

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by Chairperson Dave Kerr at 1:15 p.m. on January 12, 1995 in Room 123-S of the Capitol.

All members were present except: Senator Audrey Langworthy

Committee staff present: Ben Barrett, Legislative Research Department
Carolyn Rampy, Legislative Research Department
Avis Swartzman, Revisor of Statutes
Brenda Dunlap, Committee Secretary

Conferees appearing before the committee:

Hesston USD 460: Patrick Duffy, Principal Hesston Elementary School
Wes Regehr, Instructor Hesston Middle School
Gary Price, Superintendent

Stanton USD 452: Dr. Roger Pickerign, Superintendent
Jerry Cullen, Principal
Michael Toole

Chanute Dr. James Day, Chanute High School Principal
Larry Nelson

Others attending: See attached list

The delegation from Hesston, USD 460, led by Superintendent Gary Price, presented their findings first. They were highly complimentary of QPA. They had found it to be very successful in their school system, and their transition was fairly easy as they already had good community and parental involvement in their school district. They had only two criticisms of QPA, the excessive paperwork, and the need for additional working days for teachers to complete the necessary preparation and paperwork. They suggested streamlining some of the paperwork, and renegotiating the contract with teachers to add additional work days each year to devote to additional training and to complete the paperwork. (See Attachment 1)

The delegation from Stanton County Schools, USD 452, led by Superintendent Roger Pickerign, stated they had also had good results with QPA. They have been encouraged by the help and expertise offered by the state to help them determine the best method of initiating QPA and thus making their schools better. They also felt they had a solid base of community and parental involvement in their schools on which to build. (See Attachment 2)

Dr. James Day, Chanute High School Principal, presented QPA from a slightly different perspective in that they have just begun implementing the process. He confessed there was an initial amount of fear of the unknown quantity of QPA, but he could relate some positive results even at this early date. They are as follows: Additional money and time have been committed to in-service training, they have found their curriculum is already aligned with State and National standards, and more parents and people from the community are becoming involved with the school system. They are concerned that maintaining data on every indicator is very time consuming, but as a result, they can more accurately determine where they are in comparison with the QPA standards. They are also concerned about the definition of 21st century standards which at present are unclear, whether or not there will be an early commitment by everyone in time and money, how the training will be accomplished, and will everyone accept it, especially the parents. They also feel they will need contract renegotiations and a longer working year for teachers. (See Attachment 3)

The meeting was adjourned at 2:30 p.m.

The next meeting is scheduled for January 17, 1995.

Date 1-12-95

VISITOR SHEET

(Please sign)

Name/Company	Name/Company
Donna McGuire / KC Star	Alison Bankowski USD 233
Mark Tallman KASB	Jesse Camden USD 452
Kristen Day / Capital Journal	Michael Stee USD 452
Trish Hammensdick CPA	Bob Griffin LIA 452
Laura Powers KASB	Jacque Daken SQE
Diane Ojerstad USD 259	Wes Epping K5U / USD 389
Arlene Johnson	Larry R Nelson USD 413
Marsha Strachan - out of K.S.	Ray E. Babcock USA 413
Herschel Peor Cit.	Jim Day USD #413
Sharon Frieden / KSBE	Jim Yonally USD #572
Craig Shove KSBE	
Ann E. Hamson KSBE	
Gemma Hueser KSBE	
Christy Wings USD 233	
Charles W. Shaw KNEA	
Gone Nedy KNEA	
Jack L. Reed	
Kathy Sexton, Div. of Budget	
Londonne Corder, Lehman, Bandelberg	
JAMES G. ANDERSON, KSBE	
Stacy KSBE	
Cheryl (Johnson) KSBE	
Mary Matthews USD 233	
Earl Martin USA 233	
Robin Lehman UID 233	
Ron Wimmer USD 233	

THE HESSTON EXPERIENCE WITH QUALITY PERFORMANCE ACCREDITATION

QPA = a school accreditation process within a school improvement model

Hesston Elementary School (enr. 300), Hesston Middle School (enr. 280), and Hesston High School (enr. 240) are Phase 1 pilot schools in the QPA process. Each school has been involved in QPA since 1991-92 and will be accredited by the Kansas State Board of Education after site visits on March 7-8, 1995.

SELECTED RESULTS RELATED TO LOCAL QPA IMPROVEMENT GOALS

- Improved reading scores on the state reading assessment (a 17% improvement)
Current scores are within 1% point of the state standard of excellence
- Improved writing scores on the state writing assessment (a 17% improvement)
Current scores on average meet the state standard of excellence; three traits exceed the standard and three traits are very near the standard
- Increased enrollment (both number and percentage) of students completing a more rigorous college prep curriculum or an approved vocational curriculum
- Increased enrollment in advanced math and science by all students and an even greater increase for female students
- Increased skills for all students in manipulating and using current technology
- Maintaining or increasing the number of identified National Merit scholars (three semifinalists named out of current class of 60 students)
- Zero students returning for remediation (warranty work) from college or job market
- Increased involvement in the education process by community/patrons

SCHOOL IMPROVEMENT FROM A PRINCIPAL'S PERSPECTIVE

- QPA is a partnership among professionals across the state.
- QPA and school improvement are synonymous. It is a state of mind, not a mind from the state.
- Authentic learning supports the state standard encouraging students to work collaboratively in teams.
- School improvement is a continuous cycle. QPA encourages us to ask why and how we do things in school.

*Senate Education
1-12-95
Attachment 1*

HESSTON EXPERIENCE

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- QPA promotes professional growth and creates additional demands for quality on the staff. Schools that support "effective instruction" and "school improvement" must have adequate time opportunities to engage in planned activities without sacrificing preparation and involvement in the classroom.
- Paperwork with QPA is significant. The QPA annual report, the standard building report, school profiles, school improvement plans, and the documentation of numerous activities substantiating progress is sometimes overwhelming. Streamlining is needed.
- Teachers are now buying in to the process. Curriculum design now fits and has a purpose. Local performance assessments are included in the evaluation of student success. QPA is hard work, but it is producing positive results over time.
- Trust from the community is paramount. QPA allows us to customize our curriculum to meet the unique needs of our community. It is a collaborative effort between school and community.

SCHOOL IMPROVEMENT FROM A TEACHER'S PERSPECTIVE

- The QPA school accreditation process is a very positive, growing experience with the education of our children as its priority.
- QPA is a total process that helps point out both strengths and weakness of a program, building or district, and also provides strategies to improve the results of the accountability assessments.
- Disaggregation of data within the school profile has allowed us to address the quality of the curriculum and the performance equity within groups. Strategies and interventions are both "based on documented results" and "based on researched solutions".
- The number of people involved in making decisions concerning "what's best for kids" has been enlarged through the school improvement process. QPA has provided appropriate channels for community members, business people, students, parents and others to become involved in decisions.
- Now teachers not only feel, but can document that school improvement is happening and results are improving. Results of hard work are now paying dividends.
- We are now focused in our staff training and retraining. QPA helps us prioritize our staff development efforts to best meet the goals set forth in the School Improvement Plan

HESSTON EXPERIENCE

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- Time is a major factor. It takes time to do something well and to accomplish significant progress. We need additional contract time for teachers to train and retrain and not take that time away from teaching students.

REASONS TO CONTINUE QPA AND SCHOOL IMPROVEMENT

- We can now be legitimately **accountable**. Our schools are getting better and it can be documented.
- The **focus is academic**. Although we sometimes need to address other issues, the focus is geared to academic improvement. We have some of the best state assessments in the nation. The new standards provide reasonable targets for excellence. The State Board has clearly placed academics at the center.
- There is a new **communication network among schools** who are trying to improve. With a similar basic plan we can tailor it to our own needs, but yet talk the same language and learn from one another.
- There is a **greater degree of local control** than ever before. The state has neither the inclination or the resources to significantly control each school. They have become "technical assistants" when needed. State assessments are required in academic areas, but other indicators of excellence are determined locally.
- **Support for school improvement is increasing** because in schools that are four years into the process we can see a difference and so can our public. To take away this progress would set school improvement and academic standards for students back several years. Public confidence in our schools could be severely damaged by abandonment of school improvement activities.

Thank you for allowing the Hesston district to share our successes and concerns with Quality Performance Accreditation.

Patrick Duffy, Principal (316) 327-7101
Hesston Elementary School

Wes Regehr, Instructor and (316) 327-7111
District Professional Development Chairperson
Hesston Middle School

Gary Price, Superintendent (316) 327-4931
Hesston USD 460

QPA

**STRENGTHS
WEAKNESSES
THE FUTURE**

JAN 12, 1995

DR. ROGER PICKERIGN,
SUPERINTENDENT
JERRY CULLEN,
PRINCIPAL
MICHAEL TOOLE



SENATE / HOUSE EDUCATION COMMITTEES



I.

In Preparation for Excellence

II.

QPA at USD 452

III.

Curriculum

IV.

The Future
Strengths and Weaknesses



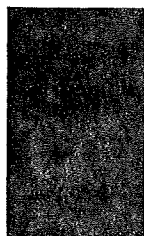
I am, like many of you, a "people watcher." Wherever I live, wherever I travel, I like to watch and study the people around me. Over many years of people watching, I've come to ask myself a question - or, better stated, the QUESTION: What happened in life to make a person what he or she is today? Why did she become the CEO of a company, why is he eating out of a garbage can and sleeping in the street? All of us start with the same hopes and ambitions. How do we end up so differently?

I see teachers who hold the total attention of students day in and out, who rarely have discipline problems, whose students regularly score highly on all types of tests. I see other teachers who lose control of their class, who, despite all their abilities and good intentions, are unable to teach. Both types of teachers begin with all the cards, but somehow, some always win and others lose everything. Schools are just like people. Every school has the same hope and ambition - to educate its students and prepare them for the future, to be effective in every manner, to be the best. Every school dreams of elevating the level of education for its students. Some succeed. Others, as the news media readily and regularly reports, fail. Just what makes the good school? What happens to make a school bad? No school sets out to fail...



Here are some facts. All schools award diplomas, but these diplomas don't represent the same quality of learning. Students may be of the same age and of identical backgrounds, but they will achieve different degrees of success.

What makes a good school? What happens to make a district succeed in its ambitions?

Dr. Roger Pickerign



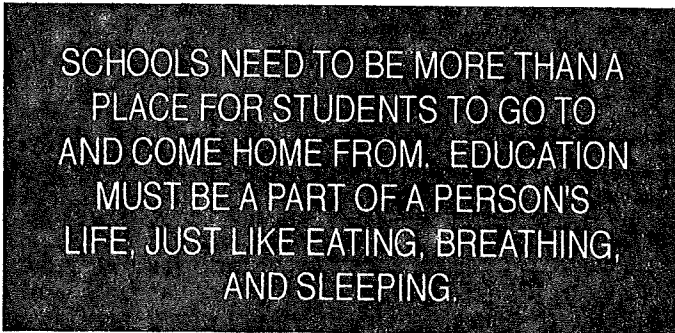
"If I place my child in your school, how will you ensure quality learning? Why should I put my child in your school?"



Students are a school's toughest critics. Most certainly lack the age and experience to have the perspective to understand why they are asked to study certain subjects or do certain things, the reasons for which become apparent as they grow older. However, many of their questions lead to some serious considerations for educators.

Why should a student go to school? Is school relevant any longer to a student's life? Are the ACT and SAT exams legitimate measures of student knowledge? Are they relevant to a students' life and success except as a determiner for college entrance? Do these examinations, and all the other state and federally mandated tests, do anything to help? States don't have a very good track record for successfully helping schools - how can an essentially isolated group of people effectively realize change in a field that depends so greatly on the close local interaction of administration, faculty, students, and community?

Schools can do a great deal to establish their relevance to students. Schools must first ascertain the learning levels of all their students. They must practice selective abandonment of subject material rather than "feeding the beast" - the unwieldy mass of materials that schools have either traditionally been expected to teach or have been mandated to teach by state and federal governments. Schools must practice "creative discomfort" with their students - students must be placed in an environment that actually challenges them at their learning levels, and not be allowed to slide through the school day. They must establish quality paradigms, promises, and practices. They must provide quality time for quality learning and assign quality work. Schools must create life-long learners, and must instill and develop wonder, imagination, and thinking skills in their students.



SCHOOLS NEED TO BE MORE THAN A
PLACE FOR STUDENTS TO GO TO
AND COME HOME FROM. EDUCATION
MUST BE A PART OF A PERSON'S
LIFE, JUST LIKE EATING, BREATHING,
AND SLEEPING.



What Makes **A School?**

Social Training

Vocational Training

Academic Training

Technology

Fusion of Academics and Career

Correlated Curriculum

Fused Curriculum

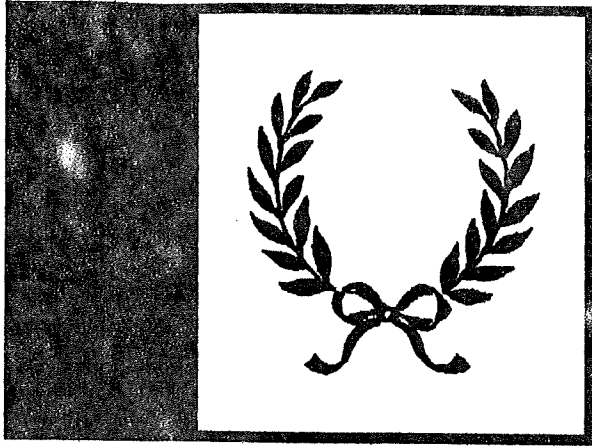
EXCELLENCE



Question:



What makes USD
452 a district of
excellence?



Answer:

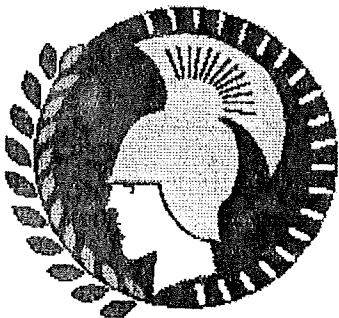
CURRICULUM

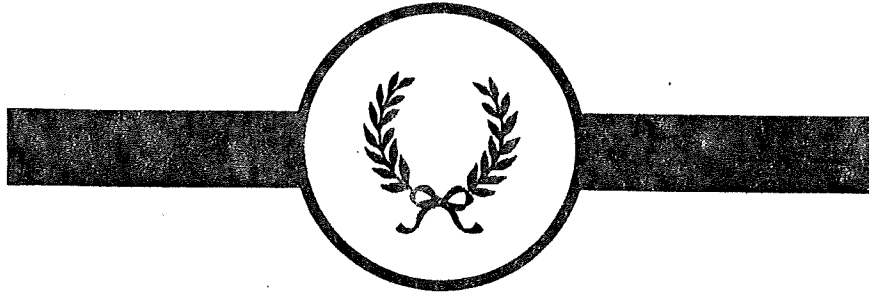
**CONSTANT
EVALUATION**

**CREATIVE
PROBLEM-SOLVING**

SUCCESS

Curriculum is the foundation for success. Schools **MUST** have K - 12 integrated, aligned curricula that are updated continually, that respond quickly to changes in the community and the world, that meet the needs of the students.





1

To be excellent requires an on-line, integrated curriculum.

2

The written and taught curriculum must be the same.

3

Teach to learning, not instruction.

4

Teach the students you have, not the ones you wish you had.

5

Make public schools more public.



CURRICULUM

MUST BE...

Written

Aligned

Taught

Tested

Evaluated

Revised

CURRICULUM

To achieve success in education, a sound curriculum must include and consider:

- ① What must a student learn and know by the end of the lesson, day, week, month, nine weeks, semester, year?
- ② What methods will be used to check learning attempts by the student, and what teaching styles will be used?
- ③ How will we evaluate teaching methods and a student's mastery of new skills, as well as retention of old skills?
- ④ What will be done for students who exceed our expectations, or who fall below them, and how will their individual needs be met?
- ⑤ Why should students learn a classroom procedure, and how will they benefit from the resulting learning?
- ⑥ Can we practically cover the different learning styles of the students?
- ⑦ How will we effectively handle the creative discomfort to produce learning?
- ⑧ How can we effectively promote problem-solving skills beyond rote memorization?
- ⑨ How can we expand curriculum to handle diverse students?
- ⑩ What do we want the curriculum to do?
- ⑪ What do we want for our students?

SAMPLES

LANGUAGE ARTS

I= INTRODUCED
D= DEVELOPING
M= MASTERED
R= REINFORCED

M AND R = THE POINT AT WHICH STUDENT SHOULD BE ABLE TO EXHIBIT
EXIT OUTCOMES

EXIT OUTCOMES WILL BE DENOTED BY ACHIEVING ONE (1) OF THE
FOLLOWING:

1. SCORING 70% OR GREATER ON LOCAL CLASSROOM
EVALUATIONS.
2. SCORING AT OR ABOVE THE STUDENT'S APPROPRIATE GRADE
LEVEL ON THE CALIFORNIA ACHIEVEMENT TEST OR SIMILAR
STANDARDIZED TEST.
3. SCORING IN THE ADEQUATE OR SUPERIOR RANGE ON THE
KANSAS ASSESSMENT.

Rationale

Language Arts offers survival skills vital for personal and professional growth. A language arts program provides the tools to assimilate information for communication, including written, verbal, non-verbal, and listening skills that create the basis for individual independence.

Goals

Language arts learning opportunities are provided for the student-

- to develop listening skills designed to acquire, interpret, and evaluate information.
- to develop written and oral communication skills, demonstrating knowledge of usage, mechanics, and vocabulary.
- to analyze literary form and technique and to develop an appreciation of literature as a source of knowledge, experience, and life-long learning.
- to develop individual research skills and the ability to apply these skills.

Capitalization:	1	2	3	4	5	6	7	8	9	10	11	12
First word in a sentence	I/D	R	M	R	R	R	R	R	R	R	R	R
Proper nouns	I/D	D	M	D	D	D	R	R	R	R	R	R
Pronoun I	I/D	M	R	R	R	R	R	R	R	R	R	R
Greeting/closing of letters	I	D	D	D	D	D	D	M	R	R	R	R
Titles	I	D	R	R	R	R	R	R	R	R	R	R
Regions						I	D	D	D	M	R	R
Personifications										I	D	M

Punctuation:

Period	I/D	D	M	R	R	R	R	R	R	R	R	R
Question mark	I/D	D	M	R	R	R	R	R	R	R	R	R
Exclamation mark	I/D	D	M	R	R	R	R	R	R	R	R	R
Quotation marks			I/D	D	D	D	D	D	R	R	M	R
Apostrophe	I	D	D	D	D	D	M	R	R	R	R	R
Comma	I	D	D	D	D	D	D	D	D	D	R	M
Colon					I	D	D	D	D	M	R	R
Semicolon						I	D	D	D	D	M	R
Hyphen					I/D	D	D	D	D	D	D	M
Italics								I	D	D	D	M
Dashes								I	D	D	D	M
Parentheses								I	D	D	D	M

Composition:

Writing sentences	I	D	D	D	D	D	M	R	R	R	R	R
Writing paragraphs	I	I/D	D	D	D	D	D	D	D	M	R	R
Paragraph definition	I	I/D	M	R	R	R	R	R	R	R	R	R
Paragraph form	I	I/D	D	D	D	D	D	M	R	R	R	R
Narrative paragraph			I	I/D	D	D	D	M	R	R	R	R
Main idea	I	I/D	D	D	D	D	R	R	R	R	R	R
Topic sentence			I	I/D	D	D	M	R	R	R	R	R
Persuasive paragraph										I/D	R	M
Descriptive paragraph								I	M	R	R	R
Explanatory paragraph								I/D	M	R	R	R
Example paragraph										I/M	R	R
Comparison-contrast par.										I/M	R	R
Factual paragraph										I/M	R	R
Definition paragraph										I/M	R	R
Persuasive Essay											I/D	D
Stories/story endings			I	D	D	D	D	D	D	D	D	D
Book Reports				I	D	D	D	D	D	D	D	D
Write children's book			I	I/D	D	R	R					
Short story			I/D	I/D	I/D	D	D	D	D	D	D	D
Poetry	I	I/D	D	D	D	D	D	D	D	D	D	D
Journal writing	I/D	D	D	D	D	D	D	D	D	D	D	D
Brain storming			I	D	D	D	D	D	D	D	D	D
Character sketch											I/D	M
Letters	I/D	D	D	D	D	D	D	D	D	D	M	R

Spelling and Vocabulary:

Literary Essay												I/D	M
Expository Essay												I/D	M
Homophones	I	D	D	D	D	D	D	D	D	D	D	D	D

	1	2	3	4	5	6	7	8	9	10	11	12
Informal sharing of ideas	I/D	D	D	D	D	D	D	D	D	D	D	D
Imparting information	I/D	D	D	D	D	D	D	D	D	D	D	D
Speaking before a group	I/D	D	D	D	D	D	D	D	D	D	D	D
Interpretative reading	I/D	D	D	D	D	D	D	D	D	D	D	D
Audience awareness									I/D	D	D	D
Speech preparation									I/D	D	D	D
Body language									I/D	D	D	D

Language Arts- Grade Level 1

1. Grammar
 - A. Sentences
 - sentence recognition
 - kinds of sentences
 - B. Nouns and pronouns
 - noun recognition
 - proper nouns
2. Capitalization and punctuation
 - A. Capitalizing the first word in a sentence
 - B. Capitalizing proper nouns
 - C. Using end punctuation
3. Research skills
 - A. Alphabetical order
 - B. Classification
 - C. Following directions
4. Listening
 - A. Respect for speaker
 - B. Following directions
5. Handwriting
 - A. Manuscript
 - B. Posture
6. Speech
 - A. Sharing
 - B. Choral reading I
 - C. Appropriate self-expression

Language Arts- Grade Level 2

1. Grammar
 - A. Sentence
 - sentence recognition
 - kinds of sentences
 - subjects and prediction
 - B. Nouns and pronouns
 - noun recognition
 - proper nouns
 - plural nouns

writing story/story ends

C. Letters

letter-writing

4. Research Skills

- A. Using the dictionary
- B. Table of contents
- C. Using the index
- D. Using reference books
- E. Parts of the library
- F. Visual literacy/observation
- G. Homophones
- H. Signal words
- I. Synonyms

5. Listening

- A. Following directions

6. Spelling Vocabulary (grouped in lessons to reinforce the rules pertaining to)

- A. Consonant sounds (b,d,g,j,l,m,n,p,r,s,t)
- B. Consonant sounds (ch,sh,ks,kw)
- C. Short vowel sounds (a,e,i,o,u)
- D. Consonant letters (wh,th,ng)
- E. Long vowel sounds (silent e)
- F. Long vowel spellings (ay,ai,ee,ea,igh,oa,ow,o,oi,ou)
- G. Consonant blends (sm,gl,gr,skr,str,spr)
- H. Vowel sound (u)
- I. Contractions
- J. Vowels with r (er,or)
- K. Prefixes and suffixes
- L. Compound words
- M. Day and months
- N. Homophones
- O. Unstressed syllables

7. Handwriting

- A. Manuscript
- B. Cursive
- C. Posture

8. Literature

- A. Biography
- B. Fiction
- C. Non-fiction
- D. Poetry

9. Speech

- A. Book reports
- B. Show and tell

Language Arts Grade Level 4

1. Grammar

A. Sentence

- sentence recognition
- kinds of sentences
- subjects/predicates
- sentence fragments

quotation marks

3. Composition
 - A. Paragraph definition
 - B. Paragraph form
 - C. Main idea
 - D. Arranging detail
4. Research Skills
 - A. Using dictionary
 - B. Using table of contents
 - C. Using index
 - D. Using reference books
5. Listening
 - A. Following directions

Language Arts Grade Level 6

1. Grammar
 - A. Sentences
 - exclamation
 - interrogative
 - imperative
 - declarative
 - Subject/predicate
 - Sentence fragments
 - Run-on sentences
 - Sentences with appositions
 - B. Noun
 - proper/common
 - plural
 - possessive
 - predicate
 - C. Verbs
 - action/linking
 - principal parts
 - regular/irregular
 - phrases
 - tenses
 - D. Adjectives
 - kinds
 - comparative forms
 - E. Adverbs
 - kinds
 - comparative
 - F. Prepositions and phrases
2. Capitalization and punctuation
 - A. First word
 - B. Proper noun
 - C. Titles
 - D. Proper adjectives
 - E. End punctuation
 - F. Periods in outlines
 - G. Hyphens and syllables
 - H. Nouns of address
 - I. Commas in dates

BUSINESS EDUCATION-

I= INTRODUCED
D= DEVELOPING
M= MASTERED
R= REINFORCED

M AND R = THE POINT AT WHICH STUDENT SHOULD BE ABLE TO EXHIBIT EXIT OUTCOMES

EXIT OUTCOMES WILL BE DENOTED BY ACHIEVING ONE (1) OF THE FOLLOWING:

1. SCORING 70% OR GREATER ON LOCAL CLASSROOM EVALUATIONS.
2. SCORING AT OR ABOVE THE STUDENT'S APPROPRIATE GRADE LEVEL ON THE CALIFORNIA ACHIEVEMENT TEST OR SIMILAR STANDARDIZED TEST.
3. SCORING IN THE ADEQUATE OR SUPERIOR RANGE ON THE KANSAS ASSESSMENT.

Rationale

Basic business education subjects are essential tools as practical skill development areas of a student's life. Knowledge of business skills makes the outside world less incomprehensible, and the knowledge of Business Education assists in making the student feel more secure and potentially independent - as a student and in the market place.

Goals

1. To explore vocational training options/opportunities
2. To be introduced to business applications
3. To provide skills necessary to increase students' efficiency and independency in the home and in the business market place

	9	10	11	12
Typing I	M	R	R	R
Typing II		M	R	R
Shorthand			M	R
Office Practice		M	R	R
Accounting I			M	R
Business Computers			M	R



T eachers



Quality

Master

Professionalism

Evaluation

Improvement

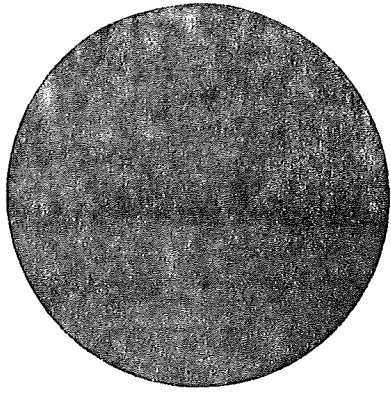
Motivation

Peer Teacher

Rules and Regulations

Professional Assistance





SCHOOL PROFILE

CONTENTS:

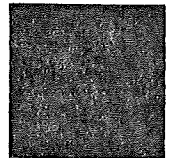
Mission Statement

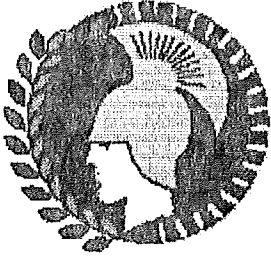
Physical Description of District

Staff Development

Curriculum and Technology

School Data





PROFILE

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IV. Language Proficiency

V. Student Participation

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- Upper Level Science
- Foreign Language
- Physical Education
- Activities
- Athletics

VI. Dropout Rate / Graduation Rate

VII. Post-Secondary Education

VIII. Attendance / Tardies

IX. Discipline

X. Educational Strategies

- Alumni Survey
- Curriculum Alignment / Integration
- Technological Changes
- Teaching Strategies

XI. Staff Development

XII. Community Involvement

XIII. Allocation of Funds

DATA

DISAGGREGATION

RACE

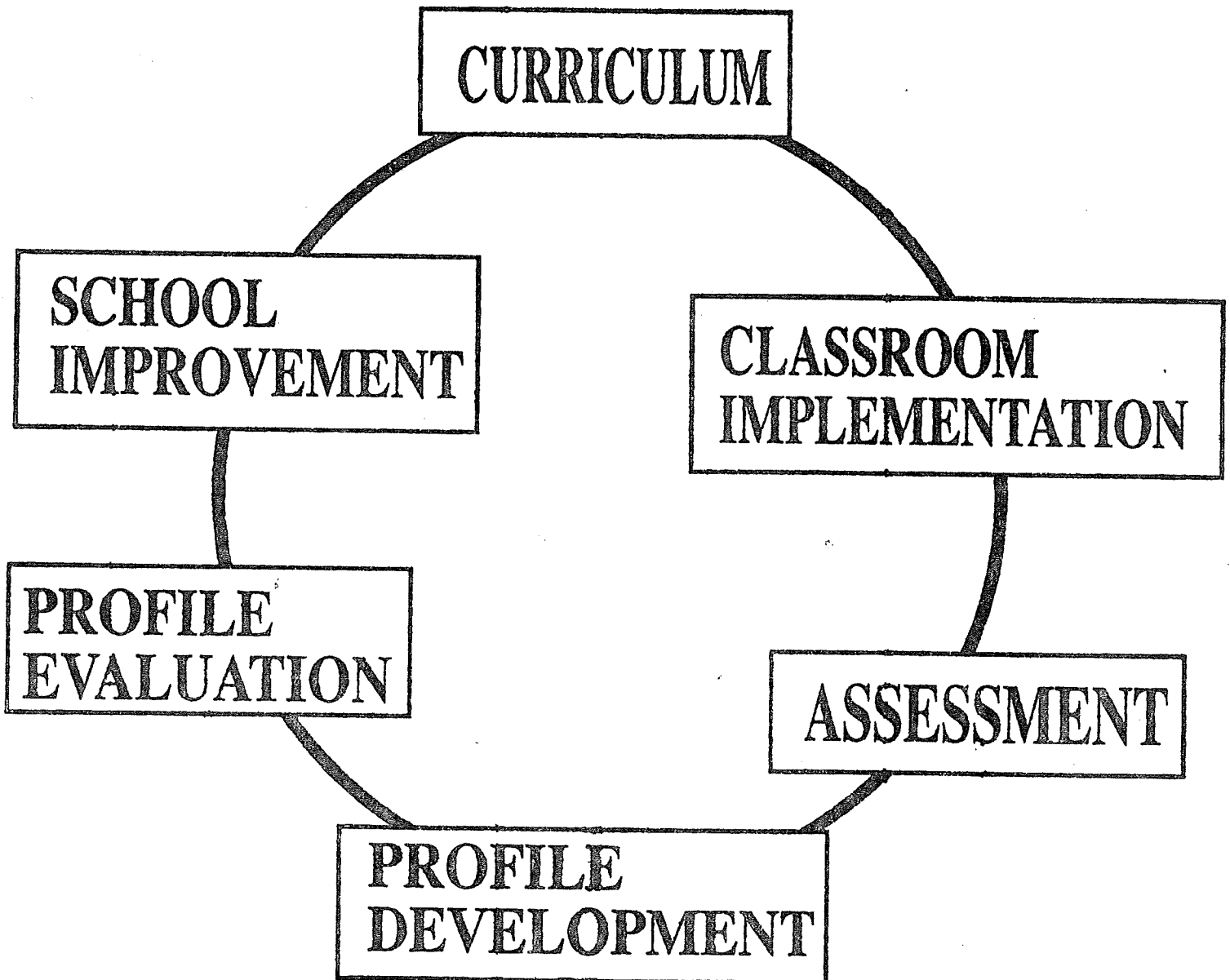
GENDER

SES

AT RISK

RESIDENCE IN
DISTRICT

STANTON COUNTY CURRICULUM DEVELOPMENT



The curriculum that is revised each fall is implemented and assessed. The assessed results are compiled in the school profile, which is then evaluated. This evaluation determines the school improvement plan, which in turn dictates curricular changes.

1

*Analysis of Data from
School Profile*

School Improvement

2

Improve Performance of:


At Risk Population

Hispanic Population

**Increase Offerings for
Higher Achievers**



AT RISK

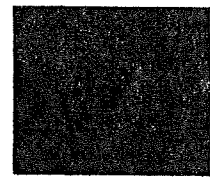


PROGRAMS

District Identification Plan
Close Monitoring
Early Morning School with Tutors
and Teacher Assistance
Saturday School with NHS / Peer
Tutors and Teacher Assistance
Math / English / Science Labs
Late Afternoon School
Evening School (Planned)
Vocational Programs



**AT RISK
STUDENT
IDENTIFICATION**



BELOW 50th PERCENTILE

FAILURE IN ANY SUBJECT

**TEACHER / ADMINISTRATOR
RECOMMENDATION**



VOCATIONAL

PROGRAMS


ON CAMPUS:

Data Processing
Metals
Secretarial
Consumer Homemaking
Drafting


APPRENTICESHIP:

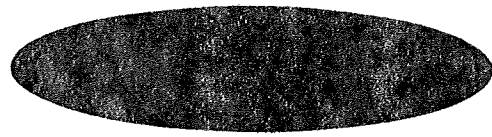
Community Based
Must Meet Academic
Requirements
Principal's Approval
Vocational Areas
Community Offers

ESL



Identify Students
Teacher Certification
(All Areas)
Migrant and ESL Aides
ESL Class





INCLUSION

Special Education



Most Special Education
Students Involved
Helps Both Regular and Special
Education Students
Special Education Teacher
Works with All Students
Excellent Gifted Program
Gifted Teacher Team Teaches
with Regular Education
Teacher

ADVANCED

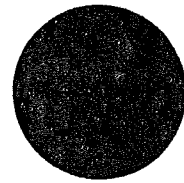
Classes




Senior Science
Academic Highlights
Computer Graphics
Dual Credit Courses
Diploma of Excellence
(Planned)



Technology



IBM / Macintosh Labs
Student Reinforcement
Teacher Presentation
Administrative Use
Multimedia
Computer Literacy



Student

Achievement



Up Slips

Scholars' Breakfast

Academic Awards Night

Academic Credit Cards

Individual Recognition





RESULTS



Academic Performance by Low SES, At Risk, and Hispanic Students Up at Most Grade Levels K - 12.

Hispanic Dropout Rate Fell from 10% to 0%; Hispanic Graduation Rose to 100%.

Low SES Dropout Rate Fell from 8% to 4%; Low SES Graduation Rate Rose to 100%.

Student Body Dropout Rate Fell fro 4% to 1%; Student Body Graduation Rate Rose to 100%.

Student Participation in Upper Level Science Increased from 39% to 50%.

Student Participation in Upper Level Math Increased from 65% to 68%; Hispanic Participation Increased from 43% to 46%; Low SES Participation Increased from 42% to 50%.

90 Enrollments in Dual Credit Classes.




The Bridge Builder

An old man going a lone highway
Came in the evening cold and gray
To a chasm vast and deep and wide.
The old man crossed in the twilight dim,
The sullen stream had no fears for him,
But he stopped when safe on the other side
And built a bridge to span the tide.

"Old man," said a fellow pilgrim near,
"You are wasting your strength with building here;
Your journey will end with the ending day,
You never again will pass this way,
You've crossed the chasm deep and wide,
Why build you this bridge at evening tide?"

The builder lifted his old gray head,
"Good friend, in the path I have come," he said,
"There followeth after me today
A youth whose feet must pass this way.
This chasm which has been as naught to me
To that faired-haired youth might a pitfall be,
He, too, must cross in the twilight dim,
Good friend, I am building the bridge for him."

Will Allen Dromgoole



We have not succeeded in answering all your problems. The answers we have found only serve to raise a whole set of new questions. In some ways we feel we are as confused as ever, but we believe we are confused on a higher level and about more important things.

TENTATIVE TIME TABLE FOR OA WITH NCA
FIRST COPY DECEMBER 1993

Chanute H.S.

TASK

COMPLETION DATE

Responsibility

PHASE ONE Making the Commitment

A. Obtain evidence of commitment from All CHS staff members, Board of Ed., and Superintendent's office

Fall 92 to Fall 93
August 92 ✓

All CHS Staff
School Board
Dr. Johnson &
Mr. Nelson

B. Selection of both Co-Chairpersons

Fall of 92 *Sept 92 ✓*

Dr. Day

C. Principal and Co-chairs attend Phase Clinic Nov. of 92

17 Nov 92 ✓

Dr. Day, Miss Anderson
and Mr. Babcock

PHASE TWO Getting Started

A. Selection of School Improvement Leadership Team (SILT) Aug. of 93

22 Feb. 93

Dr. Day

B. Start Collecting and Analyzing data

Fall of 93-94 *May 93*

Dr. Day & Resource Sp.

Separate Education
 1-12-95
 Attachment 3

- | | | | |
|----|---|---|---------------------|
| C. | Review of 21st century needs of students | Fall & Spring 93/94 | Dr. Day & SILT |
| D. | In service of staff on NCA and OA | Oct. of 93 <i>16 Oct 93</i> | NCA staff |
| E. | Selection of Visiting Team Chairperson(VTC) | Nov. of 93 <i>16 Oct 93</i> | Dr. Day |
| F. | Formal report to NCA for starting | Nov. of 93 <i>6 Nov 93</i> | Dr. Day |
| G. | Develop a time table of events | Dec. of 93 <i>1 Dec 93</i> | Dr. Day & Co-Chairs |
| H. | Selection of Steering Committee (StC) | Dec. of 93 <i>15 Dec 93</i> | Dr. Day & SILT |
| I. | Entire SILT to attend Phase Clinics | Dec. & Feb. of 93/94
<i>16-17 Feb 93</i> | SILT & Dr. Day |
| J. | Co-Chairs attend OA clinic | Jan. of 94 <i>6 Jan 94</i> | Co-Chairs |
| K. | In service staff on OA | Jan. of 94 <i>13 Jan 94</i> | SILT |
| L. | In service of staff on NCA | March 94 <i>NCA Director
17 Mar 94</i> | VTC |
| M. | Informal meeting with SILR & VTC | March 94 <i>Uson Lunch
17 Mar 94</i> | VTC & SILT |
| N. | First formal visit of VTC | Sept. of 94 <i>17 Aug 94</i> | VTC and StC |

O. Report of State on September visit

Sept. of 94

Oct 94 /

VTC

P. Establish the Student Profile Committee (SPC) & Mission Statement Committee (MSC)

Sept. of 94

Sept 94 /

Dr. Day & StC

PHASE THREE

Collecting and Analyzing

A. Finalize collection of data (5 yr. period)

Fall of 94

Oct 94 /

SPC & Resource Sp.

B. Making of Student Profiles

Fall of 94

Dec. 94 /

Dr. Day & SPC

PHASE FOUR

Mission Statement, Target Areas, & Target Goals

A. Steering Committee review data collected

Oct. of 94

Dec 94 /

StC

B. Staff in service to review data coming to a consensus on purposes of Chanute Sr. High Sch.

Oct. of 94

16 Dec 94 /

Dr. Day, MSC, & Staff

C. In service to formulate a Mission Statement

Spring of 95

15 Nov 94 /

Dr. Day, MSC, & Staff

- | | | | |
|--|--------------|-------------|---------------------|
| D. Steering Committee to start tentative work on Target Areas (3-cognitive & 2-affective???) | Spring of 95 | 16 JAN 95 / | Dr. Day & StC |
| E. Selection of Target Areas (TA) | Fall of 95 | 13 Dec 94 / | Dr. Day & All Staff |
| F. Select a Subcommittee for each TA (TASC) | Nov. of 95 | 1 JAN 95 / | Dr. Day & StC |
| G. Establish performance goals for each TA | Feb. of 96 | 13 JAN 95 / | Dr. Day & TASC |
| H. Review of Target goals | April of 96 | 1 Feb 95 / | Dr. Day & TASC |
| I. Second formal visit by Visiting Chair | May of 96 | | Dr. Day, VTC, & StC |
| J. Second report to State Director | May of 96 | | VTC |
| K. Select Visiting Team Members (VTM) | May of 96 | | Dr. Day, VTC, & StC |

PHASE FIVE

Assessing Student Performance

- | | | | |
|---|------------|--|------------------------|
| A. Identify a broad set of indicators in target areas | Oct. of 96 | | Dr. Day, SPC, & StC |
| B. Disaggregation and Analysis of data | Nov. of 96 | | Dr. Day & Resource Sp. |

- | | | |
|---|-------------|--------------------------|
| C. Develop student improvement expectations for each TA | Dec. of 96 | Dr. Day, Res. Sp., & StC |
| D. Prepare for first visit of the VTM | Feb. of 97 | Dr. Day & VTC |
| E. Apply to the Commission for OA Candidacy | Feb. of 97 | Dr. Day & VTC |
| F. First VTM visit | March of 97 | Dr. Day, VTC, & StC] |
| G. Summary of Visiting Team Reports to State Director (also to Dr. Day & StC) | April of 97 | Dr. Day & VTC |

PHASE SIX Developing the School Improvement Plan

- | | | |
|--|-------------|---------------------------------|
| A. Selecting appropriate interventions | Sept. of 97 | Dr. Day & StC |
| B. Design Individual Target area improvement plans | Oct. of 97 | Dr. Day, StC, and Staff members |
| C. Develop an overall School Improvement plan | Nov. of 97 | Dr. Day & Staff |
| D. Prepare for the second visit of the OA team | Dec. of 97 | Dr. Day & StC |

E. Second OA team visit to review the School Improvement plan Feb. of 98 Dr. Day, VTC, StC, & Visiting Team Mem.

F. Summary of visiting team reports to State Director (also to Dr. Day & StC) March of 98 Dr. Day & VTC

PHASE SEVEN Monitoring the Implementation of Improvement Plan

A. Develop procedures for monitoring the School Improvement Plan April of 98 Dr. Day & StC

B. Documenting of student success over a period of time May - Oct. of 98 Staff

C. Modify the School Improvement Plans as needed Nov. of 98 Dr. Day, StC, & TASC

D. Third visit of the OA Team Feb. of 99 Dr. Day & VTC

E. Summary of visiting team reports March of 99 Dr. Day & VTC

PHASE EIGHT CONTINUING THE PROCESS

C.H.S. Principal: Dr. James Day

Visiting Team Chairperson (VTC): Mr. Allen Jantz

School Improvement Leadership Team (SILT):

1. Dr. Day
2. Miss Anderson
3. Mr. Babcock
4. Mr. Bruner ✓
5. Mrs. Elliott ✓
6. Mr. Hill ✓
7. Mr. Martin
8. Mrs. McDonald ✓

Steering Committee (StC)

1. The 8 SILT Members
9. Mr. Druart
10. Mr. Watson
11. Mr. Bushnell
12. Mrs. Dillsio
13. Mr. White
14. Mr. Oatman
15. Mrs. Allen
16. Mrs. Robertson
17. Mrs. Spradley
18. Mrs. Smoot