

Tri-West Hendricks Senior High School

DOE # 2731

North West Hendricks Schools

DOE # 3295

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I.

SCHOOL AND COMMUNITY DESCRIPTION

The North West Hendricks School Corporation is comprised of Eel River, Union, and Middle Townships in Hendricks County. Included in the geographic area are the incorporated towns of Lizton, North Salem, and Pittsboro. Tri-West Hendricks High School is situated about 20 miles west of Indianapolis and is the only school in the district for grades 9-12. Tri-West High School was first occupied in the fall of 1975 by grades 7 – 12 after the consolidation of North Salem, Lizton and Pittsboro High Schools. Tri-West has undergone several renovations. The first was in 1983 when six classrooms were added to the east side of the building. In 1998 the athletic area grew with the addition of a hallway that connecting to the new wrestling and weight rooms. In January of 2003, a new middle school opened. The seventh and eighth grades moved into their new facility at that time. The sixth grades from the elementary schools also moved to the middle school facilities. In October of 2008 the high school started a major renovation project which continued through December 2010. The remodeling included reconfigurations of space inside the building two new science rooms, a music suite, auditorium, and auxiliary gym. A new elementary building, Pittsboro Primary, also opened in Pittsboro in 2010 and houses Kindergarten through 2nd grade.

The Tri-West community is primarily agricultural with the majority of students living in a rural setting. Although Hendricks County is considered one of the fastest growing counties in Indiana, the 80 square miles comprising the North West Hendricks School Corporation District has only begun to see more rapid growth in recent years. In fact, Steel Dynamics (formerly known as Qualitech Steel Corporation's steel mini-mill), which opened in August 1998, was the first significant industry in the area. The steel mini-mill is finally running at its full capacity.

The Tri-West High School staff is composed of 33 certified teachers, 3 administrators and 18 classified personnel. Our staff is committed to teamwork, which is necessary for Tri-West to run effectively each day. The buildings and grounds are clean and well-maintained, reflecting student, staff, and community pride. A well-rounded academic program is offered and available to all students. The overall atmosphere of Tri-West and the community reflects pride and a real concern for academic excellence. The Indiana Department of Education has frequently designated Tri-West High School a Four Star School, an honor Tri-West has earned ten times and most recently for the 2013–2014 school year. In addition, Tri-West High School was designated as “A Best Buy School” from the Indiana Chamber of Commerce.

It is the belief of the staff that every student is unique and each of them needs to be encouraged, guided, and motivated to develop his or her full potential. The staff, parents, and administration work together and make every effort to ensure that our students receive the maximum opportunity to obtain the tools that will prepare them for a lifetime of learning. In 2013-14, 68% percent of our graduates pursued a post-secondary education.

II.

Tri-West Hendricks Senior High School

Vision Statement

At Tri-West High School, we are driven by our vision to have the most sought after graduates by colleges, universities, the military, apprenticeships, and the work force!

Mission Statement

It is the mission of Tri-West Hendricks High School to learn academically, physically, and socially in order to adapt to an ever-changing world and contribute to society.

Tri-West Hendricks High School will
Learn from the world,
Adapt with the world,
Contribute to the world.

Mission Statement for North West Hendricks School Corporation

The North West Hendricks Schools provide an education that allows all students to develop to their fullest potential while promoting responsibility and the desire for lifelong learning.

Vision

The schools within the North West Hendricks School Corporation are recognized statewide for their academic excellence. Students possess skills which allow them to be proficient in the workforce and are able to adapt to the ever-changing social challenges of society.

Core Values

- Valuing employees and partners
- Continuous improvement
- Accountability
- Teamwork
- Alignment of Curriculum K – 12
- High expectations
- Data driven teaching and learning.

We Believe...

...a comprehensive program of education with curricula flexible enough to meet the students' needs is required.

...by providing students with the information, skills, and techniques essential for successful post-secondary education.

...by making available learning experiences that provide students the opportunity to acquire skill and fundamentals necessary for gainful employment.

...by providing students with the needed special assistance in order for them to be successful in school.

...by providing every student the opportunity to perform to his/her maximum potential through regular and supplemental programs.

...critical and independent thinking using high order problem solving skills needs to be encouraged.

...communication skills need to be developed which will enable the student to effectively interact with others.

...students should develop a sense of awareness of the rights and responsibilities of citizenship.

...the development of high moral standards needs to be fostered.

...the students need to be prepared to anticipate, evaluate, adjust, and benefit from our ever-changing society.

...a comprehensive program of co-curricular activities needs to be provided to teach leadership, sportsmanship, and an appreciation for leisure-time activities.

...that constant cooperation among, and interaction, with the community, school, and parents should be fostered, making all aware of mutual and reciprocal benefits and responsibilities.

...opportunities need to be available for the expression of creativity, originality, and inventiveness.

...that one's inherent self-worth should be recognized.

...personal qualities that promote self-respect need to be nurtured.

...self-discipline needs to be developed.

...students should accept responsibility for and consequences of their actions.

...students should exhibit appropriate behavior, recognizing that different situations require different standards of behavior.

...students should treat others with respect, recognizing their rights and privileges.

...there needs to be an understanding, respect and acceptance of individual and cultural differences.

...students should examine moral and ethical issues in order to make informed choices.

...students should develop a life-long respect for education.

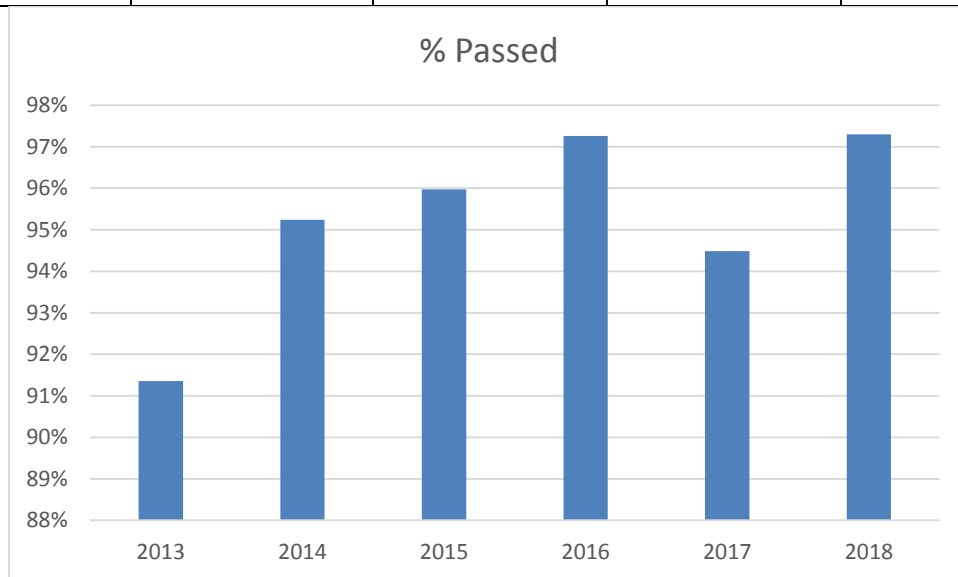
III.

PROFILE

Quad-angulations of Data (ECA, NWEA, SAT / PSAT and Survey)

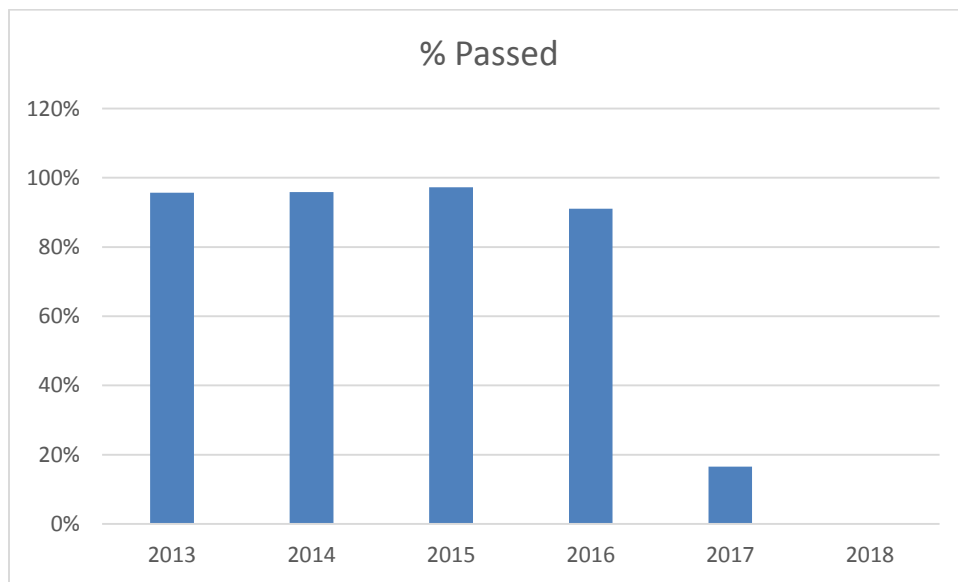
Student ECA Algebra I Test Data for the Classes of 2013 through 2018

	Number of students	Passed	Failed	% Passed
2013	162	148	14	91%
2014	147	140	7	95%
2015	149	143	6	96%
2016	146	142	4	97%
2017	145	137	8	94%
2018	37	36	1	97%



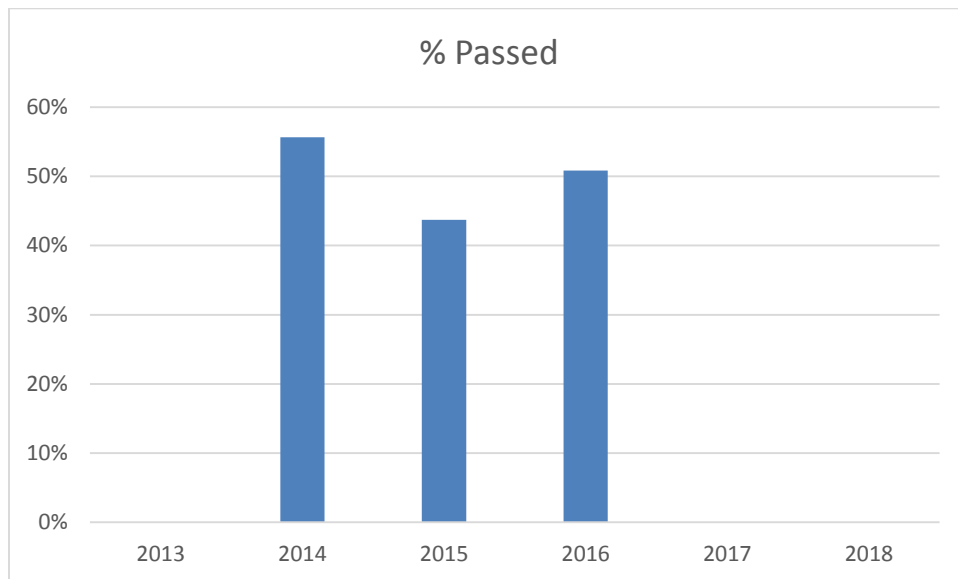
Student ECA English Test Data for the Classes of 2013 through 2018

	Number of students	Passed	Failed	% Passed
2013	162	155	7	96%
2014	147	141	6	96%
2015	149	145	4	97%
2016	146	133	13	91%
2017	145	24		17%
2018	37			0%



Student ECA Biology 10 Test Data for the Classes of 2013 through 2018

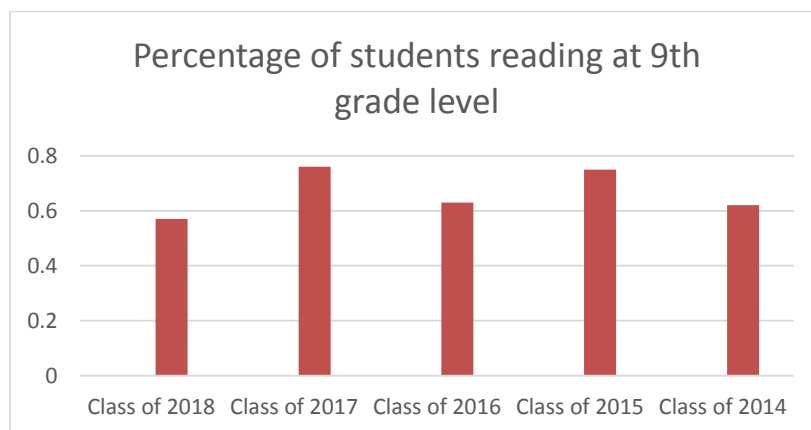
Biology	Number of students	Took test	Passed	Failed	% Passed
2013	162				
2014	147	124	69	55	56%
2015	149	119	52	67	44%
2016	146	118	60	58	51%
2017	145				
2018	37				



NWEA Lexile Score Reading Level

			Below 960	Above 960		Number of students
Fall 2014	Class of 2018		67	89	57%	156
Fall 2013	Class of 2017		35	112	76%	147
Fall 2012	Class of 2016		56	96	63%	152
Fall 2011	Class of 2015		40	119	75%	159
Fall 2010	Class of 2014		53	86	62%	139

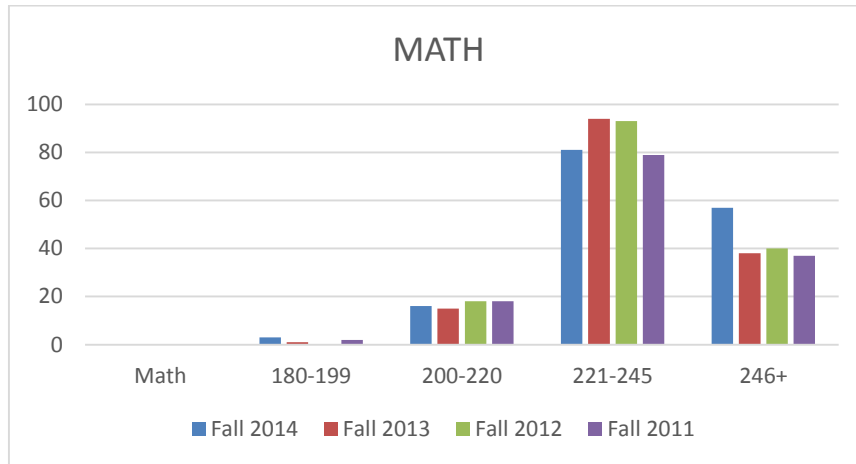
Grade Band	Current Lexile Band
K-1	N/A
2-3	450L-725L
4-5	645L-845L
6-8	860L-1010L
9-10	960L-1115L
11-12	1070L-1220L



NWEA RIT Scores

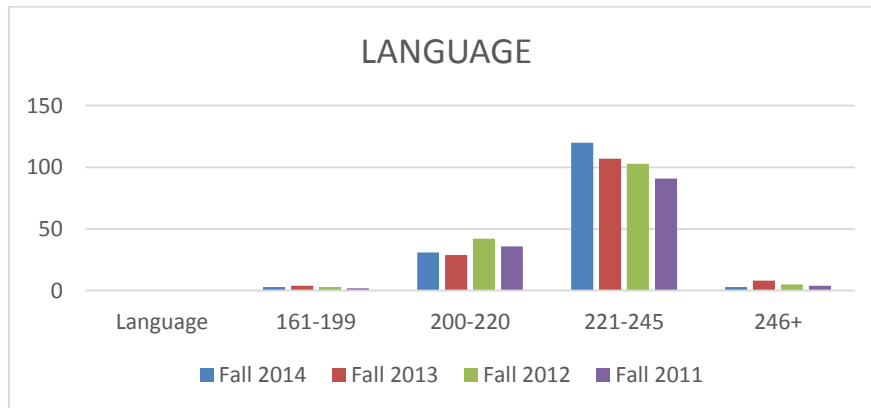
MATH

	Math	180-199	200-220	221-245	246+
Fall 2014	Class of 2018	3	16	81	57
Fall 2013	Class of 2017	1	15	94	38
Fall 2012	Class of 2016	0	18	93	40
Fall 2011	Class of 2015	2	18	79	37



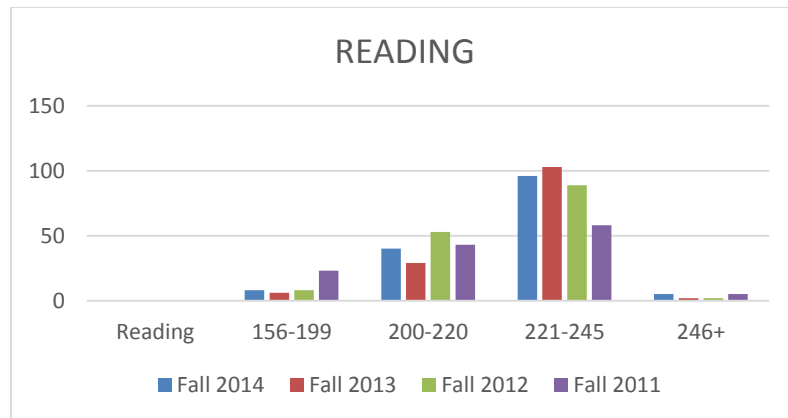
LANGUAGE

	Language	161-199	200-220	221-245	246+
Fall 2014	Class of 2018	3	31	120	3
Fall 2013	Class of 2017	4	29	107	8
Fall 2012	Class of 2016	3	42	103	5
Fall 2011	Class of 2015	2	36	91	4



READING

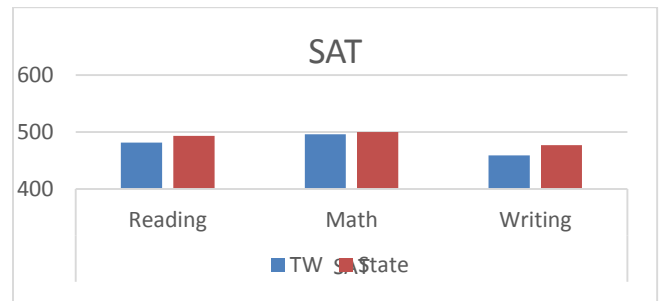
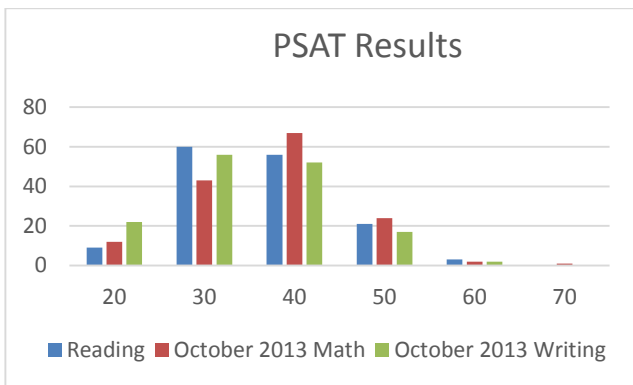
	Reading	156-199	200-220	221-245	246+
Fall 2014	Class of 2018	8	40	96	5
Fall 2013	Class of 2017	6	29	103	2
Fall 2012	Class of 2016	8	53	89	2
Fall 2011	Class of 2015	23	43	58	5



SAT / PSAT Data Analysis

PSAT	October 2013		
	Reading	Math	Writing
20	9	12	22
30	60	43	56
40	56	67	52
50	21	24	17
60	3	2	2
70	0	1	

SAT			
	Reading	Math	Writing
TW	481	496	459
State	493	500	477



SURVEY DATA ANALYSIS

The faculty and students at Tri-West High School completed a survey during January 2008, 2010, and 2012. Our parents completed a similar survey during January 2010 and 2012. The student survey included 36 questions, faculty included 60 questions, and parents included 29 questions. The surveys addressed several areas of our school including, administrative leadership, curriculum, instruction, monitoring student progress, program evaluation, professional development, evaluation of school personnel, school climate, and parent/community involvement. Students responded based on gender and grade level. Our faculty responded based on gender and years of experience. Parent survey did not have a disaggregation component. (Survey questions and results are included in the appendix). The following is a detailed analysis of the strengths and needed areas of improvement, along with corresponding or differing results of the groups.

2012-13 Students – Strengths (Areas above 80% for Strongly Agree and Agree combined)

- The principal maintains open lines of communication with students, staff, and parents.
- The principal sets aside time for basic instruction that is free from interruptions (e.g., intercom messages, assemblies, etc.)
- The principal in this school sets high standards and communicates those expectations to teachers, students, and parents.
- The principal is visible in the building and at school activities.
- Teachers promote high learning expectations by starting session on time and continuing with planned activity until the end of the period.
- A system of student responsibility and accountability for work and other behavior is clearly established on the first day.
- Teachers are efficient in making assignments and providing materials during instruction.
- Teachers indicate what they expect from students in order for achievement to occur.
- Tri-West is a safe, secure, and orderly place to work and learn.
- Weapon abuse by the students at Tri-West is not a problem
- School events, such as athletic contests, musical and dramatic events, and social events, are well attended by the faculty and students.
- Teachers are available to work with students outside of regularly scheduled class time.

2010 Students – Needed areas of Improvement (Areas below 60% for Strongly Agree and Agree combined)

- Teachers in this school try to make learning interesting and fun.
- The amount of homework is worthwhile in reinforcing and learning course objectives.
- Students have input into the development and evaluation of school practices and policies.
- Alcohol abuse by the students of Tri-West is not a major problem.
- Drug abuse by the students of Tri-West is not a major problem.

2010 Teachers – Strengths (Areas above 90% for Strongly Agree and Agree combined)

- All areas of administrative leadership, except one.
- All areas of curriculum, except two.
- Teachers sometimes change their lesson plans because of student needs and time constraints.
- Teacher excellence is recognized through positive feedback and professional appreciations.
- Students at Tri-West are challenged to reach their potential.
- Teachers are responsive to students need for help.
- Summaries of student performance are utilized by all staff to provide assistance for individual learning needs.
- Assessment results are used for instructional diagnosis and to determine if teaching methods are working.
- Each student has the opportunity to participate in school programs.
- Tri-West has a written evaluation procedure which is used for the improvement process.
- Tri-West participates in a systematic and comprehensive evaluation of all educational programs and services.
- School leaders inform parents and other community members of school and corporation activities.
- Assessment results are used for instructional diagnosis and to determine if teaching methods are working.
- Staff evaluation includes input from staff and administration..
- The principal regularly gives feedback to teachers regarding their instructional techniques.
- Following a formal observation, the principal and teacher discuss the observation and together they plan for instructional improvement.
- Physical facilities are kept clean and made reasonable attractive; damage is repaired immediately
- Weapon abuse by the student of Tri-West is not a major problem.
- Decisions in this school are reached through a process in which staff members feel their views are considered.
- There are open channels of communication between students and staff and administration.

2010 Teachers – Weaknesses (Areas below 70% for Strongly Agree and Agree combined)

- The written curriculum is the guide for all classroom instruction.
- Objective based tests give administrators and teachers clear information about student achievement.
- Specific program changes such as adjustments, improvements or terminations, have been made based on student and/or program evaluations.
- A professional library is available for staff to use.
- The instructional staff is included in the planning and evaluation of professional development programs.
- The professional development programs are relevant and meet the needs of the staff.
- Drug abuse by the students of Tri-West is not a major problem.
- Student disciplinary action quickly follows infractions and is consistent with the policies stated in the student handbook.

2010 Agreeing/Disagreeing Results from the two groups (Students/Teachers)

- The principal in this school sets high standards and communicates those expectations to teachers, students, and parents.
- The principal sets aside time for basic instruction that is free from interruptions (e.g., intercom messages, assemblies, etc.)
- The principal maintains open lines of communication with students, staff, and parents.
- The principal is visible in the building and at school activities.
- Vandalism is not a problem at Tri-West.
- Physical facilities are kept clean and made reasonably attractive; damage is repaired immediately.
- Alcohol abuse by the students of Tri-West is not a major problem.
- Drug abuse by the students of Tri-West is not a major problem.

2012-13 Parents – Strengths (Areas above 90% for Strongly Agree and Agree combined)

- The facility is adequate for the needs of the students and programs.
- Phone calls, newsletters, notes to and from home, e-mail, the school website, the homework hotline, and conferences are ways that teachers communicate with parents.
- Parents feel the overall school program is meaningful to their student.
- Physical facilities are kept clean and made reasonably attractive; damage is repaired immediately.
- Tri-West is a safe, secure, and orderly place to work and learn.
- Student achievement for our school (i.e. standardize testing, NWEA testing, etc) are reported to students and the general public.
- The staff is visible in the building and at school activities.

2012-13 Parents – Weaknesses (Areas below 70% for Strongly Agree and Agree combined)

- The staff extends the school's learning environment beyond the school building.
- Teachers are responsive to students' needs for helping during class time.
- Students are given specific feedback on classroom assessments in a timely fashion.
- Student drug and alcohol use is a major concern at Tri-West.
- Parent/Teacher interaction occurs at Tri-West on a regular basis.
- Would participating in an active parent/faculty group be an interest to you?
- The school encourages my student to read for pleasure.

2010 Overall Comparison for all three groups (Students/Teachers/Parents)

Strengths

- The principal [staff] in this school sets high standards and communicates those expectations to teachers, students, and parents.
- The principal [staff is] visible in the building and at school activities.
- There are open lines of communication between the faculty, staff, parents, and students.

Weaknesses

- Vandalism is not a problem at Tri-West.
- Physical facilities are kept clean and made reasonably attractive; damage is repaired immediately.
- Alcohol abuse by the students of Tri-West is not a major problem.

- Drug abuse by the students of Tri-West is not a major problem.
- The facility is adequate for the needs of the student programs.

Strategies and goals addressing our strengths and areas of improvement for the “quad”-angulation of data are located in Section VII.

IV.

Student Data

The current enrollment at Tri-West High School totals 590 students in grades nine through twelve.

Since 2003, the average daily attendance rates for Tri-West High School have ranged from a low of 95% in 2006 - 2007 to a high of 97.6% in 2004 - 2005. The most recent data shows that the 2013– 2014 rate is 96.7%. Overall, the rate has been fairly constant. The average attendance chart clearly shows that Tri West High School's attendance rates either exceeds or is very close to the state averages.

Within the student body, the current racial distribution is 96% Caucasian, 3% African American, and less than one percent each of Multiracial, Asian, Native Hawaiian and American Indian. These numbers are quite similar to previous years when the student racial distribution averaged around 98% Caucasian in 1998 and 98.4% Caucasian in 1997.

In the 2013 – 2014 school year the high school had a total of 48 suspensions and no expulsions. These suspensions are a result of disruptions to the learning environment, tobacco, and/or insubordination.

Some of our students who have had disciplinary/behavior issues have the opportunity to take online courses for credit if they are recommended for expulsion; however, alternative school opportunities are given to those students who violate behavior policies and attendance policies rather than drug/alcohol policies. The alternative school for Tri-West is Central Normal Campus, formally known as The Opportunity House. The goal of this program is to return the student to Tri-West after one semester. This is a cooperative effort with Danville and Mill Creek Community Schools. Each school is entitled to send eight students per semester. During the 2013 – 2014 school year, 16 students from Tri-West have attended the alternative school. A total of 123 students have attended since the 2005 – 2006 school year.

Since the 2006 – 2007 school year our special education enrollment has remained constant. The range of students in the special education program was at a high of 64 for the 2013 - 2014 school year and a low of 48 for the current. Tri-West High School has very few students who receive educational services under Section 504 of the Rehabilitation Act of 1973. Two percent of the total student enrollments during 2008– 2009 were classified for 504 services. Less than one percent were classified for 504 services for the 2013 – 2014 school year. Tri-West High School focuses on inclusion for all special education students who are seeking to receive a diploma.

Students at Tri-West High School have the opportunity to take Advance Placement, Ivy Tech and Trine University courses for college credit. The 132 students at Tri-West High School who participate in the gifted and talented educational programs, now called L.E.A.P., has been very stable. The current school year has 131 students enrolled in our eight advance placement courses, with AP U.S. History as the most recent addition. This is an increase of 6 classes since the 2004 – 2005 school year. The current average is approximately 22% of the student body enrolls in an AP course. District statistics indicate that students normally fail to take advantage of the program as they approach the upper grades, but a weighted grading scale has been employed to address this concern. The overall mean score for these students is 3.175. Students have increased their scores over a two year period in two of the five test areas.

Ivy Tech Dual Credits may currently be earned by those students enrolled in Digital Design, Spanish II, Spanish III, Introduction to Engineering, Principles of Engineering, Civil Engineering and Architecture, Digital Electronics, Algebra II Honors, and Pre-Calculus. Trine University credits may be earned through AP Biology and Physics classes. Beginning in 2012 – 2013 school year Dual Credits were awarded for students enrolled in the Ivy Tech Professor on Loan Program. Forty five seniors enrolled in ENGL 111, ENGL112, COMM 101, PSYC101, and SOC111 the first year this was offered.

Tri-West High School operates on a traditional seven period day four of the five days each week. Wednesday’s daily schedule begins at 8:50 A.M. The regular school day begins at 8:15 A.M. and concludes at 3:20 P.M. The current number of students enrolled in each of the curriculum areas has shown an increase from 2003 to 2013. The Engineering and Technology department has shown the most dramatic increase. Besides Engineering and Technology, the departments that have the highest enrollment of students include Foreign Language, Business and Family and Consumer Sciences. Those departments with the lowest student enrollment include Music and Visual Art. The increase and decrease in these areas were due to new courses being offered and a decrease in the number of elective courses being offered.

Students generally perform well and achieve high academic marks at Tri-West High School. Tri-West averages students’ grade point averages on a 4.0 scale. The following grading scale is used at Tri West High School:

A+	100%	4.0	C+	78 %- 79%	2.33
A	93% - 99%	4.0	C	73% - 77%	2.00
A-	90% -92%	3.67	C-	70% - 72%	1.67
B+	88% - 89%	3.33	D+	68% - 69%	1.33
B	83%- 87%	3.0	D	63% - 67%	1.0
B-	80% - 82%	2.67	D-	60% - 62%	.67
			F	Below 60%	0

For the 2010 school year the grading scale was adjusted as reflected above. In addition to weighted grades for advanced placement courses, honor courses and dual credit courses were weighted.

This scale is a standard of performance and expectations for all students. Students perform well and are recognized for their superior and outstanding work on the Honor Roll.

	<u>2009- 2010</u>	<u>2010-2011</u>	<u>2012-2013</u>	<u>2013-2014</u>
GPA of 4.0	3%	5%	12%	11.2%
GPA of 3.0-3.99	40%	51%	51%	53.4%
GPA of 2.0-2.99	40%	36%	30%	25.6%
GPA of 1.0-1.99	13%	7%	7%	6.8%
GPA of less than 1.0	<u>4%</u>	<u>1%</u>	<u>0%</u>	<u>0%</u>

	2008 - 2009	2009 – 2010	2010 - 2011	2012-2013	2013-2014
Core 40 graduates	47%	52%	48%	50%	45%

Academic Honors	46%	28%	36%	30%	29%
Number of students pursuing higher education					
4 year degree	80%	80%	69%	50%	58.45%
2 year degree	2%	2%	13%	15.4%	9.86%
Vocational	10	10%	9%	6.8%	9.86%
Military, Workforce	8%	8%	9%	15.4%	21.84%

V.

INSTRUCTIONAL DATA

Tri-West High School divides the school year into two semesters with each semester divided into two nine-week grading periods. The school day consists of seven periods at 49 minutes each, a 25-minute lunch and a 18-minute flex period which includes our Bruins' Read (sustained reading program once a week), and our Bruin Time, 3 times a week, where students seek additional assistance, make up tests or quizzes, and organizational meetings can be held. In addition the Word of the Week, Quote of the Week and On this day in History is given each day during the morning announcements.

The course description guides for high school classes are located in the guidance office, the principal's office, and the district administration center. The curriculum for each course can be found in the principal's office or at the district administration center.

The high school students have an opportunity to take a variety of college preparatory classes as well as honors classes. Students are offered AP classes in Biology, Chemistry, Calculus, English, Art, U.S. History, and Spanish 4. Students can complete dual credit courses at Tri-West High School, Area 31, on college campuses, and other high schools. Students in the high school classes are also offered regular and advanced English/Literature courses as well as traditional sequential courses in Math, Science, Social Studies, and Spanish. Courses are also offered in the areas of Business Education, Family and Consumer Sciences, Fine Arts, Technology, and Physical Education. In addition, students are offered vocational courses from the Technical Education Area 31 program. Since the fall of 2005, students have been offered the Project Lead the Way program. It begins with the Introduction to Engineering and has since added the rest of the series.

Beginning with the class of 2004, students obtaining a diploma from Tri-West need at least 43 credits. These credits must include eight in English, four in Social Studies, four in Science, four in Mathematics, three in Physical Education / Health, two classes in Business, Interpersonal Relations, and the remaining 17 in electives. Students may also obtain a Core 40 Diploma, Technical Honors Diploma (47 credits) or the Academic Honors Diploma (48 / 49 credits).

An after-school tutoring program has been used for five years to assist our students who have not passed the ECA test. In these individual or small group sessions, students review their prior tests, receive suggestions, and work on sample problems to aid them in developing the skills needed to pass ECA.

Our National Honor Society students hosts both a before and after school tutoring opportunity which is available for all students. Students may attend the sessions on a regular or one time basis, for assistance with classroom assignments, projects, or assessments. These sessions have had numerous students take advantage of the opportunity on a regular basis. Students have received assistance in all classes but primarily in the areas of Math, Language Arts, and Science. Several of our teachers offer study sessions prior to assessment dates for student to seek additional clarification on assessment related items.

Tri-West High School offers several co-curricular activities for our students. Sporting activities for the boys include: football, cross-country, soccer, golf, basketball, swimming, wrestling, baseball, and track.

Girls are offered cross-country, cheerleading, soccer, volleyball, swimming, basketball, golf, softball, and track. Additional co-curricular opportunities include: high school student council, marching band, color guard, choir, drum line, thespians, spell bowl, French & Spanish clubs, service club, school yearbook - *Reflections*, and National Honor Society

The Tri-West Media Center tries to fill the void created by the lack of a community library. This void is filled by encouraging and providing recreational reading while supporting the school curriculum. The Media Center offers students and staff recreational books, research material, educational videos through the Online Resource – Mediacast. Our Media Center catalog (OPAC) is available for students and staff through the Tri-West High School's home page.

Students have access to thirty-two computer stations in the media center. These computers are used for a wide variety of assignments such as research, preparing classroom papers, PowerPoint design, Internet research, and accessing the different electronic subscriptions available for student use. Teachers schedule the computers and the use of the media center facilities for different classroom activities.

Tri-West High School currently has five additional computer labs. Three of the labs are used primarily for the Engineering, Art, Business and Yearbook classes. Teachers make arrangements to use the other computer labs for classroom assignments and exploration.

VI.

Community Data

COMMUNITY OVERVIEW

North West Hendricks has operated as a school unit since July 1, 1965. The corporation currently has an enrollment of 1,921 students with an annual operating budget over \$10 million.

<http://www.hendricks.k12.in.us/>.

North West Hendricks School Corporation is located in rural Hendricks County in central Indiana. The school district includes the townships of Eel River, Middle and Union and the incorporated towns of Lizton, North Salem, and Pittsboro, with a total land area of 80 square miles. North West Hendricks is bordered to the north by Boone County, the east by the town of Brownsburg and Brown Township, the west by Putnam and Montgomery Counties, and the south by Marion, Center and Washington Townships of Hendricks County.

The school corporation has been in operation since July 1, 1965 and is governed by five elected board of school trustee members. The schools encompassed by North West Hendricks Schools include:

		2013-20014	2014-2015
North Salem Elementary School	Grades K – 5	Enrollment of 248	Enrollment of 249
Pittsboro Primary	Grades K - 2	Enrollment of 320	Enrollment of 289
Pittsboro Elementary School	Grades 3 - 5	Enrollment of 291	Enrollment of 295
Tri-West Middle School	Grades 6 - 8	Enrollment of 472	Enrollment of 451
Tri-West High School	Grades 9 – 12	Enrollment of 590	Enrollment of 598

The eastern side of the district is experiencing substantial residential growth with several new housing additions recently added near Pittsboro and several more currently under construction. The extension of Indianapolis city water to Lizton has promoted new growth around the town of Lizton.

WORKFORCE

The population of Hendricks County has increased steadily over the past decade in this predominately agricultural community.

The major employer in the area is Steel Dynamics Corporation; however, the Indianapolis metropolitan area is within 20 to 30 minutes driving time.

Surveys indicate that more than two thirds of Hendricks County residents commute to jobs outside the county, principally within the Indianapolis metropolitan area.

The commute is easily accessible via Interstate 74, which extends east to west across the northeast edge of the school district. It connects Danville, Illinois to the west with Indianapolis to the east.

Other arteries of transportation include

- US Highway 136
(running parallel to I-74 serving Lizton, Pittsboro and Brownsburg)
- State Road 39
(running N-S through the center of the county, intersecting I-74, US 136 and Lizton)
- State Road 267
(extending N-S on the eastern edge of the county, intersecting I-74, I-65, US 136, and Brownsburg.)

<http://www.hendricks.k12.in.us/district/community.htm>

SCHOOLS

All schools are commissioned and have full accreditation from the Indiana Department of Education.

There are four in the district.

- North Salem Elementary School (K-5) -- serves students in North Salem (Eel River township) and Lizton (Union Township)
- Pittsboro Elementary School (3 – 5) and the Primary School (K-2) -- serves students in Pittsboro (Middle Township)
- Tri-West Middle School (6-8) -- serves students from the whole district

TECHNOLOGY

There is a strong belief that technology can be an excellent tool for delivery of curricular resources. Technology is a powerful force in breaking down the traditional school barriers, exposing students to the various learning opportunities the world has to offer.

Every classroom has a Promethean Board or ceiling mounted LCD projector which teachers utilize on a daily basis through their networked workstation. In addition we have five carts ranging from 15 to 30 netbooks each which instantly turn a classroom into a computer lab. Our staff is currently working with BYOD (Bring Your Own Device) activities in their classroom. The Wi-Fi capability was improved over the summer as more Wi-Fi antennas were placed throughout the building.

Tri-West High School is committed to providing a technology-rich learning environment that encourages innovative approaches to school improvement. The online program, My Big Campus, is currently being used by our staff to provide online curriculum, assignments, and assessments. Students have the ability to retrieve classroom assignments and then submit completed assignments to their teachers. This program

also gives the students the ability to work in groups and share their work / project with other students in the group.

Students have access to state-of-the-art computer applications as well as the Internet through the use of three computer labs in the Art, Business, and Project Lead the Way curriculum areas. In addition, there are three labs available for teacher and student use throughout the day.

The availability of telephones and email at each teacher's desk improve the communication between teacher and parents. By our teachers using Harmony, our student management software, students and parents are able to check on grades, attendance, and behavior. Assignments and lesson plans can be found in the same location.

Student email accounts were recently developed for students to communicate with their teachers and other students who they are working with on group projects. These email accounts do not have access to anyone outside the North West Hendricks School Corporation.

The school website allows the community to see what is happening at Tri-West as well as directly contact teachers and staff through the email links. The website has also proved to be a valuable tool to communicate closings and delays.

SPECIAL SCHOOL PROGRAMS

The corporation provides a High Ability (LEAP) program at each of its schools.

Additional educational services are provided to students through the Boone-Clinton-North West Hendricks Special Education Cooperative,

Tri-West High School sends approximately 8% of its student population to a Vocational Program. Our students have the opportunity of attending one of two programs. Ben Davis High School, in Indianapolis, houses the Area 31 program. Here our students attend courses in Automotive Service Technology, Building Grades, Cisco Networking Academy, Cosmetology, Culinary Arts, Early Childhood Education, Health Occupations, Heating and Air Conditioning, Pre-Occupations, and Radio and TV Broadcasting. Those students who desire agricultural training attend Danville High School for their program.

EXTRA-CURRICULAR

Tri-West students have the opportunity to participate in many activities outside of school hours.

The Tri-West Athletic department sponsors activities in football, volleyball, soccer, cross-country, basketball, swimming, wrestling, baseball, softball, track and golf.

The Tri-West Music and Fine Arts Departments offer, Marching Blue Alliance, Rock Ensemble, Variety Show, School Play, Dance Team and other performing opportunities for students.

Various school- and community-sponsored activities include Fellowship of Christian Athletes, Student Council, National Honor Society, 4-H, Boy and Girl Scouts, various church youth organizations and others.

COMMUNITY/PARENT SUPPORT GROUPS

Tri-West enjoys the support of many parent support groups including the Quarterback Club, Basketball Boosters (Boys and Girls), Swim Boosters, Band Boosters, Post Prom Committee, and others.

The PAWS (Parents Always Willing to Serve) parent group began in the Fall of 2010. This group of over 75 parents assists with supervision, communication, and sponsor events for our teachers and staff. The group is represented on our school improvement team (Data Team).

FUTURE

It is projected that approximately 75% of outgoing seniors will locate outside the school district within four years of graduation. This will be due either to their seeking higher education or seeking employment in more urban areas. This “out-migration” will be offset by an “in-migration” of primarily young families resulting in a gradual growth in population over the next several years.¹

Alumni have the choice of seeking employment in the Indianapolis metropolitan area, attending one of several vocational, technical, or trade schools located in the immediate area, or attending one of 12 colleges or universities located within 55 miles of the district.

¹Feasibility Study For North West Hendricks School Corporation, Performance Service’s Team, March 1, 2005.

<http://www.hendricks.k12.in.us/district/community.htm>

VII.

Tri-West High School Improvement Plan 2011-12, 2012-13, 2013-14, and 2014-2015 Focus on the Vital few to impact the Essential many!

Goal #1: Students will improve reading skills.

Students will...

- ...be able to comprehend what they have read.
- ...demonstrate comprehension through demonstration, using a variety of in-class assessments; for example, verbal explanation, writing, power point, creative rendering).
- ...be able to read aloud, demonstrating correct pronunciation, smoothness, clarity, and rhythm.
- ...be able to "research read" effectively and efficiently.

School-Wide Strategies:

- Continue and enhance curriculum maps, quarterly assessments, and standards item analysis.
- Continue and enhance the Bruin's Read Program.
- Continue and enhance differentiated instruction and Understanding by Design.
- Read aloud frequently, with every student selected as a reader.
- Continue and enhance the development of content area vocabulary (Word Walls).
- Provide significantly more teacher demonstration of reading aloud.
- Continue and enhance the use of bell ringers for reteaching state standards.
- Implement Marzano's HYIS (High Yield Instructional Strategies)

Monitoring:

- NWEA, End of Course Assessments (Algebra and English 10)
- Quarterly Assessments
- Grades
- PSAT, SAT, and ACT scores
- Graduation Rate
- Attendance Rate
- Surveys
- Classroom data graphs
- TAP Talks

Goal #2: Students will improve writing skills.

Students will...

- ...be able to write a well-organized essay in any appropriate content area.
- ...be able to take notes effectively and in an organized fashion, enabling the student to study more effectively and to enhance writing organization skills.
- ...be able to organize an outline specific to a research project, presentation or essay.
- ...be able to write with an acceptable standard of technical skill regarding components of sentence structure, patterns, punctuation, grammar, spelling, clarity and neatness.

School-Wide Strategies:

- Continue and enhance the 6+1 Writing Traits program in all curricular areas.
- Continue and enhance curriculum maps, quarterly assessments, and standards item analysis.
- Continue and enhance differentiated instruction and Understanding by Design
- Require outlines for some essays and all major papers and presentations.
- Apply significantly more short essays for assessments.
- Teach and reinforce how to outline and organize writing.
- Spend significantly more class time writing and talking about writing.
- Implement more journaling and/or expand journaling in specific areas.
- Emphasize appropriate writing mechanics with *all* writing by students; not just with specific assignments.
- Continue and enhance the use of bell ringers for reteaching state standards.
- Implement Marzano's HYIS (High Yield Instructional Strategies)

Monitoring:

- NWEA, End of Course Assessments (Algebra and English 10)
- Quarterly Assessments
- Student journals/notebook entries
- Grades
- PSAT, SAT, and ACT scores
- Graduation Rate
- Attendance Rate
- Surveys
- Classroom data charts
- TAP Talks

Goal #3: Students will improve study skills and problem solving skills.

Students will...

- ...be able to learn different methods for studying, taking into account different learning styles.
- ...be able to study more effectively for different content areas.
- ...be able to apply correct study skills for different types of learning (tests, homework, projects, discussion, etc.)

School-Wide Strategies:

- Continue and enhance Freshmen test taking skills sessions.
- Before and after school teacher directed help sessions on specific course content.
- Continue and enhance the NHS peer tutoring opportunities.
- Continue and enhance the Freshmen Mentoring program and the At-risk adult mentor program.
- All teachers will teach students different methods of how to study at the beginning of the year, including in this instruction effective ways of study based on research, personal inventories, handouts, brochures, and discussion.
- Discuss effective study methods in the specific content area.
- Discuss components of effective learning retention, such as note-taking, listening, using study guides, personal preferences/learning style, using homework, and environment needed for optimum learning.
- Discuss study for short-term versus long-term learning and retention and skills and practice needed for both.
- Provide information regarding test anxiety.
- Emphasize purpose of different standardized tests (NWEA, GQE, PSAT, SAT, PLAN, ACT) and different strategies to prepare for these.

Monitoring:

- NWEA, End of Course Assessments (Algebra and English 10)
- Quarterly Assessments
- Problem of the Week Inventory
- Grades
- PSAT, SAT, and ACT scores
- Graduation Rate
- Attendance Rate
- Surveys
- Classroom data charts
- TAP Talks
- BYOD (Bring Your Own Device)
- A committee to oversee the Study Skills and look for way to enhance.

VIII

PROFESSIONAL DEVELOPMENT

It is recognized that staff development is a key component to keeping on track, coordinating the improvement plan, and creating time for teachers to collaborate, present, and learn more related to effective instruction.

Staff Development will comprise a combination of teacher presentation, discussion, evaluation of current practices, and learning from outside resources, including reading and writing specialists based on the testing data.

Tri-West High School
Professional Development Plan 2014 - 15 "Late Arrival Wednesdays"

Period 1	8:50	9:35
Period 2	9:40	10:25
No Bruin Time		
Period 3	10:30	11:15
Period 4	11:20	11:45
	11:50	12:15
	12:20	12:45
Period 5	12:50	1:35
Period 6	1:40	2:25
Period 7	2:30	3:20
Problem of the Week and Bruins' Read on Tuesday only!		
M, R, F – Resource Time		
2 hour delay – school will begin @ 1015 am		
No Professional Development activities!!		

Regular school day

Student drivers, car riders arrival	8:00 – 8:10
Bus riders arrival	8:00 – 8:10
School Hours	8:15 – 3:20
Total Instructional Hours per day	7 hours 5 minutes minus 30 minutes for lunch = 6 hours 35 minutes

Late Arrival Wednesdays

Student drivers, car riders arrival	8:35 – 8:45
Bus riders arrival	8:00 – 8:10
School Hours	8:50 – 3:20

Total Instructional Hours per day 6 hours 30 minutes minus 30 minutes for lunch = 6 hours

On late arrival Wednesdays, our teaching staff of professionals will be actively engaged in professional development activities, meetings, professional learning communities, parent/teacher conferences, and special education case conferences from 8:00 – 8:40. Classified staff, administrators, potentially a couple teachers, and/or parent volunteers will be assigned supervision of student arrival and activities in the cafeteria/student commons areas.

NHS students will be available for peer tutoring in the cafeteria. NHS students will be available for Literacy Leaders at the other buildings.

Teachers will NOT be engaged in activities which can take place during their daily preparation period.

General Overview “Plan, Do, Study, Act” – Continuous Improvement

<u>August</u>	<u>Primary Activity</u>	<u>Secondary Activity</u>
6	Regular Arrival- Opening Day	NA
13	School Improvement Committees	NA
20	All Staff Best Practice Discussion	NA
27	Data Team	PLC's(Grade Level/Team Teaching Groups)
<u>September</u>		
3	Academic Department Meetings	BYOD App/Program Share MBC digital content upload- Media Center
10	Department Leaders Meeting	NA
17	School Improvement Committees	NA
24	All Staff Best Practice Discussion	NA
<u>October</u>		
1	Academic Department Meetings	BYOD App/Program Share
8	Department Leaders Meeting	MBC digital content upload
22	All Staff Best Practice Discussion	NA
29	Career Day- All Staff Meeting	NA
<u>November</u>		
5	Academic Department Meetings	BYOD App/Program Share
12	Department Leaders Meeting	MBC digital content upload PLC's(Grade Level/Team Teaching Groups)
19	Data Team	NA
26	Superintendent Talk	NA
<u>December</u>		
3	All Staff Best Practice Discussion	NA
10	Academic Department Meetings	BYOD App/Program Share MBC digital content upload
17	Department Leaders Meeting	

January

7	Academic Department Meetings	BYOD App/Program Share MBC digital content upload- Media Center
14	Department Leaders Meeting	NA
21	All Staff Best Practice Discussion	PLC's(Grade Level/Team Teaching Groups)
28	Data Team	

February

4	Academic Department Meetings	BYOD App/Program Share MBC digital content upload- Media Center
11	Department Leaders Meeting	NA
18	School Improvement Committees	NA
25	All Staff Best Practice Discussion	

March

4	Academic Department Meetings	BYOD App/Program Share MBC digital content upload- Media Center
11	Department Leaders Meeting	PLC's(Grade Level/Team Teaching Groups)
18	Data Team	NA
25	All Staff Best Practice Discussion	

April

8	Academic Department Meetings	BYOD App/Program Share MBC digital content upload- Media Center
15	Department Leaders Meeting	NA
22	Superintendent Talk	NA
29	All Staff Best Practice Discussion	

May

6	Academic Department Meetings	BYOD App/Program Share MBC digital content upload- Media Center
13	Department Leaders Meeting	NA
20	All Staff Best Practice Discussion	

Quarterly Assessment (QA's) Protocol 2014-15

2014-15 QA Schedule

		Monday	Tuesday	Wednesday	Thursday	Friday
1 st 9 weeks	Oct. 6 th -10th	Science	Math	Related Arts	Social Studies	Language Arts
2 nd 9 weeks	Dec. 17-19			1 st Semester Final Exams	1 st Semester Final Exams	1 st Semester Final Exams
3 rd 9 weeks	Mar. 9-13	Social Studies	Language Arts	Science	Math	Related Arts
4 th 9 weeks	May 19-21		2 nd Semester Final Exams	2 nd Semester Final Exams	2 nd Semester Final Exams	

Math - Algebra I, Algebra II, Geometry, Trigonometry, Pre-Calc

Science - Biology, Chemistry, Physics

Language Arts - English 9, 10, 11, 12

Social Studies - US Government, US History, World History

Teachers are using scantrons, Odyssey and My Big Campus to check the students' growth.

Department Meeting in the department leaders room

PLC's Team Teaching/Grade Level Teams - In leader's room (*)

Team Teaching Teams (8:00 - 8:20) Grade Level Teams (8:20 - 8:40)

PLC's Team Teaching Members

<u>LA</u>	<u>Math</u>
Terew	Kern
Pemberton	Castrataro
Bontreger	West
Young	Gobel
Cialkowski	Muchler
<u>Science</u>	<u>Social Studies</u>
Wiley	Marshall
Mulpuri	Diagostino
Small	Love
Rinker	Rinker
	Linn
<u>Life Skills</u>	<u>Dual Credit</u>
Gill	Stroup
Coll	Terrell
Farmer	Harris
Rogers	Hobaugh
Kurihara	Mendenhall
Dorrell	Hall
Begle	Acton
Dennis	

Grade Level Teams

<u>9th</u>	<u>10th</u>
Young	Bontreger
West	Small
Farmer	Kern
Dennis	Begle
Coll	Hall
Rogers	Cialkowski
Harris	Love
Wiley	Mulpuri
Gobel	
Muchler	
<u>11th</u>	<u>12th</u>
Terew	Pemberton
Diagostino	Marshall
Hobaugh	Hahn
Gill	Mendenhall
Terrell	Stroup
Castrataro	Dorrell

Accountability

The principal, through quarterly collaboration with the Data Team, will be responsible for keeping the school on track overall with the school improvement plan and provide the superintendents with documented evidence.

The principal will provide teachers with disaggregated data of students scoring below desired achievement levels.

All teachers will collaborate with our colleagues on how they implemented strategies for the three primary goals in collaboration with the building principal annually. Differentiated Instruction and Understanding by Design will be discussed.

First and second year teachers will be required to submit one UBD and Differentiated Instruction plan on the form available once each semester.

The Data team and department leaders, consisting of administrators, teachers, and parents/community members, will coordinate the yearly staff development programs.

APPENDIX

Response to Intervention (RTI)

TIER I (CORE)

- Core Curriculum (General, Honors, AP)
- ISTEP+, End of Course Assessments (Algebra I, English10, Biology 1)
- Standards aligned instruction (Curriculum Maps)
- Quarterly Assessments
- NWEA testing Grade 9
- Sustained Silent reading program (SSR)
- Writing Prompts
- Collins Writing Program / 6 + 1 Writing Traits
- Freshmen Mentoring Program

TIER II (Targeted)

- Resource Study Hall
- Reading Assessments (Weekly)
- Quarterly Assessments Benchmarks
- NHS tutoring/mentoring
- Peer Tutoring
- Adult Mentoring Program
- Summer School Credit Recovery

TIER III (Intense)

- Credit Recovery (IOA, CNC)
- Cummins Mental Health
- Special Education Services recommendation

Marzano's (Nine) High-Yield Instructional Strategies

By Robert J. Marzano

Adapted from the book: Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001)

High Yield Instructional Strategies	What the Research says:	How it looks in the Classroom:
<p style="text-align: center;">Identifying similarities and differences (Yields a 45 percentile gain)</p>	<p>Students should compare, classify, and create metaphors, analogies and non-linguistic or graphic representations</p>	<p>Thinking Maps, T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers</p> <p>QAR (Question/Answer/Relationship), sketch to stretch, affinity diagrams, Frayer model (see below)</p>
<p style="text-align: center;">Summarizing and note taking (Yields a 34 percentile gain)</p>	<p>Students should learn to eliminate unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information. Students should be encouraged to put some information into own words.</p>	<p>Teacher models summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break down assignments, create simple reports, quick writes, graphic organizers, column notes, affinity diagrams, etc.</p>
<p style="text-align: center;">Reinforcing effort and providing recognition (Yields a 29 percentile gain)</p>	<p>Teachers should reward based on standards of performance; use symbolic recognition rather than just tangible rewards.</p>	<p>Hold high expectations, display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, authentic portfolios, stress-free environment, high-fives, Spelling Bee, Constitution Day, School Newspaper, etc.</p>
<p style="text-align: center;">Homework and practice (Yields a 28 percentile gain)</p>	<p>Teachers should vary the amount of homework based on student grade level (less at the elementary level, more at the secondary level), keep parent involvement in homework to a</p>	<p>Retell, recite and review learning for the day at home, reflective journals, parents are informed of the goals and objectives, grade level teams plan together for homework distribution; SLCs; teacher email.</p>

	minimum, state purpose, and, if assigned, should be debriefed.	
Nonlinguistic representations (Yields a 27 percentile gain)	Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge.	Visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldables, act out content, make physical models, etc.
Cooperative learning (Yields a 23 percentile gain)	Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically but not overuse. Assign roles and responsibilities in groups.	Integrate content and language through group engagement, reader's theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing, plays, science projects, debates, jigsaw, group reports, choral reading, affinity diagrams, Students tackle TAKS word problems in groups and explain their answers, etc.
Setting objectives and providing feedback (Yields a 23 percentile gain)	Teachers should create specific but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely, and specific to a criterion.	Articulating and displaying learning goals, KWL, contract learning goals, etc. Teacher can display objectives on the in-focus projector and follow-up on the mastery of the objective at the end of the lesson.
Generating and testing hypothesis (Yields a 23 percentile gain)	Students should generate, explain, test and defend hypotheses using both inductive and deductive strategies through problem solving, history investigation, invention, experimental inquiry, and decision making.	Thinking processes, constructivist practices, investigate, explore, social construction of knowledge, use of inductive and deductive reasoning, questioning the author of a book, finding other ways to solve same math problem , etc.
Questions, cues, and advance organizers (Yields a 22 percentile gain)	Teachers should use cues and questions that focus on what is important (rather than unusual), use ample wait time before accepting responses, eliciting inference and analysis. Advance organizers should focus on what is important and are more useful with information that is not well organized.	Graphic organizers , provide guiding questions before each lesson, think alouds, inferencing, predicting, drawing conclusions, skim chapters to identify key vocabulary, concepts and skills, foldables , annotating the text, etc.

HIGH-YIELD INSTRUCTIONAL STRATEGIES

SIMILARITIES AND DIFFERENCES

There are four basic types of tasks that focus on identifying similarities and differences for knowledge development:

- Comparing
- Classifying
- Creating Metaphors
- Creating Analogies

[Identifying similarities and differences](#)

T-Chart

Looks like.....Sounds like
Cause.....Effect
Compare.....Contrast
Pro.....Con



[Identifying similarities and differences](#)

Comparison Matrix

	Name 1	Name 2
Attribute 1		
Attribute 2		
Attribute 3		

Used to show similarities and differences between two things (people, places, events, ideas, etc.).

Key frame questions: What things are being compared?

How are they similar? How are they different?

[Identifying similarities and differences](#)

Cause and Effect Links

A *cause* is something that makes something else happen. Out of two events, it is the event that happens first. To determine the cause, ask the question "Why did it happen?"

An *effect* is what happens as a result of the cause. Of two related events, it's the one that happens second or last. To determine the effect, ask the question "What happened?"

At times conjunctions (connecting words) are used to link the cause and effect.

Examples of common conjunctions (connecting words) are:

since

therefore

the reason for

as a result

consequently

thus

due to + noun phrase

because

due to the fact

so

because of +noun phrase

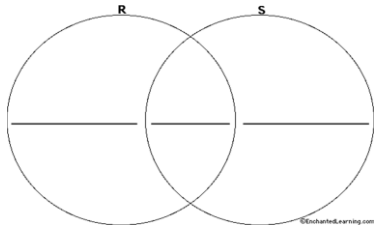
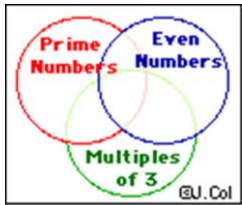
the cause of

nevertheless

has led to

[Identifying similarities and differences](#)

Venn Diagrams



Identifying similarities and differences

Compare and Contrast Text/Character Comparison

The Life Events of:	Me, Too	Explanation

Identifying similarities and differences

Frayer Model

Definition	Illustration
Example	Non-example

Identifying similarities and differences

Sketch to Stretch

- Students listen as a story, article, or poem is read to them.
- Students draw a picture that expresses:
 - how the story, article or poem makes them feel
 - what they think story, article or poem story means
 - what they think the author looks like
 - anything that comes to mind during the reading
- Students explain their drawing to a partner/small group.

The class discusses the similarities/differences in their pictures.

Question/Answer/Relationships (QAR) (Also related to “Book and Brain”)

<p>“Right there” (in the text) --book ques.--</p>	<p>“Think and Search” (text + my thinking) --book and brain--</p>	<p>“In my head” (my thinking only) --brain ques.-- --have to infer</p>

Identifying similarities and differences

Classifying



__ate family



__at family

Sort the word cards (or pictures)
into the correct bucket.

[Identifying similarities and differences](#)

Comparing Frame

FRACTIONS and **DECIMALS** are **similar**
because they both

FRACTIONS and **DECIMALS** are **different**
because

fractions _____, but decimals _____.
fractions _____, but decimals _____.
fractions _____, but decimals _____.

[Identifying similarities and differences](#)

Creating Analogies

Analogies help us see how seemingly dissimilar things are similar, increasing our understanding of new information.

Ex: core is to earth as nucleus is to atom.

Thermometer ...is to...Temperature

as

odometer ...is to...speed

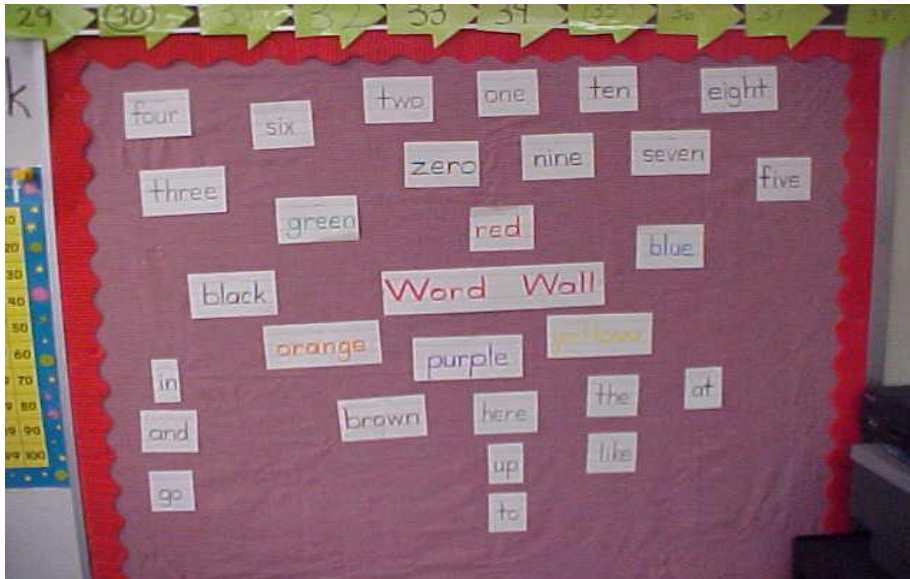
(Both measure things)

[Identifying similarities and differences](#)

Word Walls

Key words (5-8) of study will be displayed on a bulletin board (ideal), white board, chalk board, door, wall, or cabinet. Students should be able to pronounce the words, spell the words, use the word in a sentence, and define the word. Word Walls may be displayed for one month at a time, but more frequent changes build vocabulary.

A student's comprehension increases by 33 percent when direct vocabulary instruction is provided on specific words while reading. (Marzano, 2004)



Bell Ringers (Re-teaching)

An activity should be posted on the board for the students to begin completing upon entering the classroom. The bell ringer engages and gets students on task at the beginning of the instructional period. The activity should be easily completed without any prompting or instruction from the teacher. The activity should be a question, prompt, or comment regarding previously taught and assessed content in which the majority of students did not master.

For example: Compare and contrast, solve, reflect, predict, identify, explore, create, develop
Effective teachers guard instructional time as their most precious resource, packing as much as they can into class time. (Wong, 2005)

Team Teaching

To create a professional learning community, focus on learning rather than teaching, work collaboratively, and hold yourself accountable for results.

As we progress forward, every professional in the building must engage with colleagues in the ongoing exploration of three crucial questions that drive the work of those within a professional learning community:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

“If the students did not master it, what can I discern? Where do we go from here?”

“If all students mastered it, what can I discern? Where do we go from here?”

Collaborative teacher conversations must quickly move beyond “What are we expected to teach?” to “How will we know when each student has learned?”

1. Each teacher and course sharing about upcoming tests, quizzes, projects, and assignments for the month.
2. Each Special Ed teacher/aide sharing concerns about content and items above.
3. Open discussion about student performance on tests, quizzes, projects, and assignments.
4. Open discussion about student study skills, strategies, etc.
5. Open discussion about work habits, behavior concerns, task completion, etc.

Identify common themes, students, issues, etc. – Investigate possible solutions

A group of staff members who are determined to work together will find a way.

Grade Level Teams

To create a professional learning community, focus on learning rather than teaching, work collaboratively, and hold yourself accountable for results.

As we progress forward, every professional in the building must engage with colleagues in the ongoing exploration of three crucial questions that drive the work of those within a professional learning community:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

“If the students did not master it, what can I discern? Where do we go from here?”

“If all students mastered it, what can I discern? Where do we go from here?”

Collaborative teacher conversations must quickly move beyond “What are we expected to teach?” to “How will we know when each student has learned?”

1. Each grade level team member sharing about upcoming standards: overlaps?
2. Each grade level team member sharing about upcoming tests, quizzes, projects, and assignments for the month: Overlaps, conflicts?
3. Each grade level team member sharing about student performance on tests, quizzes, projects, assignments
4. Open discussion about work habits, behavior concerns, task completion, etc.

A group of staff members who are determined to work together will find a way.

Co-teaching Approaches

1. **One Teach, One Observe.** One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.
2. **One Teach, One Drift.** In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.
3. **Parallel Teaching.** On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they divide the class group and do so simultaneously.
4. **Station Teaching.** In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could require that students work independently.
5. **Alternative Teaching:** In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.
6. **Team Teaching:** In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having “one brain in two bodies.” Others call it “tag team teaching.” Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers’ styles.

INSTRUCTIONAL ROLES OF CO-TEACHERS

When co-teachers share responsibility for instruction, they may teach the total class or divide the class into small groups. The following are offered as options for instructional roles to be assumed by teachers. Successful co-teachers vary the options chosen, often using more than one per day and several over the course of a week.

Whole Group Instruction

1. Both Teach

Some activities lend themselves to having both teachers take an active role in instruction. Class discussions are one example. Teachers take turns speaking to students or presenting instruction.

2. One Teach, One Support

One teacher has primary instructional responsibility while the other supports the instruction. For example, one teacher discusses new information with the class while the other records the notes on the overhead in a format that will facilitate copying and studying by the students. When teachers share responsibility in this way, they are better able to enhance content instruction by providing reinforcement for strategies that have been taught. It also provides opportunities for teacher movement around the room to enlist students' participation, provide proximity control, etc. It is important to remember that either teacher can take on either role.

3. One Teach, One Observe

One teacher has primary instructional responsibility while the other gathers observational information on students in the class. This data will be gathered to assess student needs and/or evaluate student performance.

Co-teachers use this information to assist them in planning future instruction. It is important to remember that either teacher can take on either role.

4. One Teach, One Drift *

This approach is an extension of the above. One teacher has primary instructional responsibility while the other assists students with their work, monitors behavior, correct assignments, etc. It is important to remember that either teacher can take on either role.

5. One Teach, One Shadow

One teacher has primary instructional responsibility while the other rephrases or re-explains information to students as appropriate. It is important to remember that either teacher can take on either role.

Small Group Instruction

1. Station Teaching

Teachers divide instructional content into two parts (e.g., spelling and literature). Each teacher instructs half the class in one of these areas; they then switch student groups so that all students receive the same instruction.

2. Parallel Teaching

Again, each teacher instructs half the student group, but they are addressing the same instructional model.

3. Remedial/Extension Instruction

One teacher re-teaches material to students who have not met mastery, and the other teacher does extension activities with those who have. It is very important to pair remediation with extension.

Remedial students usually are not able to “catch up” if they work on remedial skills while other students move ahead with the regular curriculum.

4. Supplemental Instruction *

One teacher presents the lesson in the standard format to the majority of students in the class. The other works with those students who cannot master the material, simplifying it and otherwise adapting it to meet their needs.

Quarterly Assessment Totals 2013-14

Class	2012-13 Averages	1st 9- % Passing	2nd 9- % Passing	3rd 9- % Passing	2013-14 Averages
Algebra I	42.00%	71%	53%	36%	53.33%
Algebra II	52.00%	63%	47%	72%	60.67%
Geometry	60.00%	34%	69%	20%	41.00%
Geometry H	69.00%	30%	50%	48%	42.67%
PreCalculus	76.00%	67%	70%	64%	67.00%
World History	68.00%	62%	50%	46%	52.67%
US History	58.00%	71%	92%	93%	85.33%
Government	45.00%	59%	58%	60%	59.00%
Economics	60.00%	76%	58%	48%	60.67%
English 9	75.00%	81%	84%	80%	81.67%
English 10	72.00%	74%	73%	45%	64.00%
English 10H	87.00%	79%	73%	45%	65.67%
English 11	72.00%	82%	84%	82%	82.67%
English 11H	90.00%	88%	88%	86%	87.33%
English 12	79.00%	80%	81%	80%	80.33%
Biology	53.00%	58%	25%	60%	47.67%
Chemistry	71.00%	79%	72%	80%	77.00%
Geography	57.00%	71%	54%	50%	58.33%
Careers	90.00%	96%	91%	95%	94.00%
Interactive Media I	90.00%	90%	98%	83%	90.33%
IPR	88.00%	85%	81%	88%	84.67%
2 D Art	85.00%	100%	100%	100%	100.00%
Choir	87.00%	88%	94%	94%	92.00%
Spanish II	65.00%	46%	46%	64%	52.00%
Spanish I	64.00%	74%	52%	86%	70.67%
Health	86.00%	86%	75%	93%	127.00%
9th PE	78.00%	100%	82%	94%	92.00%
ICP	38.00%	73%	47%	62%	60.67%
AP Bio	83.00%	81%	80%	92%	84.33%
Spanish III	85.00%	49%	80%	86%	71.67%
Earth Science	NA	78%	68%	80%	75.33%

Quarterly Assessment Totals 2012-2013

Class	2011-12 Averages	1st 9- % Passing	2nd 9- % Passing	3rd 9- % Passing	2012-13 Averages
Algebra I	40%	45%	33%	47%	41.67%
Algebra II	63%	43%	65%	48%	52.00%
Geometry	38%	71%	83%	26%	60.00%
Geometry H	91%	78%	87%	43%	69.33%
PreCalculus	67%	87%	86%	56%	76.33%
World History	55%	72%	73%	60%	68.33%
US History	61%	67%	70%	37%	58.00%
Government	50%	47%	56%	33%	45.33%
Economics	62%	61%	55%	64%	60.00%
English 9	65%	65%	85%	75%	75.00%
English 10	59%	70%	75%	70%	71.67%
English 10H		94%	72%	96%	87.33%
English 11	52%	77%	80%	60%	72.33%
English 11H		89%		91%	90.00%
English 12	68%	66%	82%	88%	78.67%
Biology		60%	43%	57%	53.33%
Chemistry	41%	51%	74%	89%	71.33%
Geography	55%	46%	54%	70%	56.67%
Careers	92%	93%	82%	96%	90.33%
Computer Applications	94%	88%	88%	95%	90.33%
IPR	77%	87%	89%	87%	87.67%
2 D Art	73%	77%	84%	93%	84.67%
Choir	78%	78%	92%	90%	86.67%
Spanish II	65%	84%	44%	66%	64.67%
Spanish I	74%	94%	44%	54%	64.00%
Health	80%	90%	82%		86.00%
9th PE	63%	71%	81%	81%	77.67%
IED	73%	66%	71%	95%	77.33%
ICP	67%	39%	0%	75%	38.00%
AP Bio	68%	100%	75%	75%	83.33%
Spanish III	86%	90%		80%	85.00%

Comparative Analysis of TWHS Student Survey 2008 / 2010 / 2012

	Number					Percentage					Question	Percent SA/A
	SA	A	D	SD	NA	SA	A	D	SD	NA		
2008	144	197	31	14	26	35%	48%	8%	3%	6%	The principal maintains open lines of communication with students, staff, and parents.	83%
2010	108	322	55	20	13	21%	62%	11%	4%	3%		83%
2012	55	230	41	11	8	16%	67%	12%	3%	2%		83%
2008	165	203	27	5	12	40%	49%	7%	1%	3%	The principal sets aside time for basic instruction that is free from interruptions (e.g., intercom messages, assemblies, etc.).	89%
2010	104	332	50	19	14	20%	64%	10%	4%	3%		84%
2012	65	225	36	8	9	19%	66%	11%	2%	3%		85%
2008	158	217	16	5	16	38%	53%	4%	1%	4%	The principal in this school sets high standards and communicates those expectations to teachers, students, and parents.	91%
2010	142	308	35	19	12	28%	60%	7%	4%	2%		88%
2012	82	218	25	7	7	24%	64%	7%	2%	2%		89%
2008	99	185	44	12	72	24%	45%	11%	3%	17%	The principal encourages the school's staff to try out new ideas and support their efforts.	69%
2010	76	302	90	30	20	15%	58%	17%	6%	4%		73%
2012	37	208	57	19	20	11%	61%	17%	6%	6%		72%
2008	89	179	70	15	58	22%	44%	17%	4%	14%	The principal encourages parent involvement and provides avenues for parent participation in decision-making.	66%
2010	71	307	91	26	23	14%	59%	18%	5%	4%		73%
2012	27	203	68	18	25	8%	60%	20%	5%	7%		67%
2008	71	185	68	51	36	17%	45%	17%	12%	9%	School improvement priorities and plans are developed cooperatively by the principal, staff, and students.	62%
2010	54	317	93	35	18	10%	61%	18%	7%	3%		71%
2012	27	198	76	25	15	8%	58%	22%	7%			66%
2008	80	204	86	26	14	20%	50%	21%	6%	3%	The principal visits the classrooms frequently in order to observe instruction.	70%
2010	89	285	94	36	11	17%	55%	18%	7%	2%		72%

2012	53	182	75	19	11		16%	54%	22%	6%	3%		69%
2008	206	154	24	12	16		50%	37%	6%	3%	4%	The principal is visible in the building and at school activities.	87%
2010	186	274	26	25	7		36%	53%	5%	5%	1%		89%
2012	142	169	15	9	8		41%	49%	4%	3%	2%		91%
2008	97	220	63	23	9		24%	53%	15%	6%	2%	Teachers promote high learning expectations by starting session on time and continuing with planned activity until the end of the period.	77%
2010	83	335	65	26	9		16%	65%	13%	5%	2%		81%
2012	59	216	47	17	4		17%	63%	14%	5%	1%		80%
2008	122	203	56	17	13		30%	49%	14%	4%	3%	A system of student responsibility and accountability for work and behavior is clearly established on the first day.	79%
2010	97	332	53	23	11		19%	64%	10%	4%	2%		83%
2012	63	230	32	10	6		19%	67%	9%	3%	2%		86%
2008	94	246	49	14	9		23%	60%	12%	3%	2%	Teachers are efficient in making assignments and providing materials during instruction.	83%
2010	88	346	52	21	7		17%	67%	10%	4%	1%		84%
2012	41	234	44	14	7		12%	69%	13%	4%	2%		81%
2008	67	220	95	13	17		16%	53%	23%	3%	4%	Teachers monitor instruction so all students are included in learning activities.	69%
2010	72	337	70	29	6		14%	66%	14%	6%	1%		80%
2012	36	226	61	13	5		11%	66%	18%	4%	2%		77%
2008	62	177	114	39	20		15%	43%	28%	9%	5%	Students' successes receive appropriate recognition.	58%
2010	47	314	107	38	8		9%	61%	21%	7%	2%		70%
2012	30	192	85	23	10		9%	57%	25%	7%	3%		65%
2008	94	241	51	15	11		23%	58%	12%	4%	3%	Teachers indicate what they expect from students in order for achievement to occur.	81%
2010	74	361	43	20	12		15%	71%	8%	4%	2%		86%
2012	50	246	33	9	5		15%	72%	10%	3%	2%		86%

2008	71	209	101	15	13		17%	51%	25%	4%	3%	Students are regularly reminded of key concepts of basic skills required for achievement.	68%
2010	60	343	77	21	11		12%	67%	15%	4%	2%		79%
2012	31	234	60	10	5		9%	69%	18%	3%	2%		78%
2008	67	175	106	59	5		16%	42%	26%	14%	1%	Teachers in this school try to make learning interesting and fun.	58%
2010	49	238	140	73	11		10%	47%	27%	14%	2%		57%
2012	30	173	95	35	9		9%	51%	28%	10%	3%		59%
2008	55	171	110	54	18		13%	42%	27%	13%	4%	The amount of homework is worthwhile in reinforcing and learning course objectives.	55%
2010	36	251	143	74	10		7%	49%	28%	14%	2%		56%
2012	14	170	97	55	7		4%	50%	28%	16%	2%		54%
2008	66	178	113	38	17		16%	43%	27%	9%	4%	Teachers sometimes change their lesson plans because of student needs and interests.	59%
2010	46	294	123	37	14		9%	57%	24%	7%	3%		66%
2012	31	189	92	20	8		9%	56%	27%	6%	2%		65%
2008	64	222	85	22	18		16%	54%	21%	5%	4%	Students are challenged to reach their potential.	70%
2010	68	338	71	23	13		13%	66%	14%	4%	3%		79%
2012	50	216	53	13	9		15%	63%	16%	4%	3%		78%
2008	72	204	77	41	17		18%	50%	19%	10%	4%	Rules and regulations have been cooperatively developed, clearly stated, and are consistently enforced.	68%
2010	80	321	68	34	11		16%	62%	13%	7%	2%		78%
2012	27	239	47	22	5		8%	70%	14%	7%	2%		78%
2008	53	186	108	50	15		13%	45%	26%	12%	4%	The school exhibits a supportive and stimulating environment.	58%
2010	43	299	117	46	8		8%	58%	23%	9%	2%		66%
2012	25	210	73	24	7		7%	62%	22%	7%	2%		69%
2008	53	184	109	41	24		13%	45%	27%	10%	6%		58%

2010	40	292	123	42	16		8%	57%	24%	8%	3%	Students feel that the school program is meaningful and relevant to their present and future needs.	65%
2012	22	183	85	40	5		7%	55%	25%	12%	2%		62%
2008	87	207	74	33	8		21%	51%	18%	8%	2%	Teachers present themselves as positive role models with concern for the educational, emotional, physical, and social development of the pupils.	72%
2010	59	330	77	30	16		12%	64%	15%	6%	3%		76%
2012	53	214	43	20	8		16%	63%	13%	6%	2%		79%
2008	45	139	147	56	22		11%	34%	36%	14%	5%	Vandalism is not a problem at Tri-West.	45%
2010	42	233	152	71	15		8%	45%	30%	14%	3%		53%
2012	51	199	61	22	7		15%	59%	18%	7%	2%		74%
2008	61	201	91	43	14		15%	49%	22%	10%	3%	Tri-West is a safe, secure, and orderly place to work and learn.	64%
2010	57	307	83	47	17		11%	60%	16%	9%	3%		71%
2012	60	230	35	11	5		18%	67%	10%	3%	2%		85%
2008	43	109	124	117	19		10%	26%	30%	28%	5%	Physical facilities are kept clean and made reasonably attractive; damage is repaired immediately.	36%
2010	26	229	152	88	18		5%	45%	30%	17%	4%		50%
2012	50	196	66	21	8		15%	58%	19%	6%	2%		72%
2008	45	237	84	18	15		11%	59%	21%	5%	4%	Students receive consistent feedback from administrators and staff on what is acceptable behavior in this school.	70%
2010	46	333	90	26	15		9%	65%	18%	5%	3%		74%
2012	39	223	56	14	6		12%	66%	17%	4%	2%		78%
2008	128	215	32	14	23		31%	52%	8%	3%	6%	Weapon abuse by the students of Tri-West is not a problem.	83%
2010	152	280	42	24	16		30%	54%	8%	5%	3%		84%
2012	109	175	37	12	8		32%	51%	11%	350%	2%		83%
2008	76	210	67	34	23		19%	51%	16%	8%	6%		70%
2010	61	338	63	33	15		12%	66%	12%	6%	3%		78%

2012	33	210	68	20	10		10%	61%	20%	6%	3%	Student disciplinary action quickly follows infractions and is consistent with the policies stated in the student handbook.	71%
2008	34	148	119	78	29		8%	36%	29%	19%	7%	Students have input into the development and evaluation of school practices and policies.	44%
2010	30	263	137	61	20		6%	51%	27%	12%	4%		57%
2012	17	166	103	38	16		5%	49%	30%	11%	5%		54%
2008	78	207	69	43	14		19%	50%	17%	10%	3%	Tri-West is a place where I feel comfortable and accepted.	69%
2010	64	291	82	58	14		13%	57%	16%	11%	3%		70%
2012	54	198	53	27	7		16%	58%	16%	8%	2%		74%
2008	84	193	77	40	16		20%	47%	19%	10%	4%	School events, such as athletic contests, musical and dramatic events, and social events, are well attended by the faculty and students	67%
2010	84	315	68	27	17		16%	62%	13%	5%	3%		78%
2012	60	220	37	14	11		18%	64%	11%	4%	3%		82%
2008	72	238	68	23	11		17%	58%	17%	6%	3%	Teachers are available to work with students outside of regularly scheduled class time.	75%
2010	63	337	68	29	15		12%	66%	13%	6%	3%		78%
2012	41	240	35	16	10		12%	70%	10%	5%	3%		82%
2008	68	197	82	34	18		17%	49%	21%	9%	5%	There are open channels of communication between students and staff and administration.	66%
2010	51	327	89	33	12		10%	64%	17%	6%	2%		74%
2012	36	225	56	16	9		11%	66%	16%	5%	3%		76%
2008	43	85	90	169	25		10%	21%	22%	41%	6%	Alcohol abuse by the students of Tri-West is not a major problem.	31%
2010	61	157	117	157	19		12%	31%	23%	31%	4%		43%
2012	34	132	82	85	9		10%	39%	24%	25%	3%		49%
2008	46	60	91	180	24		11%	15%	23%	45%	6%		26%

2010	55	137	138	159	21		11%	27%	27%	31%	4%	Drug abuse, by the students of Tri-West, is not a major problem.	38%
2012	26	101	93	111	11		8%	30%	27%	33%	3%		37%

Comparative Analysis of TWHs Faculty/Staff Survey 2008 / 2010 / 2012															
	Number						Percentage					Total of all Teacher Surveys			Percent
	SA	A	D	SD	NA		SA	A	D	SD	NA				SA/A
<u>Administrative leadership</u>															
2008	20	6	0	0	0		77%	23%	0%	0%	0%	The principal in this school sets high standards and communicates those expectations to teachers, students, and parents	100%		
2010	25	14	0	0	0		64%	36%	0%	0%	0%		100%		
2012	17	22	1	0	0		43%	55%	3%	0%	0%		98%		
2008	12	13	1	0	0		46%	50%	4%	0%	0%	The principal encourages faculty members to try out new ideas	96%		
2010	17	20	0	0	2		44%	51%	0%	0%	4%		95%		
2012	25	14	0	0	1		63%	35%	0%	0%	3%		98%		
2008	10	14	0	0	0		42%	58%	0%	0%	0%	The principal initiates effective coordination of the instructional program.	100%		
2010	15	20	0	0	4		36%	51%	0%	0%	10%		87%		
2012	20	20	0	0	0		50%	50%	0%	0%	0%		100%		
2008	23	3	0	0	0		88%	12%	0%	0%	0%	The principal maintains open lines of communication with students, staff, and parents.	100%		
2010	23	15	1	0	0		59%	39%	3%	0%	0%		98%		
2012	28	12	0	0	0		70%	30%	0%	0%	0%		100%		
2008	17	9	0	0	0		65%	35%	0%	0%	0%	The principal seeks ideas and suggestions from the staff.	100%		
2010	18	21	0	0	0		46%	54%	0%	0%	0%		100%		
2012	26	14	0	0	0		65%	35%	0%	0%	0%		100%		
															0%
2008	8	13	2	0	0		35%	57%	9%	0%	0%	Administrative leadership is available to resolve disagreements that develop among staff members.	92%		
2010	14	17	1	0	7		36%	47%	3%	0%	18%		83%		
2012	18	16	0	0	6		45%	40%	0%	0%	15%		85%		
	Number						Percentage					Total of all Teacher Surveys			Percent
	SA	A	D	SD	NA		SA	A	D	SD	NA				SA/A
<u>Curriculum</u>															

2008	23	3	0	0	0		88%	12%	0%	0%	0%	The principal is visible in the building and at school activities	100%		
2010	30	9	0	0	0		77%	23%	0%	0%	0%		100%		
2012	29	10	0	0	1		73%	25%	0%	0%	3%		98%		
													0%		
2008	7	14	2	0	1		30%	61%	9%	0%	4%	Teachers, students, and parents are given opportunities to participate in the development of curriculum	91%		
2010	7	25	4	0	3		18%	64%	10%	0%	8%		82%		
2012	7	27	3	0	3		18%	68%	8%	0%	8%		85%		
													0%		
2008	5	21	0	0	0		19%	81%	0%	0%	0%	The school curriculum is relevant to student needs.	100%		
2010	8	27	2	0	2		21%	69%	5%	0%	5%		90%		
2012	9	27	2	0	2		23%	68%	5%	0%	5%		90%		
													0%		
2008	9	17	0	0	0		35%	65%	0%	0%	0%	There are specific written objectives and standards of acceptable performance for students in grades K-12.	100%		
2010	11	27	0	0	1		28%	69%	0%	0%	3%		97%		
2012	12	26	0	0	2		30%	65%	0%	0%	5%		95%		
													0%		
2008	1	17	5	2	0		4%	65%	19%	8%	0%	Teachers hold students accountable for clear and accurate writing, regardless of the subject matter.	69%		
2010	2	22	7	0	7		5%	58%	18%	0%	18%		63%		
2012	5	24	5	1	5		13%	60%	13%	3%	13%		73%		
	Number						Percentage					Total of all Teacher Surveys			Percent
	SA	A	D	SD	NA		SA	A	D	SD	NA				SA/A
<u>Instruction</u>															
2008	14	12	0	0	0		54%	46%	0%	0%	0%	Teachers sometimes change their lesson plans because of student needs and time constraints.	100%		
2010	13	20	0	0	5		34%	53%	0%	0%	13%		87%		
2012	17	19	0	0	2		45%	50%	0%	0%	5%		95%		
													0%		
2008	2	16	8	0	0		8%	62%	31%	0%	0%	The written curriculum is the guide for all classroom instruction.	70%		
2010	3	21	9	0	5		8%	55%	24%	0%	13%		63%		
2012	9	22	4	0	3		24%	58%	11%	0%	8%		82%		
													0%		
2008	3	16	6	1	0		12%	62%	23%	4%	0%	Instructional time is not disrupted by the scheduling of school events and administrative procedures.	74%		
2010	3	25	6	2	3		8%	63%	16%	5%	8%		71%		
2012	3	24	8	1	1		8%	65%	22%	3%	3%		73%		
													0%		
2008	2	20	2	0	1		8%	77%	8%	0%	4%		85%		

2010	8	23	2	0	5		21%	61%	5%	0%	13%	Teachers promote high learning expectations by starting sessions on time and continuing with planned activity until the end of the period.	82%	
2012	8	25	3	0	2		21%	66%	8%	0%	5%		87%	
													0%	
2008	4	18	3	0	1		15%	69%	12%	0%	4%	Teachers excellence is recognized through positive feedback and professional appreciations.	84%	
2010	9	26	1	0	2		24%	68%	3%	0%	5%		92%	
2012	9	26	1	0	2		24%	68%	2%	0%	5%		92%	
												0%		
2008	3	20	3	0	0		12%	77%	12%	0%	0%	Students at Tri-West are challenged to reach their potential.	89%	
2010	7	26	2	0	3		18%	68%	5%	0%	8%		86%	
2012	11	23	2	0	1		30%	62%	5%	0%	3%		92%	
	Number						Percentage						Total of all Teacher Surveys	Percent
	SA	A	D	SD	NA		SA	A	D	SD	NA			SA/A
<u>Monitoring Student Progress</u>														
2008	7	19	0	0	0		27%	73%	0%	0%	0%	Teachers are responsive to students need for help	100%	
2010	11	25	1	0	0		30%	68%	3%	0%	0%		98%	
2012	15	21	1	0	1		40%	55%	3%	0%	3%		95%	
2008	3	17	5	1	0		12%	65%	19%	4%	0%	Objective based tests give administrators and teachers clear information about student achievement.	77%	
2010	4	21	6	1	5		11%	57%	16%	3%	14%		68%	
2012	6	16	12	1	2		16%	43%	32%	3%	5%		59%	
2008	3	16	3	1	0		13%	70%	13%	4%	0%	Specific program changes such as adjustments, improvements or terminations, have been made based on student and/or program evaluation.	83%	
2010	2	23	5	0	7		5%	62%	14%	0%	19%		67%	
2012	2	23	6	0	7		5%	61%	16%	0%	18%		66%	
2008	1	13	9	1	0		4%	54%	38%	4%	0%	Summaries of student performance are utilized by all staff to provide assistance for individual learning needs.	58%	
2010	3	21	6	0	7		8%	57%	16%	0%	19%		65%	
2012	8	27	2	0	1		21%	71%	5%	0%	3%		92%	
2008	4	17	3		0		17%	71%	13%	0%	0%	Pupil progress based on course objectives is reported to parents at conferences.	88%	
2010	3	23	6	0	6		17%	67%	3%	0%	14%		84%	
2012	5	16	7	1	9		13%	42%	18%	3%	24%		55%	
													0%	

	Number					Percentage					Total of all Teacher Surveys		
	SA	A	D	SD	NA	SA	A	D	SD	NA			
<u>Program Evaluation</u>													
2008	2	18	5	0	0	8%	72%	20%	0%	0%	Assessment results are used for instructional diagnosis and to determine if teaching methods are working.	80%	
2010	6	24	1	0	5	17%	67%	3%	0%	14%		84%	
2012	9	26	1	0	2	24%	68%	3%	0%	5%		92%	
2008	1	10	7	1	2	5%	48%	33%	5%	10%	Needs assessments to determine planning priorities are formulated by a committee representing both administrators and teachers	53%	
2010	5	22	0	0	10	14%	60%	0%	0%	27%		74%	
2012	4	26	1	0	7	11%	68%	3%	0%	18%		79%	
2008	1	15	5	1	0	5%	68%	23%	5%	0%	The planning process has built in feedback mechanisms for midcourse correction and yearly evaluation and updating.	73%	
2010	1	27	0	0	9	3%	73%	0%	0%	24%		76%	
2012	4	28	2	0	4	11%	74%	5%	0%	11%		85%	
2008	18	8	0	0	0	69%	31%	0%	0%	0%	Each student has the opportunity to participate in school programs.	100%	
2010	19	17	1	0	1	50%	45%	3%	0%	3%		95%	
2012	22	15	0	0	1	58%	40%	0%	0%	3%		98%	
2008	3	15	6	1	1	12%	58%	23%	4%	4%	Each program at Tri-West has well defined objectives and goals.	70%	
2010	2	27	4	0	5	5%	71%	11%	0%	13%		76%	
2012	12	24	1	0	1	32%	63%	3%	0%	3%		95%	
2008	4	15	4	1	0	17%	58%	15%	4%	0%	Tri-West has a written evaluation procedure which is used for the improvement process.	75%	
2010	5	27	1	0	3	14%	75%	3%	0%	8%		89%	
2012	12	24	0	0	2	32%	63%	0%	0%	6%		95%	
2008	1	13	7	1	2	4%	50%	27%	4%	8%	Tri-West participates in a systematic and comprehensive evaluation of all educational programs and services.	54%	
2010	4	22	5	0	7	11%	58%	13%	0%	18%		69%	
2012	8	26	2	0	2	21%	68%	5%	0%	5%		89%	
2008	2	16	6	0	0	8%	62%	23%	0%	0%	Teachers and administrators review and analyze test results to plan instruction program modifications.	70%	
2010	3	25	1	0	8	8%	68%	3%	0%	22%		76%	
2012	11	21	2	0	3	30%	57%	5%	0%	8%		87%	

2008	1	18	5	0	0		4%	69%	19%	0%	0%	Educational programs are changed on the basis of student performance.	73%	
2010	1	27	4	0	5		3%	73%	11%	0%	14%		76%	
2012	6	23	3	0	4		17%	62%	8%	0%	11%		79%	
2008	11	15	0	0	0		42%	58%	0%	0%	0%	School leaders inform parents and other community members of school and corporation activities.	100%	
2010	14	20	0	0	3		38%	54%	0%	0%	8%		92%	
2012	16	21	0	0	0		43%	57%	0%	0%	0%		100%	
2008	2	16	6	0	0		8%	67%	25%	0%	0%	Assessment results are used for instructional diagnosis and to determine if teaching methods are working.	75%	
2010	6	23	2	0	5		17%	64%	6%	0%	14%		81%	
2012	10	26	1	0	1		26%	68%	3%	0%	3%		94%	
	Number						Percentage					Total of all Teacher Surveys		
	SA	A	D	SD	NA		SA	A	D	SD	NA			
<u>Professional Development</u>														
2008	10	15	1	0	0		38%	58%	4%	0%	0%	The administration encourages the use of professional days.	96%	
2010	6	23	2	0	5		17%	64%	7%	0%	14%		81%	
2012	8	22	5	0	3		21%	58%	13%	0%	8%		79%	
2008	5	21	0	0	0		19%	81%	0%	0%	0%	Information regarding available professional development opportunities and programs is provided to the staff.	100%	
2010	5	26	2	0	3		14%	72%	6%	0%	8%		86%	
2012	6	26	4	0	2		16%	68%	11%	0%	5%		84%	
2008	0	9	10	6	1		0%	35%	38%	23%	4%	A professional library is available for staff to use.	35%	
2010	1	9	17	1	8		3%	25%	47%	3%	22%		28%	
2012	1	17	7	4	9		3%	45%	18%	11%	24%		48%	
2008	4	12	9	1	0		15%	46%	35%	4%	0%	The instructional staff is included in the planning and evaluation of professional development programs.	61%	
2010	16	8	0	5			19%	44%	22%	0%	14%		63%	
2012	1	21	9	3	4		3%	55%	24%	8%	11%		58%	
2008	1	18	3	1	1		4%	75%	13%	4%	4%	The professional development programs are relevant and meet the needs of the staff.	79%	
2010	3	17	10	3	3		8%	47%	28%	8%	8%		55%	
2012	2	21	11	2	2		5%	55%	11%	2%	2%		60%	
2008	8	16	2	0	0		31%	62%	8%	0%	0%		93%	

2010	5	24	2	2	3		14%	67%	6%	6%	8%	Professional development includes opportunities for the staff to work with and learn from each other.	81%	
2012	4	26	5	1	2		11%	68%	13%	3%	5%		79%	
	Number						Percentage					Total of all Teacher Surveys		
	SA	A	D	SD	NA		SA	A	D	SD	NA			
<u>Evaluation of School Personnel</u>														
2008	3	13	4	2	0		14%	59%	18%	9%	0%	The evaluation system for school personnel serves as a basis for employment.	73%	
2010	4	20	4	0	6		12%	59%	12%	0%	18%		71%	
2012	6	24	5	0	2		16%	65%	14%	0%	5%		81%	
2008	6	16	3	0	0		24%	64%	12%	0%	0%	Teacher evaluation is used for improving teacher performance.	88%	
2010	6	27	0	0	2		17%	77%	0%	0%	6%		94%	
2012	11	22	3	1	1		29%	58%	8%	3%	3%		87%	
2008	5	16	4	0	0		20%	64%	16%	0%	0%	Staff evaluation includes input from staff and administrators.	84%	
2010	3	25	5	0	2		9%	71%	14%	0%	6%		80%	
2012	8	26	2	1	1		21%	68%	5%	3%	3%		89%	
2008	8	15	1	0	0		33%	63%	4%	0%	0%	The principal regularly gives feedback to teachers regarding their instructional techniques.	96%	
2010	8	19	5	0	3		23%	54%	14%	0%	9%		77%	
2012	11	24	0	1	2		29%	63%	0%	3%	5%		92%	
2008	15	9	0	0	0		63%	38%	0%	0%	0%	Following a formal observation, the principal and teacher discuss the observation and together they plan for instructional improvement.	101%	
2010	17	12	0	0	5		50%	35%	0%	0%	15%		85%	
2012	18	14	2	0	4		47%	37%	5%	0%	11%		84%	
	Number						Percentage					Total of all Teacher Surveys		
	SA	A	D	SD	NA		SA	A	D	SD	NA			
<u>School Climate</u>														
2008	4	15	5	0	0		17%	63%	21%	0%	0%	All staff members believe that all students can learn and enthusiastically accept the challenge to teach them.	80%	
2010	5	21	8	0	2		14%	58%	22%	0%	6%		72%	
2012	6	29	3	0	0		16%	76%	8%	0%	0%		92%	
2008	0	1	13	8	1		0%	4%	57%	35%	4%	Alcohol abuse by the students of Tri-West is not a major problem.	4%	
2010	0	10	19	1	5		0%	29%	54%	3%	14%		29%	
2012	0	23	11	4	0		0%	61%	29%	11%	0%		61%	

2008	0	1	12	11	0	0%	4%	50%	46%	0%	Drug abuse by the students of Tri-West is not a major problem	4%		
2010	0	10	19	1	5	0%	29%	54%	3%	14%		29%		
2012	0	18	16	4	0	3%	47%	42%	11%	0%		50%		
2008	0	11	10	4	0	0%	44%	40%	16%	0%	Physical facilities are kept clean and made reasonably attractive: damage is repaired immediately.	44%		
2010	3	19	11	1	0	9%	56%	32%	3%	0%		65%		
2012	9	27	2	0	0	24%	71%	5%	0%	0%		95%		
2008	2	21	1	0	0	8%	88%	4%	0%	0%	Weapon abuse by the students of Tri-West is not a major problem.	96%		
2010	10	19	1	1	4	29%	54%	3%	3%	11%		83%		
2012	14	24	0	0	0	37%	63%	0%	0%	0%		100%		
2008	4	18	3	0	0	16%	72%	12%	0%	0%	Student disciplinary action quickly follows infractions and is consistent with the policies stated in the student handbook.	88%		
2010	8	27	1	0	0	22%	75%	3%	0%	0%		97%		
2012	2	20	11	3	1	5%	54%	30%	8%	3%		59%		
2008	3	17	5	0	0	12%	68%	20%	0%	0%	Decisions in this school are reached through a process in which staff members feel their views are considered.	80%		
2010	7	20	5	0	2	21%	29%	15%	0%	6%		50%		
2012	6	28	4	0	0	16%	71%	11%	0%	0%		87%		
2008	3	14	3	2	0	14%	64%	14%	9%	0%	School events such as athletic contests, musicals and dramatic events, and social events are well attended by the faculty and administration.	78%		
2010	6	20	4	1	4	17%	57%	11%	3%	11%		74%		
2012	8	23	3	1	3	21%	61%	8%	3%	8%		82%		
2008	11	13	1	0	0	44%	50%	4%	0%	0%	There are open channels of communication between students and staff and administration.	94%		
2010	8	25	2	0	1	22%	69%	6%	0%	3%		91%		
2012	13	25	0	0	0	34%	66%	0%	0%	0%		100%		
2008	6	13	3	0	0	27%	59%	14%	0%	0%	Our principal's ideas, concerns, and needs for the betterment of our school are well received by the superintendent and the school board.	86%		
2010	7	15	2	0	11	20%	43%	6%	0%	31%		63%		
2012	6	25	2	0	5	16%	66%	5%	0%	13%		82%		
	Number					Percentage					Total of all Teacher Surveys			
	SA	A	D	SD	NA	SA	A	D	SD	NA				
<u>Parent and Community involvement</u>														

2008	2	16	2	1	1	9%	73%	9%	5%	5%	Students, staff, and parents are included in the development of programs at Tri-West.	82%
2010	5	25	3	0	3	14%	69%	8%	0%	8%		83%
2012	3	29	3	0	3	8%	76%	8%	0%	8%		84%
2008	1	15	7	0	0	4%	65%	30%	0%	0%	Parents and teachers work together to monitor homework assignments.	69%
2010	4	21	6	0	3	12%	62%	18%	0%	9%		74%
2012	4	24	4	1	4	11%	66%	11%	3%	11%		77%
2008	1	16	5	0	1	4%	70%	22%	0%	4%	Procedures for parent involvement in school activities are clearly communicated and consistently used.	74%
2010	2	20	8	0	5	6%	57%	23%	0%	14%		63%
2012	4	26	5	0	3	11%	68%	13%	0%	8%		79%
2008	3	15	3	0	1	14%	68%	14%	0%	5%	Parents have opportunities to visit the school to observe educational programs.	82%
2010	6	22	2	0	6	17%	61%	6%	0%	17%		78%
2012	4	28	3	0	3	11%	74%	8%	0%	8%		85%
2008	1	15	3	0	1	5%	75%	15%	0%	5%	Parents are actively involved in working on school improvement tasks with staff and students.	80%
2010	2	18	7	0	9	6%	50%	19%	0%	25%		56%
2012	3	24	6	1	3	8%	65%	16%	3%	8%		73%
2008	0	14	7	0	0	0%	67%	33%	0%	0%	Parents and community are receptive to new ideas.	67%
2010	2	15	12	1	5	6%	43%	34%	3%	14%		49%
2012	2	24	10	0	1	5%	65%	27%	0%	3%		70%

Analysis of TWHS Parent Survey 2010 / 2012

	Number					Percentage					Question	Percent SA/A
	SA	A	D	SD	NA	SA	A	D	SD	NA		
2010	26	77	10	1	0	23%	68%	9%	1%	0%	The staff at Tri-West sets high standards and communicates those expectations to students and parents.	91%
2012	27	94	14	4	0	19%	68%	10%	3%	0%		87%
2010	26	72	12	7	0	22%	62%	10%	6%	0%	The staff is willing to hear the concerns and opinions of parents and students.	84%
2012	26	91	11	4	6	19%	66%	8%	3%	4%		85%
2010	26	68	15	4	1	23%	60%	13%	4%	1%	The staff communicates openly and honestly with parents and students.	83%
2012	24	80	15	2	1	20%	66%	12%	2%	1%		85%
2010	17	66	20	6	4	15%	58%	18%	5%	4%	The staff extends the school's learning environment beyond the school building.	73%
2012	20	69	22	3	7	17%	57%	18%	3%	6%		74%
2010	35	73	4	0	2	31%	64%	4%	0%	2%	The staff is visible in the building and at school activities.	95%
2012	37	75	7	0	3	30%	62%	6%	0%	3%		92%
2010	14	71	19	6	3	12%	63%	17%	5%	3%	Teachers are responsive to students' needs for helping during class time.	75%
2012	18	74	20	3	4	15%	62%	17%	3%	3%		77%
2010	8	70	26	3	4	7%	63%	23%	3%	4%	Students are given specific feedback on classroom assessments in a timely fashion.	70%
2012	23	67	21	5	3	19%	56%	18%	4%	3%		76%
2010	18	69	13	4	5	17%	63%	12%	4%	5%	Student achievement results for our school (i.e. scholarship and extra-curricular) are reported to students and the general public.	80%
2012	32	71	13	2	3	26%	59%	11%	2%	3%		85%
2010	20	79	8	1	4	18%	71%	7%	1%	4%	Student achievement for our school (i.e. standardize testing, NWEA testing, etc.) are reported to parents, and the general public.	88%
2012	29	81	10	1	1	24%	66%	8%	1%	1%		90%
2010	26	67	14	3	1	23%	60%	13%	3%	1%		84%

2012	32	75	11	0	0		28%	63%	9%	0%	0%	Tri-West is a safe, secure, and orderly place to work and learn.	91%
2010	29	58	16	3	6		26%	52%	14%	3%	5%	Student drug and alcohol use is a major concern at Tri-West.	78%
2012	29	60	27	1	3		24%	50%	23%	1%	3%		74%
2010	6	71	17	9	11		5%	62%	15%	8%	10%	Physical facilities are kept clean and made reasonably attractive; damage is repaired immediately.	68%
2012	37	75	2	1	5		31%	63%	1%	1%	4%		93%
2010	16	84	10	1	3		14%	74%	9%	1%	3%	Students receive consistent feedback from administrators and staff on what is acceptable behavior at Tri-West.	88%
2012	24	83	8	2	3		20%	69%	7%	2%	3%		89%
2010	15	63	11	8	15		13%	56%	10%	7%	13%	Student disciplinary action quickly follows infractions and is consistent with the policies stated in the student handbook.	70%
2012	19	85	13	3	0		16%	71%	11%	3%	0%		87%
2010	15	67	23	5	3		13%	59%	20%	4%	3%	School spirit is strong.	73%
2012	19	85	13	3	0		16%	71%	11%	3%	0%		87%
2010	28	74	5	5	0		25%	66%	4%	4%	0%	The administration provides positive leadership.	91%
2012	31	76	14	0	1		25%	62%	12%	0%	1%		88%
2010	24	74	7	5	1		22%	67%	6%	5%	1%	Parents feel the overall school program is meaningful to their student.	88%
2012	29	79	11	0	1		24%	66%	9%	0%	1%		90%
2010	21	72	18	2	1		18%	63%	16%	2%	1%	Teachers present themselves as positive role models with concern for the physical, educational, social, and emotional development of the students.	82%
2012	25	74	17	2	0		21%	63%	14%	2%	0%		84%
2010	16	65	25	4	3		14%	58%	22%	4%	3%	Parent/Teacher interaction occurs at Tri-West on a regular basis.	72%
2012	10	66	34	4	5		8%	56%	29%	3%	4%		64%
2010	16	65	16	1	13		14%	59%	14%	1%	12%		73%

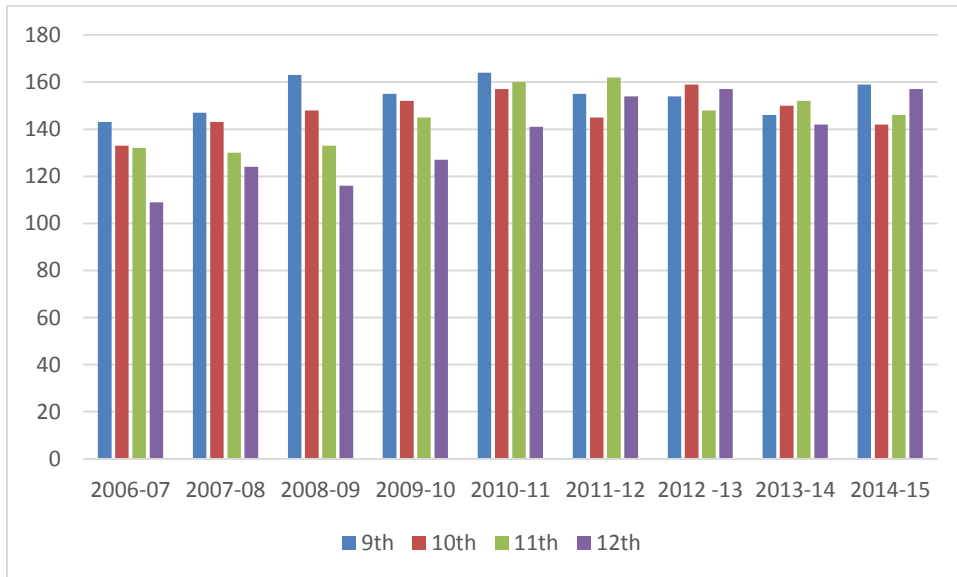
2012	19	63	12	3	21		16%	53%	10%	3%	18%	Would participating in an active parent/faculty group be on interest to you?	70%
2010	9	65	29	4	4		8%	59%	26%	4%	4%	The school uses a variety of methods to measure my student's progress.	67%
2012	16	78	20	2	3		13%	66%	17%	2%	3%		79%
2010	41	63	8	2	0		36%	55%	7%	2%	0%	Phone calls, newsletters, notes to and from home, e-mail, the school website, the homework hotline, and conferences are ways that teachers communicate with parents.	91%
2012	32	80	6	3	0		26%	66%	5%	3%	0%		93%
2010	16	78	12	2	4		14%	70%	11%	2%	4%	Technology use is stressed and encouraged by teachers.	84%
2012	19	77	16	2	5		16%	65%	13%	2%	4%		81%
2010	25	73	11	1	4		22%	64%	10%	1%	4%	Technology is an important part of the curriculum.	86%
2012	25	75	15	1	4		21%	63%	13%	80%	3%		83%
2010	13	75	14	2	9		12%	66%	12%	2%	8%	Technology is readily available to our students at Tri-West High School.	78%
2012	18	82	19	0	1		15%	68%	16%	0%	0%		83%
2010	15	60	26	9	4		13%	53%	23%	8%	4%	The school counselors are helpful and provide relevant services to my students.	66%
2012	19	70	24	4	2		16%	59%	20%	3%	2%		75%
2010	14	26	17	3	7		21%	39%	25%	4%	10%	The school encourages my student to read for pleasure.	60%
2012	15	66	21	5	10		13%	56%	18%	4%	9%		69%
2010	7	9	17	3	12		15%	19%	35%	6%	25%	The school library supports my student's research and studies.	33%
2012	10	70	10	5	23		9%	59%	9%	4%	20%		68%
2010	13	4	18	5	3		30%	9%	42%	12%	7%	The facility is adequate for the needs of the students and programs.	40%
2012	19	92	9	0	2		16%	75%	7%	0%	2%		91%

Membership Data

Sources: Enrollment Reports & DOE website

Enrollment by Grade

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012 -13	2013-14	2014-15
9th	143	147	163	155	164	155	154	146	159
10th	133	143	148	152	157	145	159	150	142
11th	132	130	133	145	160	162	148	152	146
12th	109	124	116	127	141	154	157	142	157
	517	544	560	579	622	616	618	590	598

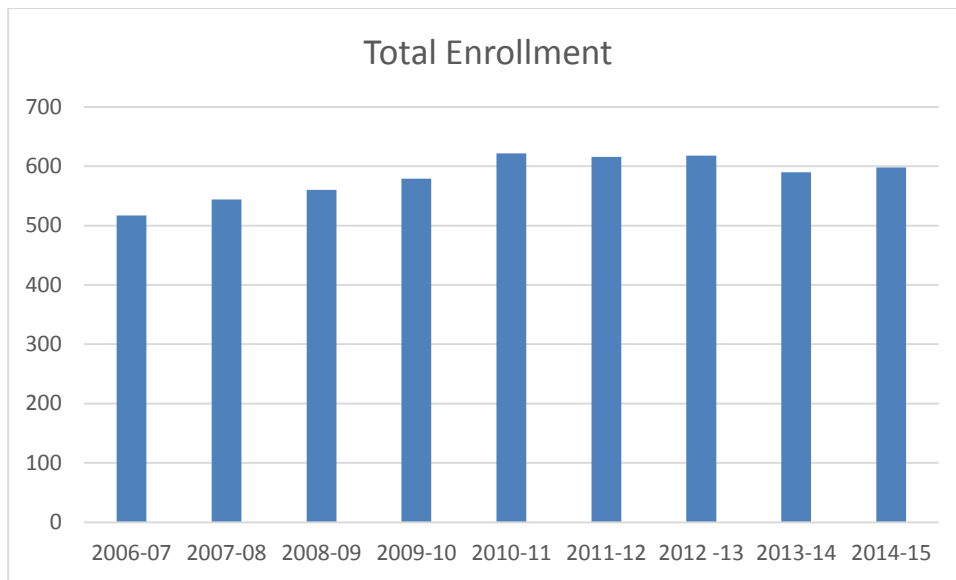


Membership Data

Sources: Enrollment Reports & DOE website

Enrollment by Grade

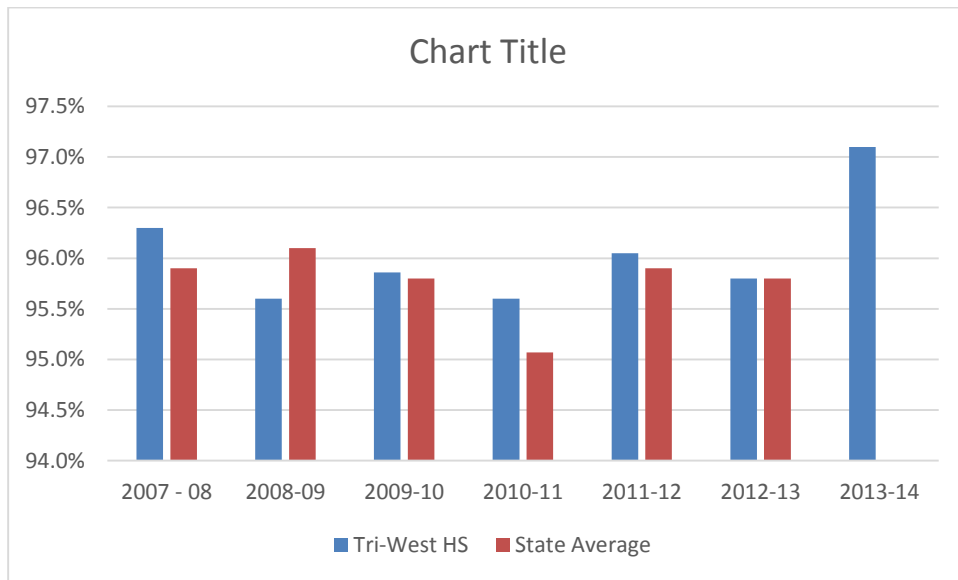
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012 -13	2013-14	2014-15
Total	517	544	560	579	622	616	618	590	598



Attendance Rate for Tri-West High School

Sources: Enrollment Reports & DOE website

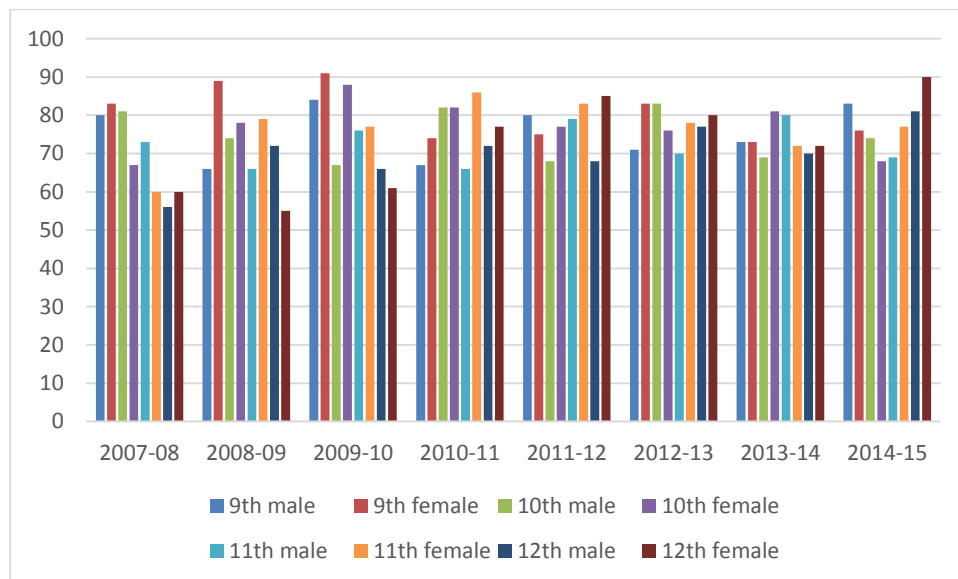
	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Tri-West HS	96.3%	95.6%	95.86%	95.6%	96.1%	95.8%	97.1%
State Average	95.9%	96.1%	95.8%	95.1%	95.9%	95.80%	



Enrollment by Gender

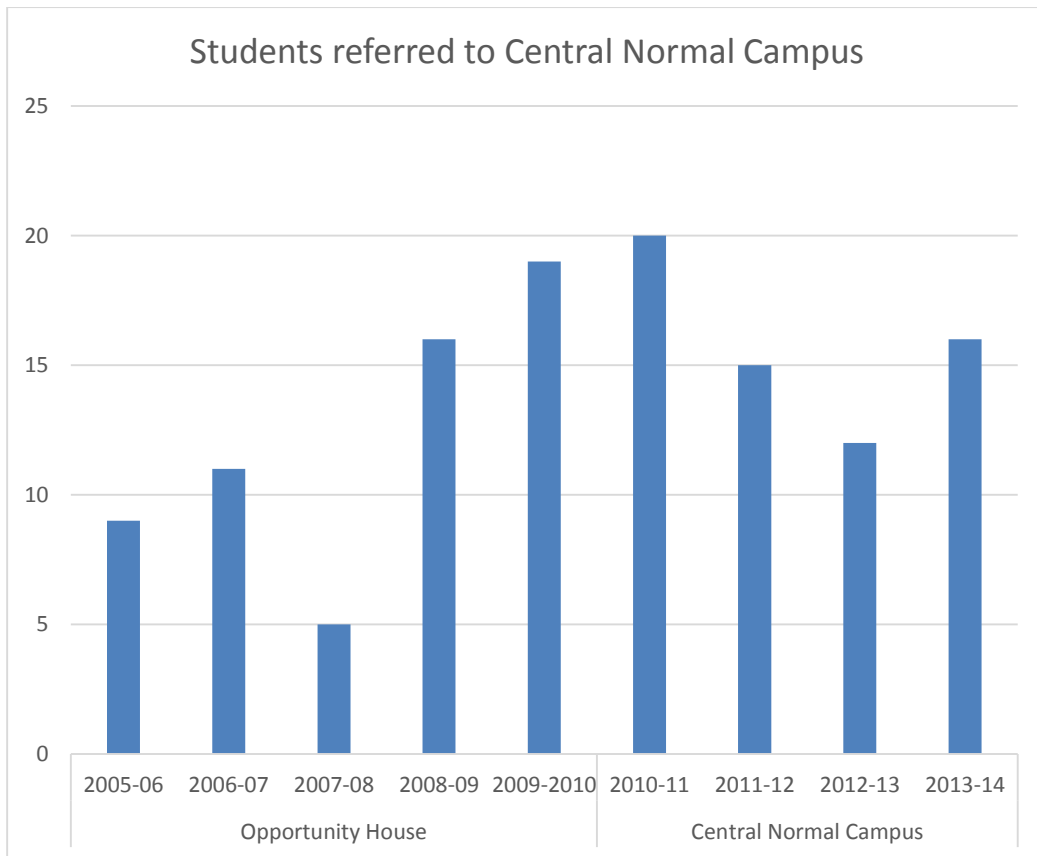
Sources: Enrollment Reports & DOE website

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
9th male	80	66	84	67	80	71	73	83
9th female	83	89	91	74	75	83	73	76
10th male	81	74	67	82	68	83	69	74
10th female	67	78	88	82	77	76	81	68
11th male	73	66	76	66	79	70	80	69
11th female	60	79	77	86	83	78	72	77
12th male	56	72	66	72	68	77	70	81
12th female	60	55	61	77	85	80	72	90



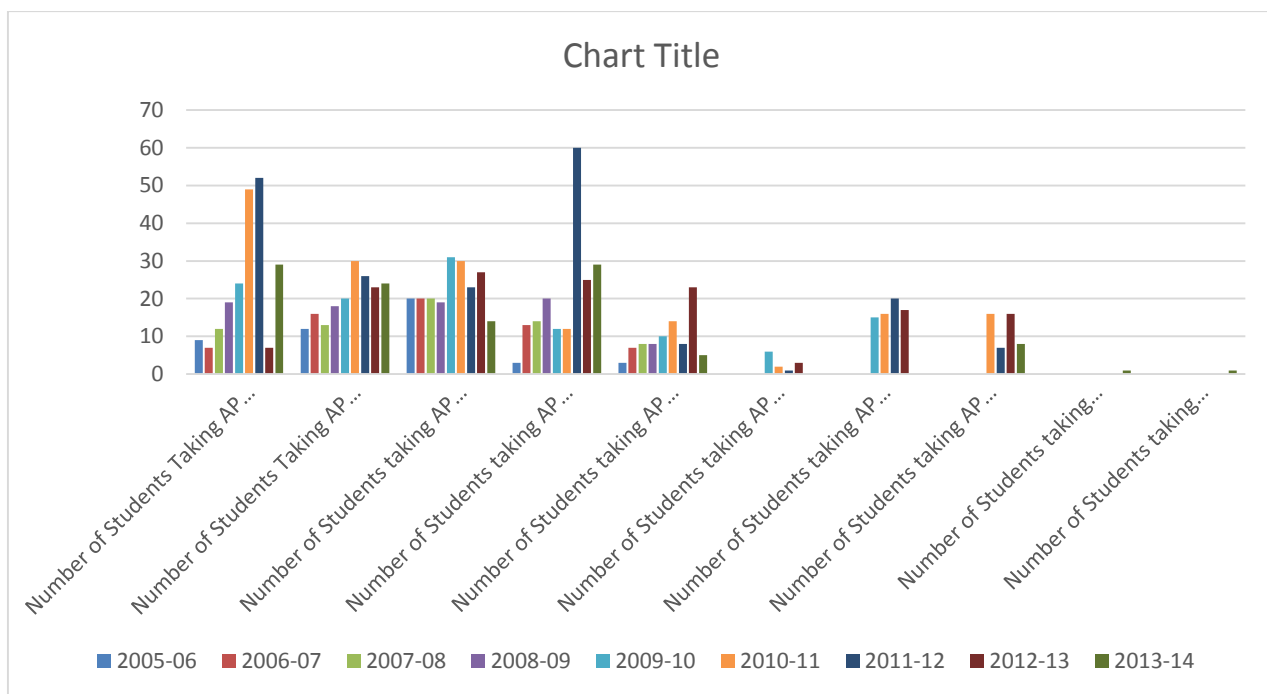
Tri-West High School Students Referred to Central Normal Campus Sources: CNC & Guidance Department

	2005-06	2006-07	2007-08	2008-09	2009-2010	2010-11	2011-12	2012-13	2013-14
Students referred to CNC	9	11	5	16	19	20	15	12	16



Advance Placement Enrollment at Tri-West High School Source: Tri-West Guidance Department.

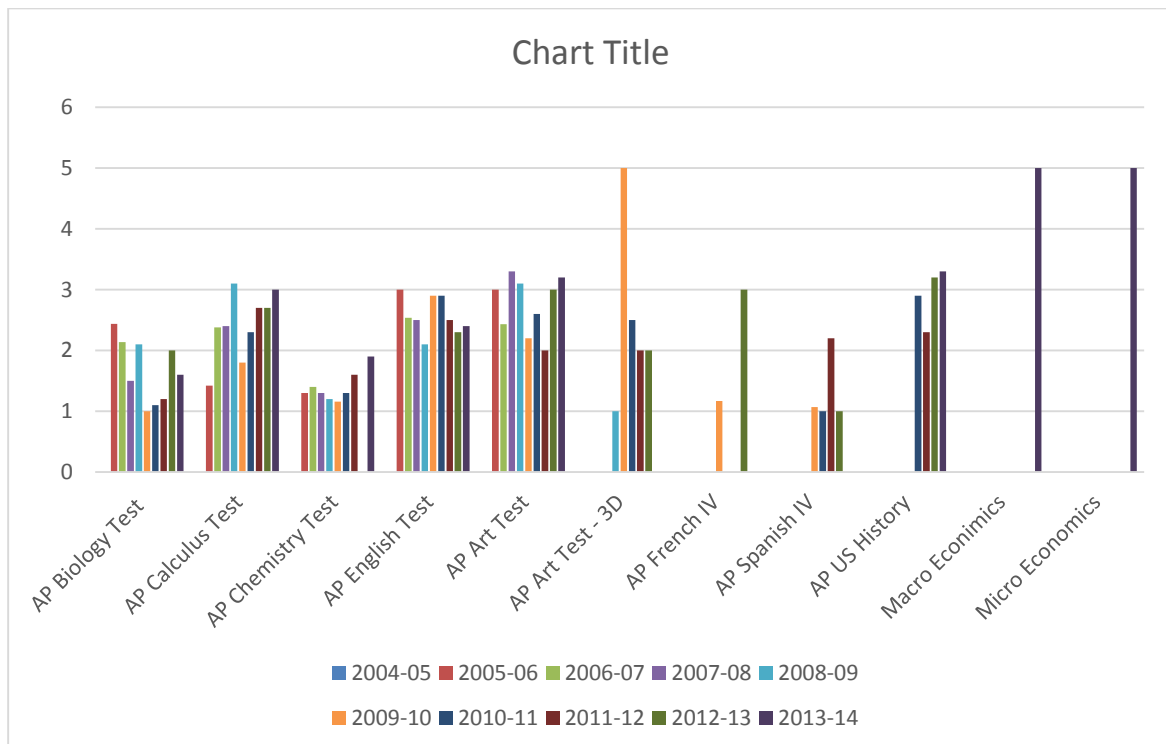
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2014-15
Number of Students Taking AP Biology	8	9	7	12	19	24	49	52	7	29
Number of Students Taking AP Calculus	8	12	16	13	18	20	30	26	23	24
Number of Students taking AP Chemistry	25	20	20	20	19	31	30	23	27	14
Number of Students taking AP English	na	3	13	14	20	12	12	60	25	29
Number of Students taking AP Art / Photography	na	3	7	8	8	10	14	8	23	5
Number of Students taking AP French IV	na	na	na	na	na	6	2	1	3	na
Number of Students taking AP Spanish IV	na	na	na	na	na	15	16	20	17	na
Number of Students taking AP US History	na	na	na	na	na	na	16	7	16	8
Number of Students taking Macro Economics	na	na	na	na	na	na	na	na	na	1
Number of Students taking Micro Economics	na	na	na	na	na	na	na	na	na	1



Mean Scores of AP Tests

Source: Guidance Department

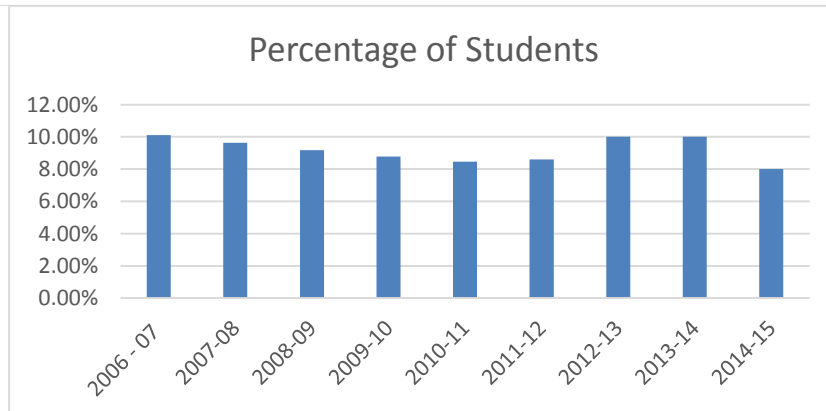
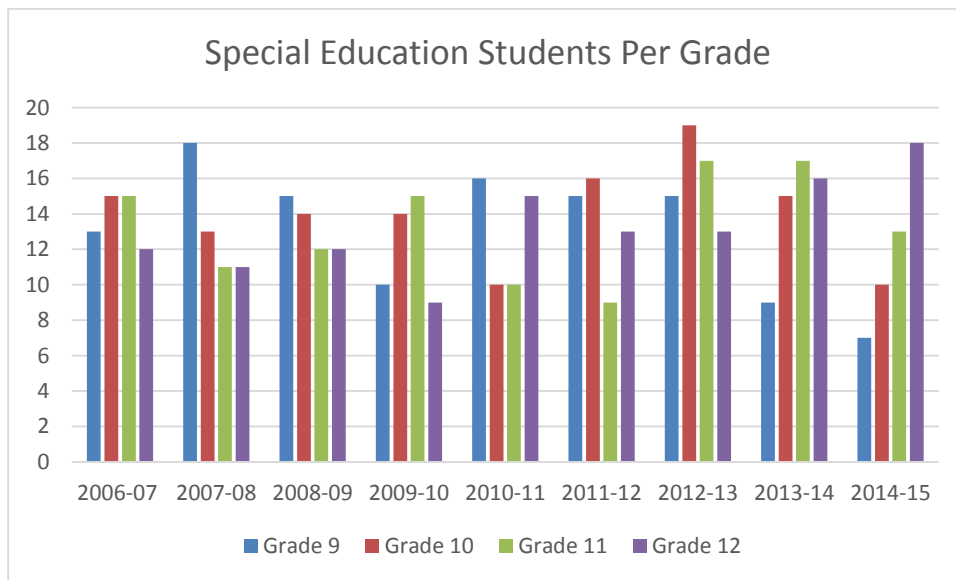
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
AP Biology Test	na	2.4	2.1	1.5	2.1	1.0	1.1	1.2	2	1.6
AP Calculus Test	na	1.4	2.4	2.4	3.1	1.8	2.3	2.7	2.7	3
AP Chemistry Test	na	1.3	1.4	1.3	1.2	1.2	1.3	1.6	na	1.9
AP English Test	na	3.0	2.5	2.5	2.1	2.9	2.9	2.5	2.3	2.4
AP Art Test	na	3.0	2.4	3.3	3.1	2.2	2.6	2	3	3.2
AP Art Test - 3D	na	na	na	na	1.0	5.0	2.5	2	2	
AP French IV	na	na	na	na	na	1.2	na	na	3	na
AP Spanish IV	na	na	na	na	na	1.1	1.0	2.2	1	
AP US History	na	na	na	na	na	na	2.9	2.3	3.2	3.3
Macro Economics	na	na	na	na	na	na	na	na	na	5
Micro Economics	na	na	na	na	na	na	na	na	na	5



Special Education Enrollment

Sources: Special Education Student Enrollment Lists

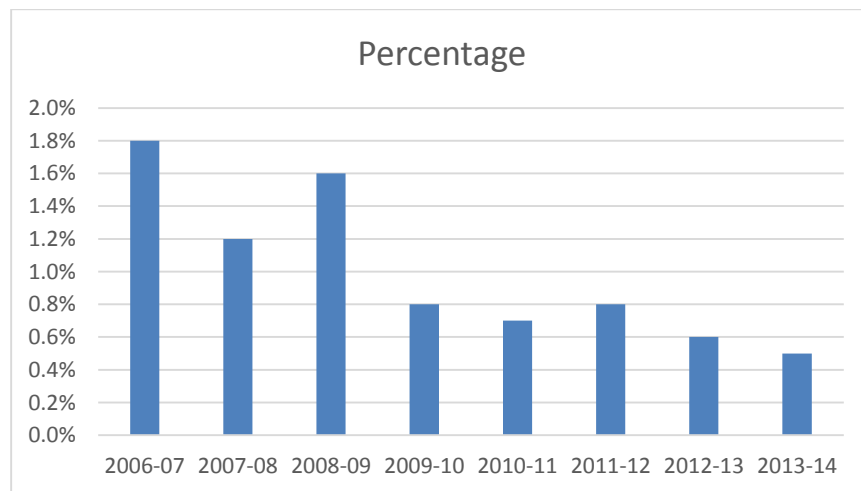
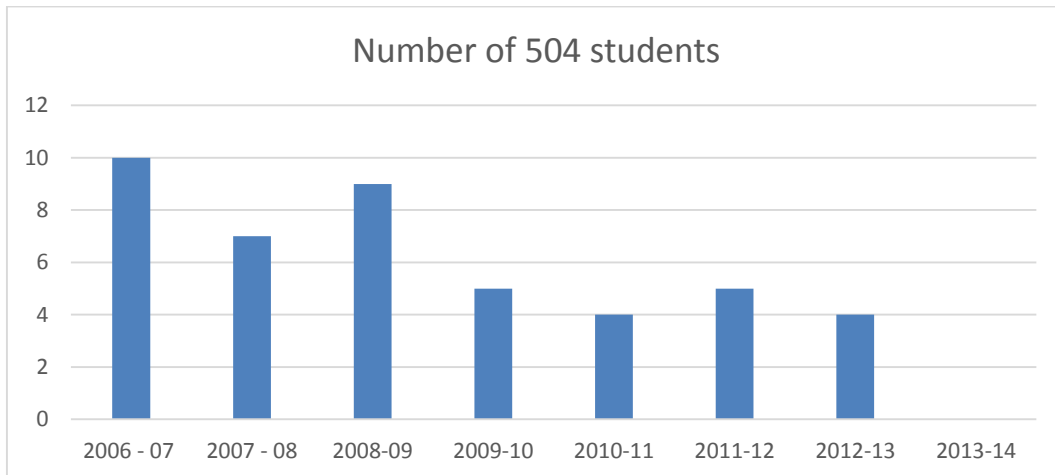
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Grade 9	13	18	15	10	16	15	15	9	7
Grade 10	15	13	14	14	10	16	19	15	10
Grade 11	15	11	12	15	10	9	17	17	13
Grade 12	12	11	12	9	15	13	13	16	18
Totals	55	54	53	53	51	53	64	57	48
Total enrollment	544	561	578	604	603	616	618	590	598
Percentage of Special Ed	10.11%	9.63%	9.17%	8.77%	8.46%	8.60%	10%	10%	8%



Students Enrolled at Tri-West High School Receiving Services Under Section 504 of The Rehabilitation Act of 1973

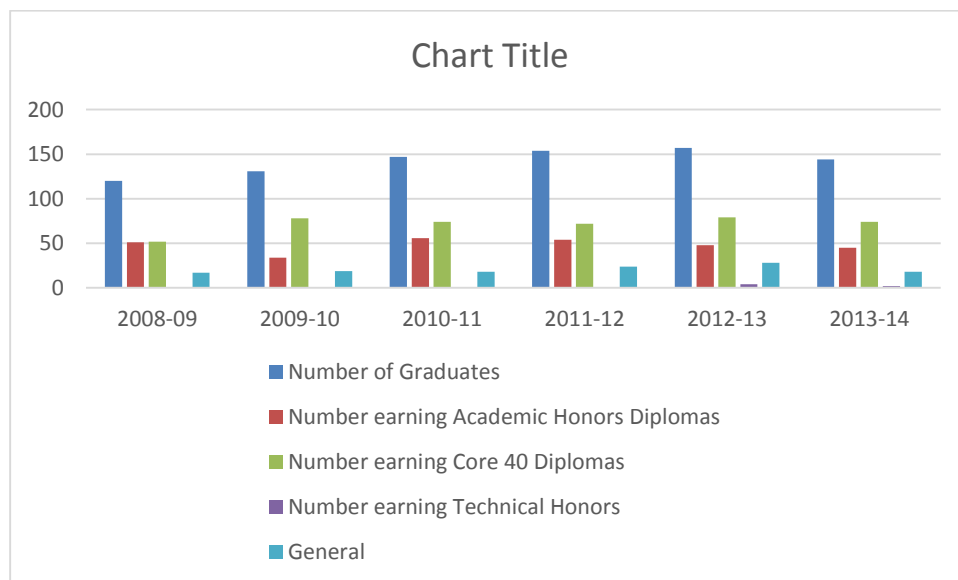
Source: Tri-West High School Guidance Department

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
504 students	10	7	9	5	4	5	4	3
Total Enrollment	544	561	578	603	603	616	618	590
Percentage	1.8%	1.2%	1.6%	0.8%	0.7%	0.8%	0.6%	0.5%



Graduate Data at Tri-West High School

	2004 - 05	2005 - 06	2006 - 07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Number of Graduates	74	97	115	105	120	131	147	154	157	144
Number earning Academic Honors Diplomas	21	38	41	37	51	34	56	54	48	45
Percent earning Academic Honors Diplomas	28%	39%	36%	35%	43%	26%	38%	35%	31%	31%
Number earning Core 40 Diplomas	35	49	44	43	52	78	74	72	79	74
Percent earning Core 40 Diplomas	47%	51%	38%	41%	43%	60%	50%	47%	50%	51%
Number earning Technical Honors									4	2
Percent earning Technical Honors									3%	1%
General	18	10	30	25	17	19	18	24	5	18
Percent earning General Diplomas	24%	10%	26%	24%	14%	15%	12%	16%	3%	13%



“DATA TEAM”

School Improvement Team

This team will be responsible for changing the course for school improvement. Team members will be chairpersons from the faculty committees, in addition to parents and community members.

Adam Benner	Co-Chair
Kate Stroup	Co-Chair
Kelly Simpson	School Safety Team
Bob Linn	Staff Morale Team
Kate Stroup	Study Skills Team
Tom Pemberton	Reading Team
Adam Bontreger	Writing Team
Tricia Diagostino	Renaissance Team
Marta Bridwell	Parent/Community Members
Bill Pfeifer	Parent/Community Members
Tammy Henley	Parent/Community Members
Tony Hatton	Parent/Community Members
Beth Jones	Parent/Community Members
Susan Van Dyke	Parent/Community Members
Claire Johnson	Student Member
Karen Jones	Student Member

COMMITTEES

<p style="text-align: center;"><u>‘WRITING TEAM’</u></p> <p>This team will be responsible for addressing students and data from ECA, PSAT, SAT, ACT, and NWEA with emphasis on improving writing skills.</p> <p style="text-align: center;"><i>Adam Bontreger</i> Emily Mulpuri Heidi West Christie Cialkowski Math TBA</p>	<p style="text-align: center;"><u>“READING TEAM”</u></p> <p>Same as above except...with emphasis on improving reading skills.</p> <p style="text-align: center;"><i>Tom Pemberton</i> Dave Hobaugh Shae Young Stacy Rogers Tim Kern</p>
<p style="text-align: center;"><u>“SCHOOL SAFETY”</u></p> <p style="text-align: center;"><i>Kelly Simpson</i> Don Dorrell Chris Coll Steve Terrell Brad Acton</p>	<p style="text-align: center;"><u>“STUDY SKILLS TEAM”</u></p> <p>This team will be responsible for addressing study skills strategies.</p> <p style="text-align: center;"><i>Kate Stroup</i> Olympia Harris Marilyn Terew Jaime Castrataro Erin Gill</p>
<p style="text-align: center;"><u>“STAFF MORALE TEAM”</u></p> <p style="text-align: center;"><i>Bob Linn</i> Jeff Marshall Jeremy Small Cheryl Hahn Camille Dorrell</p>	<p style="text-align: center;"><u>“RENAISSANCE TEAM”</u></p> <p style="text-align: center;"><i>Tricia Diagostino</i> Kelli Jeziorski Billy Hall Dan Muchler</p>
<p style="text-align: center;"><u>“TECHNOLOGY”</u></p> <p style="text-align: center;"><i>Adam Love</i> Elizabeth Mendenhall Rodney Farmer Kelli Wiley Nathan Begle</p>	