

Thompson Falls HS ‘PLAN ON A PAGE’

“Everything Revolves Around Learning”

2015-16

VISION	DISTRICT GOALS	HIGH SCHOOL ACTION PLANS	OUTCOMES
		To address District Goals/Objectives the HS will:	If the HS follows its' Action Plans then what?
ENVIRONMENT Priority 1 Attitude	<p>Goal 1 <i>Provide a safe, positive environment that is focused on learning.</i></p> <p>Goal 2 <i>Continual emphasis on high expectations that is focused on learning.</i></p>	<p>1. Use data collected from environmental surveys to target areas representing HS needs (MyVoice, LifeTrack, school surveys, school data info, etc.).</p> <p>2. Focus on pro-active strategies to teach and inspire student’s positive behaviors to exhibit such as Power Up, Speak Out!, and speakers (see Goal 2, #5).</p> <p>3. Review the HS Student Handbook this year so that policies reflect our culture and stated beliefs about learning and relationships.</p> <p>4. Involve students/staff and Student Council in the school-wide planning process and school culture initiatives.</p> <p>5. Include staff in the decision-making process at the high school level, when appropriate.</p>	<p>1. By identifying areas of strength and weakness the HS can focus its’ planning to improve the school climate and programs.</p> <p>2. Help everyone to have a greater understanding how values shape our thinking and decisions.</p> <p>3. Will help students learn how to cope with conflict, bullying, and resiliency.</p> <p>4. Reviewing our school policies to determine if they appropriate, effective, and positively affect the school environment.</p> <p>5. Involving student in school planning and initiatives can positively affect student life on campus and increase student support for change.</p>
LEARNING Priority 2 Aim High & Responsibility	<p>Goal 2 <i>Set high expectations for learning and behavior.</i></p> <p>Goal 3 <i>Use data to target needs, develop interventions, make decisions, and increase student achievement.</i></p>	<p>Goal 2:</p> <p>1. Use MAP to evaluate 9th & 10th progress. Look for strengths and weaknesses.</p> <p>2. Set aside time for teacher planning (i.e. TDD’s) to input MAP data, and to meet the objectives of the McREL tool.</p> <p>3. Incorporate writing and reading into cross-curricular instruction. Continue with higher thinking strategies & 6-Trait Writing.</p> <p>4. Information about student performance on tests will be shared with all staff.</p> <p>5. Develop a school theme (“respect”, etc.) that will help guide our selection of speakers for students this year.</p> <p>Goal 3:</p> <p>1. Data collected should be shared with stakeholders (students, parents, district, and community).</p> <p>2. Staff, MAP & non-MAP testing staff, want additional training to access and understand the data and to support each other’s efforts.</p> <p>3. Use data to target needs and to develop interventions. Need a plan to serve identified students.</p> <p>4. Introduce a HS Intervention Team (Gear UP) to assist students with planning academic success.</p>	<p>1. By identifying learner academic deficiencies the HS will be able to advise instruction.</p> <p>2. Providing teachers the opportunity to investigate information and to interpret will help make informed instructional & program decisions.</p> <p>3. Cross-curricular writing and reading will bring about improved student writing & reading skills.</p> <p>4. By participating in the decision-making process at the high school, the teachers’ experience and knowledge will help to shape school policy & practices.</p> <p>5. To promote positive behavior expectations.</p> <p>1. Share our successes.</p> <p>2. All teachers will understand the purposes and use of MAP scores and how to support each other’s efforts.</p> <p>3. Information collected will serve the teachers and teams working to assist student academic growth.</p> <p>4. Students will have a greater chance of success because a committed team of staff and the parents meet to address academic, behavioral, and social issues.</p>
COMMUNITY Priority 3 Communication	<p>Goal 4 <i>Increase public awareness of the great things happening in our schools.</i></p>	<p>1. <u>Teachers</u> will communicate to stakeholders through emails, Infinite campus, district website, calling home, letters, parent meetings, and Parent-Teacher Conferences.</p> <p>2. <u>Programs</u> (extra- & co-curricular) will communicate to stakeholders through: <i>E mails, letters, newsletters, school events, senior & parent communications, Senior Citizen outreach, community clean up, pep band & concerts, Adult Education, yearbook, Homecoming events, business owners(as guest speakers), Ledger sports articles, Gear UP & Graduation Matters activities.</i></p> <p>3. The <u>administration</u> will communicate to stakeholders through school & district web-site, City Council meetings, reports, and mailings, students through daily announcements and commons TV.</p>	<p>1. By providing stakeholders with layered communications (i.e. <i>teachers, programs, and admin</i>) they will become better informed about the great things happening in the high school.</p> <p>2. Create a stronger school-community connection.</p> <p>3. Pride in our school’s initiatives.</p>