

Park H S

Five-Year Comprehensive Education Plan

Category/Correlate Comments and Goals

2010

Academic Performance

1 Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

What trends/issues that have significant impact on student achievement could be identified?

According to Dr. Larry Lezotte at his Effective Schools presentation in April, 2009, students achieve most when there exists the closest possible alignment between the written, supported, taught, tested, and learned curriculum. It is hoped that as the district continues to meet state standards in curriculum renewal, resource adoption, instructional models, and assessment, students will achieve increasingly higher scores on the criterion referenced tests designed to measure attainment of the understandings in those standards.

If applicable, are there specific issues/trends dealing with IEFA for all students in general and/or with American Indian student achievement in particular that might be targeted for inclusion as goals in the 5YCEP?

As each content area undergoes renewal, it will continue to be valued to include articulation of skills and understandings relating to Indian Education for All.

Goal # 1

Renew curriculum by content area on a 5-year cycle, including articulation of skills and understandings relating to Indian Education for All.

Goal # 2

Maintain all content area and grade level curricula in a single database for easy access and to facilitate gap and redundancy analysis and interdisciplinary planning.

Goal # 3

Align as closely as possible the written, supported, taught, tested, and learned curricula.

2 Evaluation/Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

What trends/issues that have significant impact on student achievement could be identified?

A recurrent trend in evaluation and assessment analysis is the need to develop and refine formative assessments.

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If applicable, are there specific issues/trends dealing with IEFA for all students in general and/or with American Indian student achievement in particular that might be targeted for inclusion as goals in the 5YCEP?

Indian Education for All concepts should be formatively assessed along with all other content.

Goal # 1

Identify and implement the most effective screening, formative, and benchmark assessments.

Goal # 2

Establish a district-wide system of constant monitoring with high-quality, rapid feedback.

Goal # 3

Modify curriculum and instruction based on results of assessments and analysis of student work.

3 Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

What trends/issues that have significant impact on student achievement could be identified?

High-quality research in what works best in education, such as that vetted by the Department of Education's What Works Clearinghouse, consistently indicates that students perform best when they receive practice with fundamental knowledge and skill, as well as authentic opportunity to apply what they learn. For example, the 2008 Math Panel recommends that students receive 10 minutes of fact practice with every 50-minute lesson, during which time students also receive some opportunity to solve problems and to explore number concepts.

As the district explores the development of project-based learning, the aim is to enhance both rigor and relevance through the acquisition and application of knowledge and skill. Importantly, the hallmark of a good project-based language arts unit would be substantial quantities of challenging reading and high-quality writing that derive from the project.

If applicable, are there specific issues/trends dealing with IEFA for all students in general and/or with American Indian student achievement in particular that might be targeted for inclusion as goals in the 5YCEP?

Instructional goals for Indian Education for All should be understood as objectives of the curriculum, thus, they should receive the same instructional focus as all the other goals in the curriculum.

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Goal # 1

Expand the use of effective, differentiated intervention identified through ongoing, formative assessment.

Goal # 2

Promote and facilitate for all faculty members the continuous acquisition, renewal, and enhancement of deep, contemporary content knowledge.

Goal # 3

Identify and develop project-based, place-based, civic, interdisciplinary, and / or multidisciplinary units which simultaneously uphold rigor in reading, writing, and mathematics; provide frequent opportunity for practice and repetition of facts and skills; enhance student / teacher / community relationships; and elevate relevance.

900 **Category Comments and Goals for Academic Performance**

Comments for Academic Performance Category

What trends/issues that have significant impact on student achievement could be identified?

The district promotes the notion that all children can learn, and recognizes this as a fundamental shared desire of our teachers, administrators, parents, community, and nation. In the simplest form, it is a fundamental philosophy of the district that students will achieve most when curriculum, instruction, and assessment each complement the other. It is widely held within the district that we should aim for careful articulation and widespread knowledge of learning objectives, instructional models and materials that address those objectives, and assessments that accurately measure student learning of those objectives and that can suggest effective remediation.

If applicable, are there specific issues/trends dealing with IEFA for all students in general and/or with American Indian student achievement in particular that might be targeted for inclusion as goals in the 5YCEP?

Goals for IEFA should be explicit with other goals for academic performance in the 5YCEP.

Goal # 1

Move continuously toward the closest possible alignment between the written, supported, taught, learned, and tested curriculum; ideally, these should all be one and the same.

Goal # 2

Develop and maintain the shared fundamental vision that all students can learn.

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Goal # 3

Make goals for academic performance highly visible.

Learning Environment

4 School Culture

The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

What trends/issues that have significant impact on student achievement could be identified?

To maintain an equitable, safe, nurturing, engaging, rigorous learning environment for all requires not simply the dedication to these ideals, but also, a means of measuring their attainment. School climate or school opinion surveys administered to staff, students, parents, and community members may help to establish such qualitative information.

If applicable, are there specific issues/trends dealing with IEFA for all students in general and/or with American Indian student achievement in particular that might be targeted for inclusion as goals in the 5YCEP?

There are no specific issues or trends relating to goals for IEFA or American Indian student achievement in particular that are not encompassed in the district commitment to an equitable, safe, nurturing, engaging, rigorous learning environment for all.

Goal # 1

Increase teachers' and administrators' understandings of student and parent perceptions of school culture.

Goal # 2

Increase students' awareness of teachers' and administrators' commitment to, and expectations for, their success.

Goal # 3

Increase the frequency, quality, and universality of formative assessment.

5 Student, Family, Community Support Programs/Services

The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

What trends/issues that have significant impact on student achievement could be identified?

There is a need and a requirement generally to invite more parent participation in school planning. However, the district has deep and diverse ties with the Livingston community

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via project-based, civic, and service learning. A hope is to enhance academic rigor, relevance, and relationships in order that barriers to learning are lowered for all students.

If applicable, are there specific issues/trends dealing with IEFA for all students in general and/or with American Indian student achievement in particular that might be targeted for inclusion as goals in the 5YCEP?

Goals for student, family, and community support programs and services for IEFA and American Indian student achievement in particular are consistent with general district goals.

Goal # 1

Increase parental involvement in Title and school improvement planning.

Goal # 2

Strengthen school / community relations.

Goal # 3

Identify and prevent, remove, or circumvent barriers to student achievement, e.g., socio-economic status.

6 Professional Development

The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

What trends/issues that have significant impact on student achievement could be identified?

To be effective at improving student achievement, professional development needs to be identified and supported based on measurable progress toward clear goals set for such achievement. Consistent use of a comprehensive evaluation tool should provide teachers and administrators with meaningful feedback and recommendations for sustained and continuous individual growth.

If applicable, are there specific issues/trends dealing with IEFA for all students in general and/or with American Indian student achievement in particular that might be targeted for inclusion as goals in the 5YCEP?

Professional development goals for IEFA are consistent with professional development goals in general.

Goal # 1

Strengthen formative assessment skills through professional development.

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Goal # 2

Strengthen communication arts and mathematics instructional skills, including interdisciplinary / multidisciplinary strategies, through professional development.

Goal # 3

Through professional development, implement instructional strategies that increase student engagement and graduation rates.

902 Category Comments and Goals for Learning Environment

Comments for Learning Environment

What trends/issues that have significant impact on student achievement could be identified?

In order for the district to more effectively function as a learning community that supports a climate conducive to performance excellence, it will be necessary to improve connections with families and community groups to better serve district clientele and to identify and remove barriers to learning. Furthermore, it will be necessary to support improvement of teaching and learning through on-going high-quality formative evaluation and subsequent identification and support of individualized, research-based, results-driven professional development.

If applicable, are there specific issues/trends dealing with IEFA for all students in general and/or with American Indian student achievement in particular that might be targeted for inclusion as goals in the 5YCEP?

Goals for IEFA and American Indian student achievement are identical with those for school learning environment in general.

Goal # 1

Improve school / community / family connections.

Goal # 2

Improve the teacher / administrator evaluation process.

Goal # 3

Refine the professional development process to include a more individualized and targeted, research-based, results-based growth model.

Efficiency

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7 Leadership

School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture and developing leadership capacity.

What trends/issues that have significant impact on student achievement could be identified?

The most informative evaluation tools need to be identified and/or refined, be they for assessment of administrator, teacher, or student skills. A recurrent theme is that leadership objectives may be more readily met if time for collaboration among grade levels and content-area teams is somehow structured in to contract time. The 5YCEP should heavily influence curricular, instructional, assessment, facility, and professional development decisions.

If applicable, are there specific issues/trends dealing with IEFA for all students in general and/or with American Indian student achievement in particular that might be targeted for inclusion as goals in the 5YCEP?

The board and its policy committee may wish to consider development of a separate policy for IEFA.

Goal # 1

Resolve the issue of contract time set aside for grade level, interdisciplinary and content-area team meetings.

Goal # 2

Identify the most meaningful administrator evaluation tool.

Goal # 3

Convene regular meetings for disaggregated data analysis.

8 Organizational Structure and Resources

The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and supports high student and staff performance.

What trends/issues that have significant impact on student achievement could be identified?

Beyond accreditation and contract requirements for organizational structure and resource allocation, the district aims for equitable allocation of fiscal resources and staff in ways which maximize instructional efficiency and opportunity to learn, and which align greatest strengths with areas of greatest corresponding student need. To determine how best to accomplish this task through forward-thinking dialogue between board members, teachers, and administrators, seems certain to produce a significant positive impact on student achievement.

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If applicable, are there specific issues/trends dealing with IEFA for all students in general and/or with American Indian student achievement in particular that might be targeted for inclusion as goals in the 5YCEP?

The aims for efficient organizational structure and resource allocation for IEFA are identical with those stated above.

Goal # 1

Improve the processes of staff and resource allocation to align district strengths with corresponding student needs.

Goal # 2

Clearly define and make widely known the processes of staff and resource allocation to align district strengths with corresponding student needs.

Goal # 3

Resolve the issue of Title allocation in a way that addresses one need while not creating another.

9 Comprehensive and Effective Planning

The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning

What trends/issues that have significant impact on student achievement could be identified?

The modern 5YCEP is better-known by staff, the Board, administrators, parents and the community. It is hoped that more frequent reference to the goals and statements in each of the correlate sections, the yearly goals and action plans, and effectiveness reports will result in collaboration and district-wide awareness of implementation of strategies to actualize goals for constant improvement.

If applicable, are there specific issues/trends dealing with IEFA for all students in general and/or with American Indian student achievement in particular that might be targeted for inclusion as goals in the 5YCEP?

Goals for comprehensive and effective planning for IEFA are consistent with those for all content areas.

Goal # 1

Elevate awareness of the school improvement plan in both the school and community.

Goal # 2

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Actualize the school improvement plan.

Goal # 3

Identify and utilize the most useful indicators of progress toward goals in the school improvement plan.

901 Category Comments and Goals for Efficiency

Comments for Efficiency

What trends/issues that have significant impact on student achievement could be identified?

A challenge for any school or district is to balance time on task / opportunity to learn with non-instructional time for collaborative planning, assessment, and professional development. It is hoped that the structure of the 5YCEP facilitates efficient planning and implementation of the plan via the work of teacher-led correlates teams.

If applicable, are there specific issues/trends dealing with IEFA for all students in general and/or with American Indian student achievement in particular that might be targeted for inclusion as goals in the 5YCEP?

Goals for efficiency of IEFA planning and implementation are consistent with school / district goals in general.

Goal # 1

Increase the efficiency of school improvement plan implementation.

Goal # 2

In schedule, find the balance of instructional time and collaborative planning time that most benefits student achievement.

Goal # 3

Increase engagement of parents and the community in achievement of goals in the school improvement plan.