

ACTION PLAN

| <p>STRATEGY: To create and develop activities and strategies to align instruction between grade levels and within disciplines.</p> <p style="text-align: center;"><u>Activity</u></p> <p>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology, etc.)</p> | <p style="text-align: center;"><u>Timeline Start/End Date</u></p> | <p style="text-align: center;"><u>Person Responsible</u></p> | <p style="text-align: center;"><u>Estimated Cost</u></p> | <p style="text-align: center;"><u>Funding Source</u></p> | <p style="text-align: center;">Measures of Success/Indicators of Implementation</p> <p>(Formative measures used to assess impact of strategies and activities on improvement)</p> |
|---|--|--|---|---|--|
| <p>1. Create vertical teams for honors, college preparatory, and general levels in science, math, and social studies for grades 8-12.</p> | <p>2006-Ongoing</p> | <p>Dr. Debra Bishop Dr. Donna Gutshall Mrs. Joy Penland Mrs. Donna Terry</p> | <p>\$1000 yearly</p> | <p>PDSI</p> | <p>Record of Vertical Team Mtgs. HSAP Results EOC Scores</p> |
| <p>2. Create horizontal teams in all disciplines for planning and assessment purposes.</p> | <p>2007-Ongoing</p> | <p>Grade level teachers</p> | <p>No Cost</p> | <p>N/A</p> | <p>Common Planning, Lesson Plans Benchmark Tests</p> |
| <p>3. Increase use of curriculum guides among disciplines for greater consistency with instruction.</p> | <p>2007-Ongoing</p> | <p>Teachers/ Academic Principal</p> | <p>No Cost</p> | <p>N/A</p> | <p>Teacher Conferences, Teacher Feedback and Lesson Plans</p> |
| <p>4. Increase communication with the 9th grade campus.</p> | <p>2007-Ongoing</p> | <p>Teachers/ Donna Terry Dr. Debra Bishop</p> | <p>No Cost</p> | <p>N/A</p> | <p>Record of Meetings</p> |
| <p>5. Create a strategy for implementation of career clusters among all disciplines.</p> | <p>2007-Ongoing</p> | <p>Teachers/ Dr. Kathleen Allen</p> | <p>No Cost</p> | <p>N/A</p> | <p>Feedback from teachers on effectiveness of career cluster implementation</p> |

SCHOOL RENEWAL PLAN FOR DORMAN HIGH SCHOOL

Date: 2006-2007

Performance Goal Area:

- Student Achievement
 Teacher/Leadership Quality
- School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
- Other (optional)

PERFORMANCE GOAL:

2.6 The Leadership of the school involves faculty and staff in decisions that affect the entire school.

Increase faculty involvement in decision making as measured by SDE's Report Card Survey and principal's End-of-Year Report.

DATA SOURCE(S):

1. SDE Report Card Survey to teachers. (#25)
2. Handbook
3. Feedback from teachers concerning staff development.
4. Record of Hall Meetings
5. Record of Department Meetings
6. "Reform efforts should be geared toward more participation from the stakeholders involved" (Beckett and Flanigan, "Teacher Empowerment as Perceived by South Carolina Teachers and Principals").
7. "Payzant and Gardner (1994) indicated that school administrators need to include all manner of participants in the decision making process – teachers, other staff members and parents – in order to decide how the school will be organized, what will improve teaching and learning, and how resources should be allocated" (Beckett and Flanigan, "Teacher Empowerment as Perceived by South Carolina Teachers and Principals").
8. "Empowerment encourages teachers to take risks and new roles. Similarly, administrators must attempt new ways of doing things that empower teachers. Administrators must provide assistance in changing the schedule, staffing, and assigning students (Wasley, 1991). They also need to develop structures for school governance that foster teacher participation in the decision- and policy-making activities of the school (Marzano, 2003)" (Seed, "Empowering teachers for school improvement").
9. Personal power . . . emerges from choices one gets to make and from events in the environment. Research by Thomas and Velthouse has shown this sort of empowerment to be correlated positively with job satisfaction and negatively with job stress. In this sense, a high level of intrinsic empowerment is associated in a positive way with the lives of employees in the workplace" (Davis and Wilson, "Principals' efforts to empower teachers: Effects on teacher motivation and job satisfaction and stress").

OVERALL MEASURES:

| Average Baseline | 2006-2007* | 2007-2008* | 2008-2009* | 2009-2010* | 2010-2011* |
|------------------|------------|------------|------------|------------|------------|
| 52% | 75% | 100% | 100% | 100% | 100% |

*Represents projections of improvement

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|---|--|-------------------------------------|---------------------------------------|---------------------------------|---|
| 1. Conduct hall meetings with assistant principals to voice concerns and disseminate information. | Aug. 2006 year long | Hall principals | No Cost | N/A | Attendance records; meeting minutes |
| 2. Utilize department chairs to disseminate information between administration and teachers. | Aug. 2006 year long | Teachers | No Cost | N/A | Attendance records; meeting minutes |
| 3. Utilize department chairs for interviews, the hiring process, and scheduling process. | Year long | Dept. Heads | No Cost | N/A | Dept. head and principal feedback & evaluation at year's end. |
| 4. Utilize teacher input in drafting district calendar for the 2007-2008 school year. | Nov., 2006 | Principals | In-house printing costs | N/A | Surveys |
| 5. Utilize teacher input and suggestions when planning staff development. | Fall 2006 year long | Principals | Cost of mailing and in-house printing | N/A | Surveys |
| 6. Conduct an "End of the Year Report" with teachers to solicit feedback. | End of school year | Principals | No Cost | N/A | Surveys |
| 7. Regularly plan and conduct faculty mtgs. | Aug. 2006 year long | Principals | No Cost | N/A | Faculty attendance & meeting notes |
| 8. Utilize faculty input in establishing the student handbook. | May 2007 | Principals | No Cost | N/A | Surveys |