

RICH TOWNSHIP HIGH SCHOOL DISTRICT 227

TEACHING AND LEARNING

Five Year Plan

2008 – 2013



RICH TOWNSHIP HIGH SCHOOL DISTRICT 227

TEACHING AND LEARNING

5 year plan

Mission – What is our purpose?

To ensure the academic success of all Rich Township High School District 227 students.

Vision – What do we want to become?

Rich Township High School District 227 wants to excel in all areas of teaching and learning

We want to be the role models for

- Professional learning Communities (PLC)
- Collaborative learning for all teachers and students
- College-Bound and able students
- Commitment to targeted support for all students based on their needs

Values – How must we behave in order to make our vision a reality?

- Collaborative PLC time and meetings (local and district-wide)
- Continual support for teachers
- Required interventions early so all students are successful
- Data-driven decision making and action processes
- Rigorous curriculum for all students
- Continual Professional Development with researched best practices
- Open-mindedness – open to make changes and take risks in the classroom
- Constant evaluation of the three critical questions of PLC:
 - What do we want the students to know?
 - How will we know that they have learned it?
 - What will we do if they do not learn it? (DuFour, 2002)

SMART (Specific, Measurable, Attainable, Result-Oriented, Time-Bound) Goals for Teaching and Learning

Student Achievement on the State Assessment:

2008 - 2009

- By 2009, an increase of 10% from 2008 of juniors will meet or exceed state standards in mathematics as measured by the state assessment
- By 2009, an increase of 10% from 2008 of juniors will meet or exceed state standards in reading as measured by the state assessment

2009 - 2010

- By 2010, an increase of 10% from 2009 of juniors will meet or exceed state standards in mathematics as measured by the state assessment
- By 2010, an increase of 10% from 2009 of juniors will meet or exceed state standards in reading as measured by the state assessment

2010 - 2011

- By 2011, an increase of 10% from 2010 of juniors will meet or exceed state standards in mathematics as measured by the state assessment
- By 2011, an increase of 10% from 2010 of juniors will meet or exceed state standards in reading as measured by the state assessment

2011 - 2012

- By 2012, an increase of 10% from 2011 of juniors will meet or exceed state standards in mathematics as measured by the state assessment
- By 2012, an increase of 10% from 2011 of juniors will meet or exceed state standards in reading as measured by the state assessment

2012 - 2013

- By 2013, an increase of 10% from 2012 of juniors will meet or exceed state standards in mathematics as measured by the state assessment
- By 2013, an increase of 10% from 2012 of juniors will meet or exceed state standards in reading as measured by the state assessment

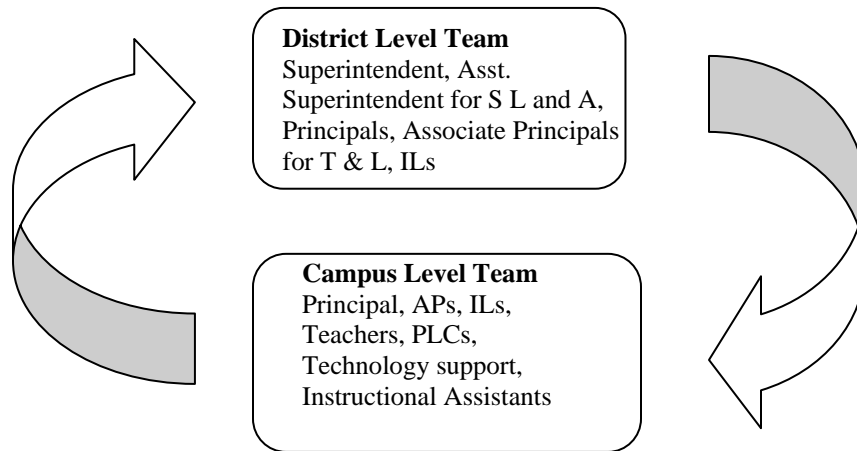
2013 - 2014

- By 2014, an increase of 10% from 2013 of juniors will meet or exceed state standards in mathematics as measured by the state assessment
- By 2014, an increase of 10% from 2013 of juniors will meet or exceed state standards in reading as measured by the state assessment

Student Achievement Goals:

- ACT Goal: We will raise the ACT score by at least .5 each year beginning in 2008 – 2009.
 - 2009 – Average of 18.7 (increase of .5)
 - 2010 – Average of 19.3 (increase of .6)
 - 2011 – Average of 20.0 (increase of .7)
 - 2012 – Average of 20.8 (increase of .8)
 - 2013 – Average of 21.7 (increase of .9)
- Classification Goal:
 - We will reduce the number of students requiring reclassification by the following percentages:
 - 10% reduction from August 2008 to August 2009
 - 10% reduction from August 2009 to August 2010
 - 5% reduction from August 2010 to August 2011
 - 5% reduction from August 2011 to August 2012
 - 3% reduction from August 2012 to August 2013
 - 3% reduction from August 2013 to August 2014

District Teaching and Learning Team



The Role of the District Teaching and Learning Team and the Campus Level Team

Develop and facilitate the implementation of the RTHS District 227 Teaching and Learning 5-year plan.

Roles involved:

District Level:

Superintendent
Assistant Superintendent for Student Learning and Accountability
Principals
Associate Principals for Teaching and Learning
Instructional Leaders

Campus Level:

Principal
Associate Principal for Teaching and Learning
Associate Principal for Operations
Instructional Leaders
Teachers
(Professional Learning Communities)
Technology Support
Instructional Assistants
Classified Staff

The general planning covers the four main principles of leadership for student learning:

Leadership Principle 1 - Equity: ensuring high quality learning for every student.

Leadership Principle 2 - Teaching and Learning: ensuring high expectations and access to meaningful content every day.

Leadership Principle 3 - Curriculum: ensuring meaningful and relevant content in every lesson.

Leadership Principle 4 - Assessment: ensuring high levels of learning for every student

Principle	Indicator 1	Indicator 2	Indicator 3
Equity	Every teacher addresses gaps in achievement expectations for all student populations.	Every teacher provides each student access to relevant and meaningful content experiences.	Every teacher works interdependently in a collaborative learning community to erase inequities in student learning.
Teaching and Learning	Every teacher pursues the successful learning of their content for every student.	Every teacher implements research-informed best practices and uses effective instructional planning and teaching strategies	Every teacher participates in continuous and meaningful content specific professional development and learning in order to improve his or her practice.
Curriculum	Every teacher implements the local curriculum and uses instructional resources that are coherent and reflect state standards and national curriculum recommendations.	Every teacher implements a curriculum that is focused on relevant and meaningful content.	Every teacher implements the intended curriculum with needed intervention and makes certain it is attained by every student.
Assessment	Every teacher uses student assessments that are congruent and aligned by grade level or course content.	Every teacher uses formative assessment processes to inform teacher practice and student learning.	Every teacher uses summative assessment data to evaluate content specific grade-level, course, and program effectiveness.

It is the intent of the Teaching and Learning team to use these items (adapted from PRIME Leadership) as the barometer of assessment of the five year planning.

General Information:

The Teaching and Learning team is comprised of district level and campus level personnel. This document contains the general information in terms of each department. Each bullet in this document is the header for activities in each department's five year plan. The following curricular departments are completing their five year plans during Summer 2009:

- Applied Arts
- Math
- Science
- Language Arts
- Social Studies

Foreign Language, Fine Arts and PE/Drivers Education/Health will be working to complete their planning in the Fall 2009.

Curriculum:

2008 – 2009

(All issues must address one of the indicators under equity, teaching and learning, curriculum or assessment)

Math

- Complete the sequence for honors students –
 - Algebra 1 Honors
 - Geometry Honors
 - Algebra 2 Honors
 - College Algebra Trigonometry
 - AP Calculus AB/BC
- Full implementation of Benchmark Exams in Algebra 1 and Geometry
- Complete and evaluate Math Foundations curriculum

Language Arts

- Complete the common assessments for English 9 and 10
- Complete the alignment of English 9 and 10 to the College Readiness Standards
- Complete alignment of English 11 to College Readiness Standards

Science

- Full implementation of Benchmark Exams for Biology and Chemistry
- Complete the alignment of Biology and Chemistry to College Readiness Standards and Illinois Assessment Framework for Science
- Complete common assessments for Biology, Chemistry and Physics

Social Studies

- Complete common textbook adoption for courses district wide

Applied Arts

- Plan and develop Health Sciences Department
- Propose courses to begin Health Sciences (Dual credit if possible)

2009 – 2010

Math

- Implementation of Benchmark Exams for Algebra 2 courses
- Update courses based on College Readiness Standards and new textbooks
- Add ACT information into freshmen and sophomore classes
- Focus on honors program with emphasis on class of 2012 and advancement to AP Calculus
- Curriculum Audit in partnership with the University of Illinois at Chicago and the University of Chicago

Language Arts

- Complete Common Assessments for all junior level English courses
- Develop Benchmark Assessments in English and Reading for Freshmen
- Review and update curriculum for Senior level courses

Science

- Develop Benchmark Assessments for Physics
- Develop Benchmark Assessments for Honors level science courses
- Develop ACT strand for Saturday ACT Prep
- Full audit of science needs for the ACT

Social Studies

- Develop Freshmen Social Studies Honors curriculum and materials needed. (Pre-AP program)
- Propose Honors Freshmen Social Studies
- Implementation of new Psychology book
- Review and audit department

Applied Arts

- Implementation of Health Sciences courses
- Identify, develop and propose additional courses for Health Sciences
- Survey student need and interest to determine other avenues of support for student courses.
- Determine other opportunities for course exposure for students (online, distance learning, travel to local junior college)
- Audit – Outside evaluation of the Applied Arts Department
- Audit – Conduct a full student survey of interest to assess programming needs
- Propose courses based on need from student population
- Develop partnership with Project Lead the Way for engineering

All AP Courses will need updated audit.

All areas will be involved in working with the AP College Board to develop the Pre-AP programs for Freshmen

2010 – 2011

Math

- Implementation of Benchmark Assessments in honors level courses
- Curricular updates based on ACT results

Language Arts

- Full implementation of Benchmark Assessments in English and Reading for Freshmen
- Updates to honors curriculum for English 10 and History and Thought
- Implementation of updated senior level courses

Science

- Update Biology and Chemistry – College Prep and Honors – for ACT preparation
- Implement ACT Preparation for Saturdays
- Finalize curricular needs for ACT Science
- Full implementation of all benchmark assessments

Social Studies

- Implement Freshmen Honors Social Studies
- Reading for information developed in Social Studies
- Writing stand developed in Social Studies
- Proposals based on audited need

Applied Arts

- Implementation of new courses based on previous year survey and proposals

All AP Courses will need updated audit

All areas will be involved in working with the AP College Board to implement the Pre-AP programs for Freshmen

2011 – 2012

Math

- Review of all courses from Freshmen through AP Calculus
- Updates based on ACT results
- Analysis of semester exams by topic

Language Arts

- Review entire English sequence – English 9 through AP and Senior level courses. Audit courses and assessments.

Science

- Implement updated curriculum for science needs on ACT

Social Studies

- Complete reading strand in Social Studies
- Implementation based on audit
- Writing strand implemented in all grades

All AP Courses will need updated audit

All areas will be involved in working with the AP College Board to evaluate and update the Pre-AP programs for Freshmen

2012 – 2013

Math

- Implement updated semester exams

Language Arts

- Implement changes based on audit of department

Science

- Updates to honors curriculum to increase AP scores

Social Studies

- Began reading assessments in Social Studies reading strand
- Continuation of writing strand for all grade levels

All AP Courses will need updated audit

All areas will be involved in working with the AP College Board to evaluate and update the Pre-AP programs for Freshmen

ACT Preparation

2008 – 2009

- ACT Preparation Course full year implementation
- ACT Bell ringers in all junior courses
- College Readiness embedded in courses (schedule under Curricular section)
- Full implementation of ACT Saturdays at all three campuses
- Targeted intervention based on data collected from practice tests

2009 – 2010

- ACT Preparation Course full year implementation
- ACT Bell ringers in all junior courses
- Updates to ACT Preparation curriculum based on PLAN scores from 2008
- Continue ACT Saturdays with updates based on 2009 data
- Targeted intervention based on data collected from practice tests

2010 – 2011

- ACT Preparation Course full year implementation
- ACT Bell ringers in all junior courses
- Updates to ACT Preparation curriculum based on PLAN scores from 2009
- Continue ACT Saturdays with updates based on 2010 data
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2012 - 2013

- ACT Preparation Course full year implementation
- ACT Bell ringers in all junior courses
- Updates to ACT Preparation curriculum based on PLAN scores from 2011
- Continue ACT Saturdays with updates based on 2012 data
- Targeted intervention based on data collected from practice tests

Professional Learning

General Information:

Professional Learning Opportunities in Rich Township High School District 227 must be tied to the curriculum that is embedded with the College Readiness Standards as determined by ACT and the Assessment Framework for Grade 11 from the State of Illinois. In addition, all Professional Learning Opportunities must also be tied to increasing student achievement by a measurable amount as embedded in SMART (Specific, Measurable, Attainable, Result-Oriented, Timebound) Goals by team.

Professional Learning is focused on:

- Instruction to assure all students the opportunity to meet the rigor of the curriculum as required by the College Readiness Standards
- Data Analysis and subsequent usage to target action steps that assure all students meet the rigor of the curriculum as required by the College Readiness Standards

2008 – 2009

- Differentiated Instruction (includes Cooperative Learning, Engaged Student activities)
 - Team of 6 teachers to provide leadership in the area of Differentiated Instruction
 - Monthly workshops during Planning Periods
 - Outside consulting team to facilitate Workshops
- Reading Across the Curriculum
 - Reading Specialist develop series of monthly workshops
 - Workshops implemented
- Response to Intervention
 - Embedded in the RtI Plan submitted on December 31, 2008
- SMART Goal setting and Action Plan implementation

2009 – 2010

- Response to Intervention
 - Classroom Management
 - Reaching the Unmotivated student
 - Teacher team similar to DI
 - Monthly workshops
 - After school sessions
 - In class support
- Differentiated Instruction
 - Content focused monthly workshops
 - New teacher support
- Reading Across the Curriculum
 - Monthly Workshops

- Summer 32 hour training session in Summer 2009 and 2010
- Technology usage in the classroom – creating engaged learners
- SMART (**S**pecific **M**easurable **A**ttainable **R**esults-**O**riented **T**imebound) Goal setting and Action Plan implementation based on
 - **ABC** rates
 - Classification
- PLC – **P**rofessional **L**earning **C**ommunities
- New teacher strand
 - Mentoring Professional Learning Opportunities
 - 1st and 2nd year Mentoring Program

2010 – 2011 (continuation based on additional need from 2009 – 2010)

- Response to Intervention – full implementation year (as embedded in the RtI Plan)
 - Classroom Management
 - Reaching the Unmotivated student
- Differentiated Instruction
- Reading Across the Curriculum
- Writing Across the Curriculum
- Technology usage in the classroom – creating engaged learners
- SMART Goal setting and Action Plan implementation(**S**pecific **M**easurable **A**ttainable **R**esults-**O**riented **T**imebound) Goal setting and Action Plan implementation based on
 - **ABC** rates
 - Classification
- PLC – **P**rofessional **L**earning **C**ommunities
- New teacher strand
 - Mentoring Professional Learning Opportunities
 - 1st and 2nd year Mentoring Program

2011 – 2012

- Response to Intervention (RtI Plan attached)
 - Classroom Management
 - Reaching the Unmotivated student
- Differentiated Instruction
- Reading Across the Curriculum
- Writing Across the Curriculum
- Technology usage in the classroom – creating engaged learners
- SMART Goal setting and Action Plan implementation (**S**pecific **M**easurable **A**ttainable **R**esults-**O**riented **T**imebound) Goal setting and Action Plan implementation based on
 - **ABC** rates
 - Classification
- PLC – **P**rofessional **L**earning **C**ommunities
- New teacher strand

- Mentoring Professional Learning Opportunities
- 1st and 2nd year Mentoring Program

2012 – 2013

- Response to Intervention (RtI Plan attached)
 - Classroom Management
 - Reaching the Unmotivated student
- Differentiated Instruction
- Reading Across the Curriculum
- Writing Across the Curriculum
- Technology usage in the classroom – creating engaged learners
- SMART Goal setting and Action Plan implementation (Specific Measurable Attainable Results-Oriented Timebound) Goal setting and Action Plan implementation based on
 - **ABC** rates
 - Classification
- PLC – Professional Learning Communities
- New teacher strand
 - Mentoring Professional Learning Opportunities
 - 1st and 2nd year Mentoring Program

By 2013, all teachers should have a solid foundation in DI (Differentiated Instruction), Reading Across the Curriculum, PLCs (Professional Learning Communities) and Intervention strategies.

Assessment

Formative Assessments – Assessment *for* learning

Summative Assessments - Assessment *of* learning

Each year, the assessment system will be updated and adjusted to assure the maximum data collection for formative usage. Formative Assessments include, but are not limited to, common assessments by course – projects, quizzes, labs, essays, unit tests, Explore, Plan, etc. This provides data that allows us to make adjustments for individual students as well as groups of students. The use of **Target Teach** software allows us to collect data from the Benchmark Assessments every 4 ½ weeks in algebra, geometry, biology, and chemistry pertinent to how students are performing on the standards as determined by ACT’s College Readiness. The bi-weekly collection of data from Junior level practice WorkKeys in Math and Reading, give us valuable information in terms of how students are performing on that subset of the state assessment beginning at the start of the school year. These are samples of ways data is collected. That data is used to target skill sets of focus for students and updates that may need to occur in instruction. The Differentiated Instruction professional learning activities assist with updating instruction where needed to reach more students based on specific need as identified by the formative assessment process. In addition to the formative assessments used, program evaluations will be made through summative assessments – Common Semester Exams and the ACT. The summative evaluations give us a score for students at that particular point in their learning. That information is used to evaluate the effectiveness of the curriculum and instruction in preparing students for the summative assessment.

2008 – 2009

- Evaluate Benchmark assessment usage in
 - Algebra 1
 - Geometry
 - Biology
 - Chemistry
- Begin Benchmark assessment usage in
 - Algebra 2/Trig
 - Physics
- Develop Benchmark Assessments in:
 - English 9
 - English 10
- Review 2008 audit of common artifacts for all courses
 - Determine courses with 100% compliance
 - Determine courses with <100% compliance to be targeted for support
- Continue implementation of the EPAS system (Explore, Plan, ACT)
 - Develop system of data review by staff
- Review and update common semester exams for all courses

2009 – 2010

- Evaluate Benchmark assessment usage in
 - Algebra 1
 - Geometry
 - Biology
 - Chemistry
 - Algebra 2/Trig
 - Physics
- Implement Benchmark Assessments in:
 - English 9
 - English 10
- Review and update common semester exams for all courses
- Review of courses at <100% common artifact usage for additional support
- Develop a calendar of all assessments for all courses
 - Review and make updates to assessment calendar to support students
- Continue implementation of the EPAS (Educational Planning and Assessment System - Explore, Plan, ACT)
 - Monitor system of data review by staff
 - The EPAS system allows the collection of both formative and summative data connected to the attainment of College Readiness Standards. Although students do not retake the Explore or Plan for a better score, the district uses this information as formative to determine where students need targeted support as individuals, small group or entire courses. Practice ACT test are used in this same formative fashion. The ACT is summative data for students. The district uses this data to continue to revise curricular programs.

2010 – 2011

- Evaluate Benchmark assessment usage in
 - Algebra 1
 - Geometry
 - Biology
 - Chemistry
 - Algebra 2/Trig
 - Physics
 - English 9
 - English 10
- Develop Benchmark Assessments for:
 - Freshmen Social Studies (Reading based)
 - World Civilization (Reading Based)
- Review and update common semester exams for all courses
- All courses will be at 100% compliance for common artifact usage
 - Updates to artifacts by course in all departments
- Continue usage of a calendar of all assessments for all courses

- Continue implementation of the EPAS system (Explore, Plan, ACT)
 - Monitor system of data review by staff

2011 – 2012

- Evaluate Benchmark assessment usage in
 - Algebra 1
 - Geometry
 - Biology
 - Chemistry
 - Algebra 2/Trig
 - Physics
 - English 9
 - English 10
- Implement Benchmark Assessments for:
 - Freshmen Social Studies (Reading based)
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- Review and update common semester exams for all courses
- Updates to artifacts by course in all departments
- Continue usage of a calendar of all assessments for all courses
- Continue implementation of the EPAS system (Explore, Plan, ACT)
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2012 - 2013

- Evaluate Benchmark assessment usage in
 - Algebra 1
 - Geometry
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 - Physics
 - English 9
 - English 10
 - Freshmen Social Studies (Reading based)
 - World Civilization (Reading Based)
- Review and update common semester exams for all courses
- Updates to artifacts by course in all departments
- Continue usage of a calendar of all assessments for all courses
- Continue implementation of the EPAS system (Explore, Plan, ACT)
 - Monitor system of data review by staff

Student Intervention

The full Response to Intervention Plan includes more detail of all activities leading to Tier 1, 2 and 3 interventions

2008 – 2009

- Development and presentation of RtI (*Response to Intervention*) Plan
 - Define Tier 1 (universal screeners, common curriculum, assessments and behaviors) for 75 – 80% of students
 - Define Tier 2 (small group, me bound interventions for those students needing intervention as identified by the screeners in Tier 1) for 10 – 15% of students
 - Define Tier 3 (individual interventions for those students needing additional support beyond Tier 2) for about 5% of students
- Continuation of Study Tables (before and after school)
- Summer Read 180 Camp in summer 2009 for incoming freshmen
- Pilot Learning Center for targeted intervention based on needed skill sets
- Targeted intervention for Juniors based on identified skill sets as assessed by the practice ACT

Progress monitoring based on the assessment data will also indicate other avenues of intervention that will need to be included.

2009 – 2010

- Institute kick off of RtI
 - Infusion in all language for staff
 - System set up and monitoring supports implemented
- Development and presentation of RtI (Response to Intervention) Plan
- Continuation of Study Tables (before and after school)
- Summer Read 180 Camp in summer 2009 for incoming freshmen
- Pilot Learning Center for targeted intervention based on needed skill sets
- Targeted intervention for Juniors based on identified skill sets as assessed by the practice ACT

2010 – 2011

- Full implementation of the RtI (Response to Intervention) Plan
- Continuation of Study Tables (before and after school)
- Summer Read 180 Camp in summer 2010 for incoming freshmen - expanded
- Learning Center for targeted intervention based on needed skill sets at all three campuses
- Targeted intervention for Juniors based on identified skill sets as assessed by the practice ACT

Student Intervention con.

2011 – 2012

- Progress monitoring of the RtI (Response to Intervention) Plan
- Continuation of Study Tables (before and after school)
- Expanded Summer Read 180 Camp in summer 2011 for incoming freshmen
- Learning Center for targeted intervention based on needed skill sets
- Targeted intervention for Juniors based on identified skill sets as assessed by the practice ACT

2012 – 2013

- Progress monitoring of the RtI (Response to Intervention) Plan
- Continuation of Study Tables (before and after school)
- Expanded Summer Read 180 Camp in summer 2012 for incoming freshmen
- Learning Center for targeted intervention based on needed skill sets
- Targeted intervention for Juniors based on identified skill sets as assessed by the practice ACT

Textbook Cycle and review

Attached information regarding the textbook cycle for review by department

In the 2008 – 2009 school year, a system of review for textbooks was developed. The system of review will result in new adoptions or updated copyrights based on the attached adoption cycle.

2008 – 2009

- Insure all new textbooks have a CD Rom and web access
- Begin to investigate electronic books
- For review and recommendations:
 - English 9
 - Algebra 2/Trigonometry Honors
 - Algebra 1 College Prep
 - Biology College Prep
 - African American History College Prep
 - African American History Honors
 - Freshmen Social Studies
 - Psychology College Prep
 - Psychology Honors
 - Photography
 - Health
 - Special Education American Literature
 - Special Education English Composition
 - Special Education Exploring Literature
 - Special Education World Literature

2009 – 2010

- Final investigation of electronic devices for textbooks
- Recommendation to Board and Superintendent of electronic devices for books (ie – “kindles”)
- For review and recommendations:
 - English 10
 - Geometry College Prep
 - Algebra 2/Trigonometry College Prep
 - World History
 - World History Honors
 - AP World History
 - Art 1
 - Spanish 1
 - Spanish 2
 - Special Education American Government
 - Special Education Physical Science
 - Desktop Publishing
 - Business Law

- Child Development II
- Pro Start
- Communication Technology
- Transportation I
- Transportation II

2010 – 2011

- Implementation of electronic devices in specific courses (trial)
- Evaluation of electronic devices usage
- For review and recommendations:
 - English 11
 - AP English Language and Composition
 - College Algebra Trigonometry
 - Advanced Math
 - PreCalculus
 - Forensics
 - Economics
 - Economics Honors
 - AP Micro Economics
 - AP Macro Economics
 - US History
 - Sociology
 - Philosophy
 - French 1
 - French 2
 - French 3
 - Special Education Pre-Algebra
 - Special Education World Geography
 - Special Education General Math
 - Special Education Independent Living
 - Marriage and family
 - Basic Computers I
 - Basic Computers II

2011 – 2012

- Continued expansion of electronic devices for textbooks
- Evaluation of additional needs and funding
- For review and recommendations:
 - AP English Literature and Composition
 - British Literature
 - World Literature
 - African American Literature
 - Geometry Honors
 - AP Calculus
 - Chemistry College Prep
 - Chemistry Honors

- AP Physics
- AP US History
- Art II
- Business Concepts
- Keyboarding I
- Keyboarding II
- Foods
- Child Development I
- Computer Drafting I/II

2012 – 2013

- Continued expansion of electronic devices for textbooks
- Evaluation of additional needs and funding
- For review and recommendations:
 - History of Western Man – Literature
 - Earth Science
 - AP Chemistry
 - Advanced Chemistry
 - Physics College Prep
 - Physics Honors
 - AP Psychology
 - Art III
 - Music Survey
 - Drivers Education
 - Manufacturing Technology
 - Fashion Merchandising I/II
 - Fashion Construction I/II
 - Consumer Economics
 - Entrepreneurship
 - Internship

Instructional Technology

Instructional Technology is used to support engaged learning in the classroom for students. Under the professional learning portion of the five-year plan,

2009 – 2010

- Document Cameras in all classrooms
- LCD projectors in all classrooms
- SMART boards
- Development of a Graphing Calculator leasing program

2010 – 2011

- Document Cameras in all classrooms

- LCD projectors in all classrooms
- SMART boards
- Implementation of a Graphing Calculator leasing program

2011 – 2012

- Document Cameras in all classrooms
- LCD projectors in all classrooms
- SMART boards
- Development of a Graphing Calculator leasing program

2012 – 2013

- Document Cameras in all classrooms
- LCD projectors in all classrooms
- SMART boards
- Development of a Graphing Calculator leasing program

2013 – 2014

- Document Cameras in all classrooms
- LCD projectors in all classrooms
- SMART boards
- Development of a Graphing Calculator leasing program

2009 CERTIFIED STAFF NEGOTIATIONS

The Teaching and Learning department will be involved in ongoing negotiations with the Certified Union. Main issues from this office to be addressed in the 2009 negotiations:

- Planning period usage by staff – Professional development, tutoring of students, team meetings, School Improvement Activities
- AP College Board requirements for AP courses

As a part of the negotiations process, the Teaching and Learning Office will be working with other administrators to assure the final contract reflects what is in the best interest of students.