

GOALS

READING

All students will meet or exceed state and federal benchmarks for reading performance.

1. 2009-2010 performance on the 10th & 11th Grade OGT Reading indicators will be at a minimum of 86% and 95% respectively.
2. AYP will be met in Reading for IEP students via Safe Harbor (48% minimum) & for all other student groups by meeting the standard outright (77.4%).

MATHEMATICS

All students will meet or exceed state and federal benchmarks for mathematics performance.

1. 2009-2010 performance on the 10th & 11th Grade OGT Mathematics indicators will be at a minimum of 80% and 90% respectively.
2. AYP will be met in Mathematics for IEP students via Safe Harbor (34% minimum) & for all other student groups by meeting the standard outright (68%).

SCIENCE

All students will meet or exceed state and federal benchmarks for science performance.

2009-2010 performance on the 10th & 11th Grade OGT Science indicators will be at a minimum of 75% and 85% respectively.

PERFORMANCE INDEX

1. The 2009-2010 Performance Index will improve to 100.0 or above.
2. Student performance at the accelerated & advanced performance levels will increase by 30% and 15% respectively.

BEHAVIOR

*All students will exemplify **The Warrior Way**.*

2009-2010 behavior will improve to 15 or less discipline referrals per every 100 students for all student groups.

Winton Woods City Schools

Cultivating a World Class Education



Winton Woods High School

We believe all students can learn.

We believe in the value of diversity, and the opportunities such diversity brings to a democratic society.

We believe school makes a difference in the life of a student.

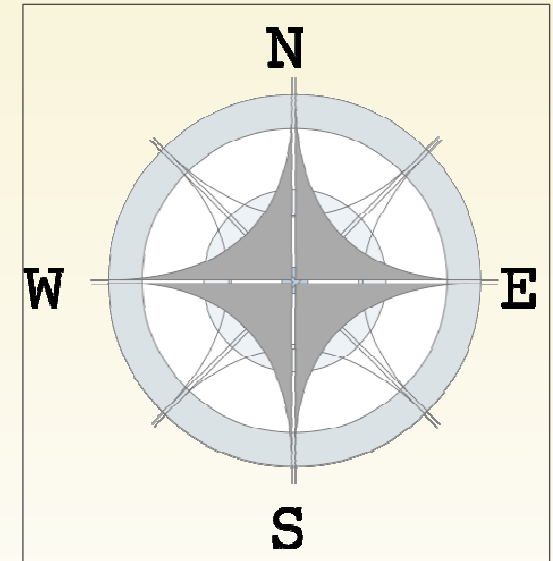
We believe the responsibility for the education of students is shared by students, parents, staff and community.

We further believe we must provide an educational community that:

- maximizes the learning potential of every student.
- provides for equal access to educational opportunities.
- prepares students to participate in a democratic society.
- promotes the development of positive self image.
- responds to differences of talent, ability, interest & need.
- leads students to lifelong, self-directed learning.
- promotes physical fitness & appreciation of the fine arts.
- promotes commitment to purposes and causes which go beyond self-interest.

Therefore, the mission of a school is to provide quality education for all students. Quality education is achieved when the organization provides for appropriate instruction and the depth & breadth of the program meets the needs of a diverse population. This program must exist in an environment that is safe, orderly and conducive to learning.

WINTON WOODS HIGH SCHOOL



A ROAD MAP TO EXCELLENCE

2009-2010

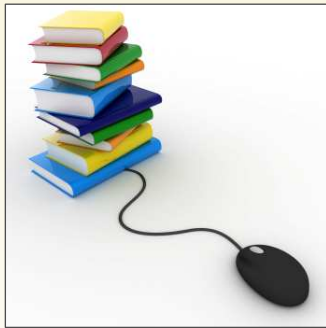
1231 WEST KEMPER ROAD
CINCINNATI, OH
45240

MAIN 513.619.2420
FAX 513.619.2417

Strategies & Measures

SCHOOL-WIDE INSTRUCTIONAL FOCUS

- ALL content teachers will explicitly teach vocabulary using identified strategies (word walls; 4-block vocabulary; triple-entry vocabulary).
- ALL content teachers will explicitly teach note-taking, & summarizing skills daily, using identified strategies and templates (e.g. Cornell notes; visual notes; summary frames; chronological outline etc.).
- ALL content teachers will explicitly teach analytical writing skills to students, and will give frequent short answer and extended response questions as part of regular content assessment.



The Warrior Way

Winton Woods High School students, in their words and in their actions, model *The Warrior Way*:

RESPECT

RESPONSIBILITY

EXCELLENCE

Winton Woods High School students behave appropriately in the classroom, in peripheral areas such as the hallway, the restroom and the cafeteria, and at school events, from meetings to concerts to athletic contests.

Reading

- Common short-cycle assessments, based upon the Language Arts Power Standards, will be developed & administered by 9th & 10th grade English teachers, and common assessment results will inform future differentiation of instruction.
- Reading & writing benchmark assessments (OGT predictors) will be given in September & January at the 10th grade level, and the benchmark results will inform future differentiation of instruction. 9th grade students will take benchmark assessments in January.
- Reading comprehension skill deficits of all students in grades 9 & 10 will be identified through DIBELS and 8th grade OAT scores.
 - Students with reading skill deficits will be given remediation through Corrective Reading.
 - Reading comprehension skills of students with disabilities will be reinforced in Study Skills classes and assessed at least quarterly.

Mathematics

- Common short-cycle assessments, based upon the Math Power Standards, will be developed & administered by 9th & 10th grade math teachers, and common assessment results will inform future differentiation of instruction.
- Mathematics benchmark assessments (OGT predictors) will be given in September & January, at the 10th grade level, and the benchmark results will inform future differentiation of instruction. 9th grade students will take benchmark assessments in January.
- Math skill deficits of all students in grades 9 & 10 will be identified through 8th grade OAT scores.
 - Students with math skill deficits will be given remediation through ALEKS and Rocket Math.
 - Math skills of students with disabilities will be reinforced in Study Skills classes.

Science

- Science skill deficits of all students in grades 9 & 10 will be identified through 8th grade OAT scores.
- Common short-cycle assessments, based upon the Science Power Standards, will be developed & administered in grades 9 & 10 (all Physical Science and Biology classes), and common assessment results will inform future differentiation of instruction.
- Science benchmark assessments (OGT predictors) will be given in September & January at the 10th grade level, and the benchmark results will inform future differentiation of instruction. 9th grade students will take benchmark assessments in January.

Performance Index

- Teachers will use benchmark assessment results to differentiate instruction for students.
- Students scoring at the proficient level or above on benchmark assessments in all five tested areas will be challenged with rigorous instruction/assignments/writings/projects mimicking the rigor of national standardized assessments such as the PSAT, SAT and ACT.

Behavior

- A system of positive behavior supports (PBS) will be implemented using the delivery vehicle of *The Warrior Way*.
- Students will be taught *The Warrior Way*, using explicit terms & age-appropriate modeling, at regular intervals throughout the year.
- Students will be rewarded and encouraged for behaving according to established expectations in *The Warrior Way*.
- Behavior data will be collected and analyzed on a monthly & quarterly basis.
- Staff will be trained in conflict resolution (either CPI and/or Verbal Judo).