
INACCESS

## GRADUATION QUALIFYING EXAM APPEAL PROCESS

The following appeal process has been established by Central High School:

**CORE 40** - A student can receive a waiver if they have received a “C” or better in all the Core 40 classes taken. This will be determined by the chairperson of the Guidance Department.

OR

The student must meet **ALL** of the following criteria:

**TAKING GQE EXAM:** The student takes the graduation exam in each subject area in which the student did not achieve a passing score at least one time every school year after the school year in which the student first takes the graduation exam.

**ATTENDANCE:** The student must have 95% attendance rate throughout his/her years at Central High School. The student could miss as many as 9 days per year or a total of 36 days for the four years. Excused absences would include all E, O, or I absences; these *would* not be included in the 36. C, U, T, X, P, S type absences would be included as part of the 36 day total.

**REMEDIATION:** A student must be involved in at least 4 remediation opportunities. These include basic skills classes. Jump Start, and before and/or after school tutoring offered before each GQE in the fall and spring. A passing mark in basic skills and Jump Start will indicate attendance for these remediation opportunities.

**GPA:** The student maintains a “C” average (2.0) in courses comprising the credits specifically required for graduation as established by the School City of East Chicago. These are as follows:

8 semesters of English	2 semesters of physical education
8 semesters of mathematics	1 semester of health
6 semesters of social studies	2 semesters of practical art
6 semesters of science	2 semesters of fine art

**ENGLISH** – If the student did not pass the English/Language Arts portion of the GQE he/she must receive a recommendation from the Guidance Department Chair that states the student has achieved a 2.0 GPA or above in 7 semesters of English taken in high school.

**MATHEMATICS** – If the student did not pass the math portion of the GQE he/she must receive a recommendation from the Guidance Department Chair that states the student has achieved a 2.0 or above for all algebra courses taken. These courses must include a minimum of 2 semesters of algebra, which would include algebra 1, algebra 2, algebra 1A, algebra 1B, algebra 2A, and algebra 2B.

**GRADUATION REQUIREMENTS** – The student must have satisfied all state and local graduation requirements.

## ISTEP WAIVER PROCESS

In the spring, before the March ISTEP/GQE results are in, all seniors that have not passed one or both parts of ISTEP are brought into the auditorium. At this time, the waiver process is explained to them and they are given an opportunity to fill out a waiver form. The process is explained to parents through the senior parent newsletter that is sent out monthly.

Once the results from the March testing are in, a list is compiled by the guidance department of all students that still have not passed one or both parts of the ISTEP/GQE. Each of these students is then called in by the guidance department chairperson. It is then explained to the student why they will receive a waiver, what they still need to do to qualify for an waiver, or they may be told they will not receive the waiver and will receive a certificate or completion.

Factors that still may be in doubt before the end of the second semester might be their overall GPA, completion of their math course, or GPA in their English classes. Students may not know if they actually qualify for a waiver until the end of the school year or after summer school. All of this is explained during their meeting with the guidance department chair.

All information about the qualifying factors including grades, attendance, remediation, number of times exam was taken, and meeting graduation requirements is collated by the guidance chair and then reviewed by the student counselor. The final decision for the waiver lies with the Principal.

Special Education students go through the same process with the exception that a case conference is held to review the information gathered for the waiver. The decision is then made through consensus of the members of the case conference team.

The team includes the director and assistance director of the special education department, the special education liaison, the special education IStep chair for Central High School, the principal and the guidance department chair. After the case conference the students called in by the guidance chair to explain if they qualified for the waiver or what they still may need to do to receive a waiver.

Students with Disabilities (per Indiana Code IC 20—1-6-1)

This section applies to any student with a disability as per Indiana code IC 20-1-6-1. If the student does not achieve a passing score on the graduation qualifying examination, the student's case conference committee may determine that the student is eligible to graduate if the case conference finds the student has met all criteria of the waiver.

95% attendance, taken GQE once a year since first opportunity, a minimum of 4 remediation attempts, 2.0 GPA in required graduation classes, 2.0 GAP in 7 semesters of ENGLISH (if has not passed English section), 1.5 GPA in Algebra courses (if has not passed math section), and met all state and local graduation requirements.

Once the case conference committee determines the student has met all requirements the waiver form will be sent to the principal for final approval.

APPLICATION FOR GQE WAIVER

Student's Name \_\_\_\_\_ ID# \_\_\_\_\_ Grade \_\_\_\_\_

Waiver for ENG/LA \_\_\_\_\_ Waiver for Math \_\_\_\_\_ Waiver for BOTH \_\_\_\_\_

Passed Core 40 Classes with a "C" or better \_\_\_\_\_

Signature of Guidance Chair

OR ALL OF THE FOLLOWING:

95% ATTENDANCE \_\_\_\_\_

Signature of Vice-Principal in charge of attendance

Taken GQE once a year since first opportunity \_\_\_\_\_

Signature of Guidance Chair

Minimum of 4 remediation attempts \_\_\_\_\_

Signature of Guidance Chair

2.0 GPA in required graduation classes \_\_\_\_\_

Signature of Guidance Chair

2.0 GPA in 7 semesters of ENGLISH \_\_\_\_\_  
if not passed English/Language Arts section

Signature of Guidance Chair

2.0 GPA in ALGEBRA courses \_\_\_\_\_  
if not passed Math section

Signature of Guidance Chair

Final Recommendation for  
WAIVER \_\_\_\_\_

Signature of Principal Date

## Cultural Competency

It is our mission at Central High School to openly welcome and value students and their families from all cultures. We strive to provide a culturally diversified atmosphere which is conducive to learning for all our students regardless of race, religion, or cultural beliefs. As faculty and staff, we make every attempt to be conscious of the “dynamics” involved when more than one culture interacts with another, in hopes of flourishing diversity, while excelling academically.

### **As educators, it is our goal to:**

Respect individual differences

Promote books and educational materials that are culturally sensitive

Appreciate and understand different cultural values that are expressed by our students

- Latino talent show
- Multi-cultural day
- Black History month
- Hispanic Heritage month

Use assessments that are culturally sensitive to our students

### **Teacher In-Service**

Central High School is in the process of developing a cultural training plan for all teachers. All teachers were required to attend a cultural sensitivity training session at the start of the 2005-2006 school year.

There will also be a cultural competency survey given to all teachers after the training session to address areas of concern for possible future in-services.

**Provisions to offer courses that allow all students to become eligible to earn the academic honors diploma.**

	2008-2009			2008-2009
September	Faculty Focus Group		March	ISTEP +
	School Improvement meeting			Open House
	Department Meetings			Staff Development Day
	ISTEP +			School Improvement meeting
	MAP			
	Core 40 (pre-test)			
	Context Bound Assessments		April	School Improvement meeting
				Faculty Focus Group
October	Open House			Critical Thinking Test
	Staff Development Day			Department Meetings
	School Improvement meeting			
			May	School Improvement meeting
November	Faculty Focus Group			Faculty Focus Group
	School Improvement meeting			MAP
	Department Meetings			Department Meetings
December	Faculty Focus Group		June	School Improvement meeting
	School Improvement meeting			
	Department Meetings			
January	Faculty Focus Group			
	School Improvement meeting			
	Department Meetings			
February	Faculty Focus Group			
	School Improvement meeting			
	Department Meetings			

