**Emery High School**

**School Improvement Plan & Professional Development Plan**

**2016-17**

**School Improvement Plan:**

**Literacy:** Emery High School recognizes the importance of reading and writing skills. Our Improvement Plan includes strategies for the improvement of student achievement in these areas.

* **Learning Strategies emphasis on reading/writing-** Students will spend two days a week writing in composition books and three days a week reading. Each class will have a $200 budget to purchase curriculum-related materials. A writing rubric will be provided for each LS teacher as a means of illustrating writing objectives.
* **Star Reading assessments and follow-up-** All sophomores will be tested early in the school year and retested at the end of the school year. Initial data will identify those students reading below grade level. Where appropriate, literacy intervention will be initiated.
* **Readers’ Choice class-** Students are taught literacy strategies and then work with elementary students.
* **Reading (literature) class-** This class emphasizes the reading and analysis of quality literature.
* **Readers’ Club-** This is an extracurricular activity with open enrollment. Emphasis is on reading and sharing thoughts about what has been read.
* **Creative Writing Club-** This is an extracurricular activity with open enrollment. Emphasis is on creative writing and sharing thoughts about writing. This club will be involved in publishing the school’s literary magazine.
* **After-school homework class/tutoring-** This program is available to any Emery High School student. The class is each Tuesday, Wednesday, and Thursday from 3-6 p.m. Students who stay in the class until the session ends may ride the activity bus. The program is supervised, and all library resources are available to those who attend. Peer tutors are made available upon request.
* **Reading Improvement Team-** Teachers who have reading endorsements will be part of the school’s Reading Improvement Team. Students who have been identified as “at-risk readers” will be assigned to the team for assistance.
* **English Language Arts Common Core Standards-** The language arts department at Emery High will continue its transition to the common core by participating in training offered by the school, district, and USOE.
* **Technology in the Classroom-** The addition of technology to language arts classrooms has been on-going. This year, a Smart Board, Elmo document camera, and LCD projector will be added.

**Math:** Emery High School is proud of its math program. However, there is a gap in the curriculum as it relates to core-tested, core-counted algebra. These students are typically ill-prepared to pass the algebra core test. The following strategies are designed to help these students meet the algebra standards. Many of the strategies will also be of general help to students in other math classes.

* **Basic Math-** This class will be for students who have been identified as being “math at-risk.” It will cover the very basics of mathematics.
* **Accounting I & II in lieu of pre-calculus-** For students who have completed algebra and geometry requirements but are not prepared to go into pre-calculus, accounting will serve as an alternative class. In order to get math credit, the student must complete both Accounting I and II.
* **Math Club and Peer Tutoring-** Math Club has an open enrollment and is for students interested in math-related projects. Peer Tutoring is also open, but students must be willing to go through training to become tutors. Once the training is finished, peer tutors will be assigned to students in need of academic assistance in core classes.
* **Adult math tutor-** Emery High will hire a part-time adult math tutor who will work at the discretion of the principal and math department.
* **After-school homework class/tutoring-** This program is available to any Emery High School student. The class is each Tuesday, Wednesday, and Thursday from 3-6 p.m. Students who stay in the class until the session ends may ride the activity bus. The program is supervised, and all library resources are available to those who attend. Peer tutors are made available upon request.
* **Math Common Core Standards-** The math department at Emery High will continue its transition to the common core by participating in training offered by the school, district, and USOE.
* **Classroom technology-** Upgrading technology in math classrooms continues as a very high priority.

**Integrity Plan:** In 2009-10, the school’s Integrity Plan was adopted. In 2010-11 it went through some revision during the school year and was therefore never fully initiated. As we enter the 2011-12 school year, the plan is ready for full implementation. Below is the full text of the plan.

**Introduction:** Emery High School holds the pursuit of knowledge in high regard. To support this pursuit, we believe that honesty, integrity, respect, and responsibility must be present among students, teachers, administrators, and parents/guardians. This program outlines basic requirements and responsibilities, and is to be used to guide principled conduct in academic performance.

**Emery High School Principles of Academic Performance**

**HONESTY**

* Tell the truth
* Present your own work only
* Give credit for all sources

**INTEGRITY**

* Act in accordance with high moral principles
* Cooperate with efforts to maintain high moral principles
* Encourage high moral principles in others

**RESPONSIBILITY**

* Be willing to own what you do and say
* Embrace and advance the common good of our community
* Have the courage to do what is right

**Emery High School Academic Performance Expectations**

Each **STUDENT** will maintain and support academic integrity at EHS by:

* Completing all assigned work, activities and tests in an honorable way that avoids all cheating, lying, and stealing
* Understanding the school-wide Academic Honor Code policy and individual teacher assignment guidelines
* Clarifying with the instructor anything that may be unclear about an assignment, with respect to how the Academic Honor Code may apply to it
* Participating in the further development in the Academic Honor Code during the student’s high school career
* Encouraging other students to make appropriate use of their work

Each **TEACHER** will maintain and support academic integrity at EHS by:

* Presenting the school-wide Academic Honor Code principles, in some clear written form, i.e. syllabi, to show how they apply to that teacher’s class, including guidelines for working on assignments in that class
* Reporting (to an administrator and school counselor) violations of the Academic Honor Code that are serious enough to have incurred discipline in that teacher’s class, and following through on the directives of the administrator
* Signing the district Test Ethics Disclaimer and maintaining the integrity of the testing process
* Explaining the use of permissible study aids, including tutors, in coursework
* Checking student papers for plagiarism
* Encouraging students to make appropriate use of their work

Each **ADMINISTRATOR** will maintain and support academic integrity at EHS by:

* Making available to all students, teachers and parents a copy of the school’s Academic Honor Code
* Facilitating ongoing conversations and reflection about the Academic Honor Code
* Administering fair and consistent consequences for offenses of the Academic Honor Code
* Maintaining records of Academic Honor Code violations
* Reporting violations of the Academic Honor Code to the Honor Council to be used as a tool for further teaching and reflection about academic honor
* Encouraging students to make appropriate use of their work
* Sharing information where appropriate with teachers of students with 504 and IEP accommodations.

Each **PARENT/GUARDIAN** will maintain and support academic integrity at EHS by:

* Becoming knowledgeable about the school-wide Academic Honor Code and guidelines for individual teachers’ classes
* Helping the student understand that the parent values academic honor and expects the student to comply with the school’s rules of academic honor
* Supporting the imposition of consequences if the Academic Honor Code is violated
* Encouraging students to make appropriate use of their work

Each member of the **HONOR COUNCIL** will maintain and support academic integrity at EHS by:

* Organizing education sessions, to be held every fall and throughout the school year, to help all students understand the Academic Honor Code, suggest ways to act honorably in difficult situations, and provide a form through which students can contribute their comments and questions to the ongoing discussion about academic honor at EHS, e.g. suggestion box
* Reviewing the Academic Honor Code each spring, considering teacher, student, administrator, and parent input
* Maintaining records of Academic Honor Code offenses
* Maintaining confidentiality
* Encouraging students to make appropriate use of their work

**Note:** The Honor Council will include: the principal (or designee), a counselor, a member of the faculty, a member of the staff, a representative from the student council, the chair of the school’s Community Council (or other parent member).

**Definitions of Offenses**

**To Cheat:** To violate or to intend to violate the rules deliberately for one’s own gain in academic, extracurricular, or other school work in order to (or with the intent to) gain an unfair advantage. With regard to academic performance, conduct that constitutes cheating or intention to cheat includes, but is not limited to, cases illustrated by the following examples:

* Unpermitted collaboration on assigned work, or work submitted by any student, including but not limited to papers, projects, products, lab reports, other reports, homework
* Unauthorized use of a cheat sheet, marks/writing on body, teacher textbooks, formula, note-card or notes, calculator/computer, cell phone, IPod, Blackberry, language-translation website or device, or any other technological device that would inappropriately enhance one’s work
* Creating a disadvantage for another student by hoarding or by sabotaging materials or resources
* Unauthorized prior knowledge and/or use of tests, quizzes, midterms, finals, or other assignments
* Having another individual take a test or prepare an assignment, or assist in the test or assignment without approval
* Sending or receiving unauthorized information through hand signals or other gestures, talking, text messaging, looking at someone else’s test, showing your own test, or (during an in-class essay) using email

**To Lie:** To make a statement one knows (or reasonably should know) is false, with the intent to deceive or with disregard for the truth; to give a false impression. Lies can be made verbally, in writing, or by gestures that are intended to convey a false impression or understanding. With regard to academic performance, conduct that constitutes lying includes, but is not limited to, cases illustrated by the following examples:

* Fabrication of data or information (i.e. making it up)
* Falsification of data or information (i.e. falsely changing the result)
* Forgery of signature on documents for school record
* Changing a grade or attendance record in a teacher’s grade book on in the attendance records
* Making statements that you know or reasonably should know have caused a false impression or understanding to have been created, and failing to correct the false impression or misunderstanding

**To steal:** To get, take, or give another’s property or ideas without permission or acknowledgement. With regard to academic performance, conduct that constitutes stealing includes, but is not limited to, cases illustrated by the following examples:

* Plagiarism: The copying of language, ideas, thoughts, images, programming or computer code of another without proper acknowledgement/citation
* The purchasing and/or using of another’s work or thoughts as your own

**Student Requirements and Prohibitions**

These shall apply to those functions or activities over which the Emery School District has authority or jurisdiction under applicable law. With regard to academic performance for any class at Emery High School, students shall comply with these requirements and prohibitions:

1. Students shall not cheat, lie, or steal.
2. Students shall cooperate in all investigations of alleged violations of this Academic Honor Code or the Code of Student Conduct.
3. No student shall engage in any act that would constitute intimidation, retaliation, or harassment on any other student or individual who has reported a violation of the Academic Honor Code or of the Code of Student Conduct or who provided information or evidence about any violation of the Academic Honor Code or the Code of Student Conduct.

**Consequences for Student Offenses against the Academic Honor Code**

1. **Generally:** Consequences reflect the seriousness of the violation, promote respect for the rules of the school and school district, protect students and the district from further violations, demonstrate that justice and integrity matter, and when appropriate, provide the student with opportunities to prove that he or she sincerely regrets any wrongdoing and is committed to making things right. Consequences shall be determined solely by the appropriate administrator (except for those matters referred to the school board).
2. **Method for Determining Consequences:** The administrator will assess the severity of the offense and implement an appropriate response under the guidelines of Level I, II, III, violations as defined in the EHS Student Handbook. Administrative consequences may include, but are not limited to: administrative citizenship grade reductions; Academic and/or Citizenship Probation; written reflection of actions and apology; removal from the class or program, e.g. A+ Credit Recovery; and suspension.
3. **Classroom Discipline:** Nothing in this Academic Honor Code limits what consequences the classroom teacher can impose, consistent with the teacher’s authority in the classroom. Consequences can include, but are not limited to, a “0” (grade of zero) on any test or assignment where there has been cheating or lying or stealing, or the assignment of make-up or additional work. Teacher-initiated placement on Academic Probation may also be a consequence. In addition, a teacher may drop a student’s citizenship grade and/or place the student on Citizenship Probation.

**Professional Development Plan:**

Each Monday after school will be set aside for professional development for faculty and staff. Trained facilitators will conduct the training which generally will be held in the library. In addition, the faculty and staff will be encouraged to participate in the Webshare for Teachers training set up by the administration. Webshare provides professional development in a way that is convenient for educators who have busy schedules and after-school responsibilities. All professional development will include relicensure points for participants.

**Emery High School will pursue professional development in three areas:**

* **School Improvement-** Where appropriate and available, educators will be assigned training that is relevant to the School Improvement Plan, e.g. literacy, math/language arts, and integrity.
* **PD 360-** PD-360 on-line training will be held Mondays after school. Topics for training will be chosen by the administration although faculty/staff may submit requests for professional development.
* **Web Share for Teachers-** (On-line professional development designed by school administration for the unique needs of the school.) Each week a Webshare assignment will be made. Faculty and staff will then access the Webshare site, download the assignment, complete it and submit it to the principal for review. (See outline below.)

**Web Share for Teachers:**

**On-line Resource and Professional Development for Faculty/Staff**

**Introduction:** The Emery High School Web Share for Teachers site has been prepared to facilitate professional development. The site has two purposes:

1. To facilitate assigned faculty/staff in-service and professional development during the course of the school year.
2. To provide a resource site for faculty and staff as a means of enhancing professional practice.

**Site Index: (Updated throughout the school year)**

1. **Book Reviews/Summaries:**
	1. Data Wise: *A step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning, Edited by Kathryn Parker Boudett, Elizabeth A. City, and Richard J. Marnane*
	2. Fun Is Good: *by Mike Veeck and Pete Williams*
	3. Good to Great: *by Jim Collins*
	4. Harry Wong: *A summary of major concepts covered by Harry Wong*
	5. Leadership for the Schoolhouse: *by Thomas Sergiovanni*
	6. Leading Through Conflict: *by Mark Gerzon*
	7. The Learning Leader: *How to focus school improvement for better results, by Douglas B. Reeves*
	8. Parenting Teens with Love & Logic: *by Foster Cline and Jim Fay*
	9. Professional and Ethical Conduct for Educators: *Utah Professional Practices Advisory Commission*
	10. Results Now: *How we can achieve unprecedented improvements in teaching and learning, by Mike Schmoker*
	11. Teacher Man: *by Frank McCourt*
	12. Twelve Fundamentals for Successful Teachers: *from a booklet by Dr. Gilbert R. Bushey*
	13. What Works in Schools: *Translating research into action, by Robert J. Marzano*
	14. When Nothing Matters Anymore:  *A survival guide for depressed teens, by Bev Cobain*
2. **Personal Essays and Reflections**
3. **In the Eye of Jr. High** (a professional development novel)
	1. Chapter One
	2. Chapter Two
4. **Literacy**
	1. 40 Ways to Support Struggling Readers in the Content Areas, *by Elaine K*. *McEwan*
	2. Literacy Matters: *Strategies every teacher can use, by Robin Fogarty*
	3. Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking and Listening, *by Heidi Hayes Jacobs*
5. **Mastery Teaching**
	1. Mastery Teaching: *Increasing Instructional Effectiveness in Elementary* *and Secondary Schools, Revised and updated by Robin Hunter*
6. **Power Points Miscellaneous**
	1. Essential Elements of Instruction
	2. Homework
	3. What Works in Schools (Marzano)
7. **Power Points (The Master Teacher)**
	1. Special Student Relationships Produce Special Results
	2. The Do’s and Don’ts of Positive Reinforcement
	3. Six Daily Actions That Motivate Students to Learn
	4. Secrets of Teaching That Your Students Want You to Know
	5. Spend the First Day on Can-Do Messages; Creating Lesson Plans That Work Every Time
	6. Seven Commandments for Communicating with Parents
8. **Power Point: Core Testing**
	1. Core Testing