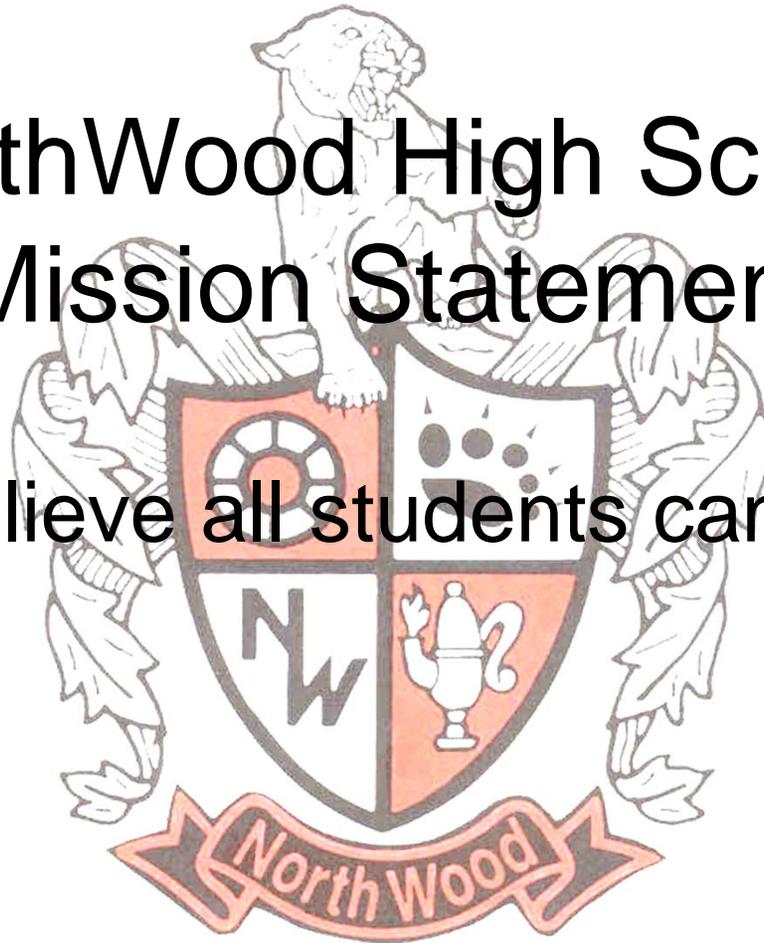
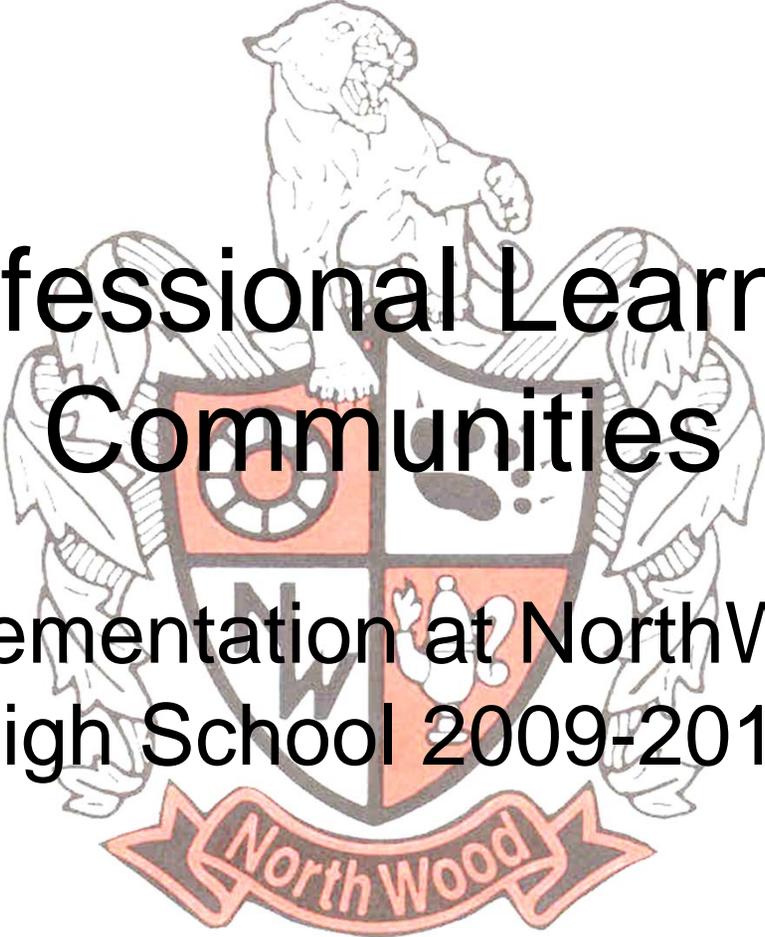


NorthWood High School Mission Statement

“We believe all students can learn.”





Professional Learning Communities

Implementation at NorthWood
High School 2009-2010

NorthWood High School Vision Statement



If NorthWood High School is to be an exemplary school, it must have a clear sense of the goals that it is trying to accomplish, the characteristics of the school it seeks to become, and the contributions that the various stakeholders in the school must make in order to transform ideals into reality. The following vision statement is intended to provide the standards that NorthWood High School should strive to achieve and maintain.



Leadership



Exemplary schools require effective leaders --- leaders who are able to build a *shared* vision that serves as a bridge between the school's present and the future that it desires. In such a school, the leaders:

- Promote, pursue, and protect the school's vision with persistence, tenacity, and courageous patience on a daily basis with all staff members (faculty/support/coaching).
- Establish and communicate priorities that provide a sense of direction for the school.
- Commit to continuous improvement and provide the ongoing professional development essential to an improving school.
- Address the external mandates from federal, state, and local governments.
- Facilitate staff participation in the decision-making process and communication.
- Facilitate positive relationships between community members, parents, staff, and students.

Staff



An exemplary school operates on the premise that a school is only as good as the personnel that it employs. Therefore, it is committed to recruiting and retaining outstanding, enthusiastic, caring and knowledgeable educators who can advance the school's vision. In such a school, the staff:

- Demonstrate their support through an active commitment to the school's vision and values.
- Maintain high expectations for student success and work individually and collaboratively to create conditions that promote student success.
- Model the importance of lifelong learning through their commitment to ongoing professional development.
- Collaborate with one another on a regular basis on curriculum, instruction, assessment, school improvement initiatives, and individual student assistance.
- Demonstrate an awareness of community values and a commitment to community service.

Student



An exemplary school determines success of a student based on the conduct, character, and achievement of its students. In such a school, the students:

- Accept increasing responsibility for their learning, decisions, and actions through honorable and ethical behavior.
- Develop the skills and discipline to become more self-directed, life-long learners as they make the transition from freshmen through senior year and beyond.
- Set challenging goals and develop critical thinking skills to maximize their full potential.
- Actively engage and take pride in giving their best effort to academic and co-curricular activities.
- Conduct themselves in a way that contributes to a safe, orderly, positive school atmosphere that ensures the rights and respects the diversity of other students, staff, and visitors.
- Contribute positively to the school and community.

Curriculum & Instruction

An exemplary school upholding the “Tradition of Excellence” offers all students a balanced and varied curriculum. This curriculum builds from a core of required courses to include a variety of elective courses, which allows every student the opportunity to receive both a standard and a specialized set of knowledge and skills. This combination stimulates students’ intellectual interests, requires students to actively participate in their learning, and enables them to contribute positively to their society. The school articulates curricular expectations to all stakeholders and regularly monitors each student’s progress. At such a school, the curriculum and instruction:

- Reflect specific, clearly stated, challenging goals for each grade level and course in accordance with state standards.
- Align horizontally and vertically. The scope and sequence of the curriculum are aligned to provide an understanding of the relationship of each course to the rest of the curriculum.
- Recognize and provide for various learning styles through differentiated instruction and Response to Intervention (RtI).
- Encourage active engagement and broaden student perspectives, promoting an understanding of and an appreciation for global diversity.
- Reflect dedication to continuous curricular improvement.
- Focus on significant and specific goals, so that students develop the critical thinking skills necessary to be effective lifelong learners and productive citizens in a changing society.

Community & Parent Partnership

An exemplary school maintains effective communication with parents, is an integral aspect of the community, and is consistently supported by the community. In such a school:

- The community and parents help develop and demonstrate support of the vision and values of the school.
- Parents/guardians play an active role in the education of their children, monitor academic performance, work with teachers to emphasize the importance of education, and model a commitment to lifelong learning.
- The community provides various resources—personnel, facilities, materials, equipment, and time—that enable the school to offer exemplary programs.
- The community participates in the life of the school by attending programs, volunteering services, and assisting in the processes that have been designed to enhance the various aspects of the school.
- The community has scheduled access to the school's resources and facilities when appropriate.
- Business partnerships establish and reinforce the relevance of academic and co-curricular programs while providing a direct link between the school and the workplace.
- The school establishes effective linkages with institutions of higher education.

School Climate



An exemplary school maintains an environment that cultivates a positive sense of community among students, faculty, and staff. Through effective instruction, quality leadership, and motivated students, our school will foster learning and achievement, and character development. In such a school:

- A professional learning community is created through recurrent collaboration among faculty and staff, and through the shared vision, mission, and values of all stakeholders.
- Stakeholders preserve a safe and positive environment where students feel valued and accepted.
- All staff model and uphold rules and procedures.
- High expectations for instruction, student learning, and conduct exist among all students and staff. Honesty and integrity are essential to student learning.
- Effective communication exists among leadership, staff, parents, community, and students where differences are respected.
- Academic and extra-curricular achievements are recognized and celebrated.
- Mutual respect and support exists among staff, administration, and the Wa-Nee School Board.

Teacher Collaboration Teams

- Implement team concept by a combination of grade level or subject and school-wide task force (p. 120)
- Each teacher within a large department (six or more teachers) will be assigned a collaboration team based on student level of achievement or grade level.
- Single member departments will meet with at least one other colleague, year one.

Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:11	8:00-9:11	8:00-8:54	8:00-9:11	8:00-9:11
9:18-10:29	9:18-10:29	8:59-9:53	9:18-10:29	9:18-10:29
10:36-12:24	10:36-12:24	9:58-10:43 HR	10:36-12:24	10:36-12:24
12:31-1:42	12:31-1:42	10:48-12:22	12:31-1:42	12:31-1:42
1:49-3:00	1:49-3:00	12:27-1:21	1:49-3:00	1:49-3:00
		1:26-2:20		
		2:25-3:15 PLC		

Highlights of this Schedule

The instructional day will start at 8:00 am every day.

Wednesday will include the only homeroom period of the week.

Wednesday will include the only PLC time for the week.

- Connected to grade level or subject
- Feedback sheets turned in each week
- Collaboration must be connected to curriculum, instruction, or assessment weeks 1, 2, and 3.
- Collaboration must be connected to the objectives of the school wide task force team week 4
- **Rotational Groups (Social Committee, School Safety, etc.) when not meeting will assist with mandatory study hall to allow guidance department to collaborate.**
- The PA will release students to designated areas (Room 501, Media Center, Computer Lab, Auditorium, etc.) at 2:25. Students that are leaving school grounds will be released at approximately 2:30.
- Mandatory Study Hall for 9th graders will take place in room 501.
- Optional Study Halls will be conducted for upperclassman in the media center and computer lab.
- Homeroom Time will be used for the following:
 - Club meetings
 - Class meetings

Singleton Expectations

Anyone in a single member department will be matched up with another department based on instructional and assessment strategies or types of students. Singletons within departments will in year one be grouped with colleagues from that department.

Examples of Single Member Departments:

- Phil Lindenman --- Industrial Technology Department (possibly science)
- Gail Wing --- Health/PE Department
- Dana Gunter --- Foreign Language Department

Examples of Singleton's within a Department:

- Dina Koble --- ACP Speech --- work within 11th grade English level teachers
- Doug Gerber --- AP Statistics --- work within advance level math teachers

NorthWood High School Peer Mentoring Structure Plan

Built Focused on Student Learning

Study Hall	Director	Adult Supervisors	Student Mentors	Ninth Grade Students
#1	Jay Olson	Two Para-professionals	TBA	Approx. 56
#2	Jim Webster	Two Para-professionals	TBA	Approx. 56
#3	Angie Clark	Two Para-professionals	TBA	Approx. 56
#4	Karen Renner	Two Para-professionals	TBA	Approx. 56

Student Expectations with Study Hall (Mandatory & Voluntary)

Upperclassmen Voluntary Study Hall:

- Media Center: Heather Bontrager
- Computer Lab: Terri Kirkdorffer

Freshmen: (Room 501)

- 1st Trimester – Mandatory Peer Mentoring Program
- 2nd Trimester – Mandatory Study Hall for any student that doesn't have a 2.66 GPA **and** less than 4 absences
- 3rd Trimester – Mandatory Study Hall for any student that doesn't have a 2.66 GPA **and** less than 4 absences

Upperclassmen Placement: (Media Center or Computer Lab)

- 1st Trimester – Voluntary Study Hall
- 2nd Trimester – Mandatory Study Hall for any student that doesn't have a 2.66 GPA **and** less than 4 absences
- 3rd Trimester – Mandatory Study Hall for any student that doesn't have a 2.66 GPA **and** less than 4 absences

Athletic In-Season Study Hall: (Auditorium)

- Mandatory Study Hall for In-Season Athletes – Sellers

Traditional Meetings



Implementation year—meetings will continue with their current practice as we develop and grow within Professional Learning Communities.

- Faculty Meetings
- Department Chair
- Meeting of the Minds
- Attendance Committee