



# OLYMPIA COMMUNITY UNIT SCHOOL DISTRICT NO. 16

## 2005-06 School Improvement Plan

### *Goal Setting Action Plan*

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| <b>SCHOOL NAME:</b><br>OLYMPIA HIGH SCHOOL 9-12 | <b>TEAM MEMBER (S):</b> Robin Staudenmeier, Margaret Bratcher, Beth Smith, Deanna Wiist, Paul Seline, Ruth McCartney, Lance Thurman |
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**ILLINOIS STATE LEARNING STANDARDS**

*State Goals 5: Use the language arts to acquire, assess and communicate information, and 11: Understand the process of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.*

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| 5 Use the language arts to acquire, assess and communicate information.<br><br>11.A. Know and apply the concepts, principles and processes of scientific inquiry. | 11.A.4a Formulate hypotheses referencing prior research and knowledge.<br><br>11.A.4c Collect, organize, and analyze data accurately and precisely.<br><br>11.A.4e Formulate alternative hypotheses to explain unexpected results. | 11.A.5b Design procedures to test the selected hypotheses.<br><br>11.A.5e Report, display and defend the results of investigations to audiences that may include professionals or technical experts. |
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**DISTRICT GOAL:** To increase student performance through the school improvement process by ensuring critical reasoning and information literacy skills are effectively taught, applied, valued and assessed.

**SCHOOL GOAL:** Increase critical reasoning and information literacy skills across the curriculum.

- DATA SOURCE:**
- OHS Graduation Rates – All seniors
  - ACT Results – All juniors
  - PSAE Results – All juniors
  - PLAN Results – All sophomores
  - Local Assessments

| <b>WHAT?</b><br><b>What actions need to be taken to complete the task?</b> | <b>WHO?</b><br><b>Who needs to be involved with each action?</b> | <b>TIMEFRAME?</b><br><b>When will each action be conducted?</b> | <b>RESOURCES?</b><br><b>What tools/strategies need to be collected developed or organized to complete the task?</b> | <b>RESULTS?</b><br><b>What data or documents will indicate closure or success for each action?</b>   |
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| 1. Collect data 9-12 to develop a baseline of critical reasoning skills.   | Faculty and Administration                                       | Fall 2005   | Site visits of some schools currently working on reform   | 2004-2005 Data <ul style="list-style-type: none"> <li>• Act results</li> <li>• PSAE results</li> </ul> 2005-2006 Data <ul style="list-style-type: none"> <li>• Plan test</li> <li>• Explore test</li> </ul>                                  |
| 2. Analyze data to determine areas of staff development                    | Faculty and Administration                                       | Spring 2006   | Presentations of data to department chairs and faculty.   | 2004-2005 Data <ul style="list-style-type: none"> <li>• Act results</li> <li>• PSAE results</li> </ul> 2005-2006 Data <ul style="list-style-type: none"> <li>• Plan test</li> <li>• Explore test</li> <li>• Local Assessment data</li> </ul> |
| 3. Develop strategies for implementation for 2006-2007                     | SIP team and faculty.  | Spring and Summer 2006  | In-service training on identified strategies.<br><br>On going discussion among faculty to share results.            | 2004-2005 Data <ul style="list-style-type: none"> <li>• Act results</li> <li>• PSAE results</li> </ul> 2005-2006 Data <ul style="list-style-type: none"> <li>• Plan test</li> <li>• Explore test</li> <li>• Local Assessment data</li> </ul> |