

NORTH TONAWANDA HIGH SCHOOL
School-Based Plans
2007-2008

DISTRICT FOCUS AREA: (Transition)

GOAL #1 This is a 2-year goal to better understand the needs of incoming freshman, and respond to those needs through a written guide in an effort to create a more comfortable and successful transition to high school.

Overall Progress as of 1/08 – We continue to research the internet for information on content that would be most beneficial to parents and students as they prepare for the rigors and expectations of high school. We have obtained some suggestions and materials from area high schools and have developed a transition survey that will be administered to current freshmen the second semester of the 07-08 school year. The results of this survey will help highlight topics as a tool in the development of this survival guide. This material will be incorporated into a booklet of helpful and needed information in the transition to high school, and distributed at the 2009 orientation.

OBJECTIVES/ OUTCOMES	ACTION PLANS/STRATEGIES	TIME/PERSON RESPONSIBLE	HOW ACTIONS WILL BE MONITORED, EVALUATED	PROFESSIONAL DEVELOPMENT
<p>1.) To research the needs and concerns of incoming freshman as they begin their high program.</p>	<p>1.) To gather information/opinions through a survey from new students to NTHS; research from teachers, administration, other school counseling departments, the Internet, etc.</p> <p>Survey has been completed and will be distributed 2nd semester through 9th grade English classes. Several high schools contacted regarding materials they may use to assist in the transition from 8th to 9th grade.</p> <p>AMHERST: No guide provided. They take the entire 9th grade class out for a 2-day program at a camp. Faculty put on the ropes course as well as other workshops relating to the transition process (study skills, involvement, assertiveness, etc.)</p> <p>STARPOINT: A guide is provided which is distributed at their orientation. They will be sending us a copy to review.</p> <p>ROYALTON HARTLAND: They distribute a 3 ring binder at orientation that includes: brochures developed by each department, a map of the school, teachers' names and</p>	<p>6/08 (MG, MM, JH, RD) Data</p>		<p>Researching other local high schools transition guide, the internet, NTHS 9th grade students, etc.</p>

<p>2.) To create a survival guide for incoming students to help create a more comfortable and smooth transition to NTHS.</p>	<p>emails. The faculty puts on a study skills presentation for all 9th graders. KENMORE EAST: They hand out brochures/information created from each department. In the summer a 2-day program that consists of meeting teachers, getting schedules, club sign-up, and a scavenger hunt is put on. After 1st marking period counselors meet with 9th graders individually to assess how transition is going. NIAGARA WHEATFIELD: Have tried many things over the past 4 years (10 principals over this time span). These programs include: movie about the school, movie called A Day in the Life of a Freshman, A club/activity fair, power point on graduation requirements, athletic policy, etc., tours, hot dog roast with freshman mentors speaking with new students, and various workshops. The only handouts were brochures from the various departments tailored to freshman.</p> <p>2.) A committee of school counseling professionals will analyze the research and develop a survival guide for new students entering NTHS.</p> <p>3.) To produce, publicize, distribute the survival guide.</p>	<p>08-09 School Year Analysis</p> <p>8/09 Orientation – implementation of guide</p>	<p>1.) Results of survey</p> <p>2.) Implementation of Survival Guide</p>	
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	<p>written for SED reporting.</p> <p>MEDINA: Clerical staff keeps database. Use WIN School to track. Offer AIS classes in English, Math, Social (when staff is available), and Science. One period of a teacher's teaching load is dedicated to AIS. Every day different students are in AIS class. Counselors schedule students into AIS, and teachers monitor progress. When the student reaches a satisfactory level of improvement, the student is dropped from the AIS class.</p> <p>BARKER: Counselors put in initial AIS information and a Director of Curriculum does tracking. One person tracking provides more consistency and a total picture of the remediation needs. AIS remediation services offered, reading lab, tutoring, enrichment, mentoring.</p> <p>NEWFANE: Counselors input initial AIS information and Assistant Principal tracks info. much like Barker High School. Use WIN School program for tracking. AIS classes offered, tutoring, guided studyhalls.</p> <p>DEPEW: AIS students tracked in WNYRIC AIS database. Counselors input 8th grade scores, and then teachers and counselors track them. AIS classes in all core subjects are built into the master schedule. If the student cannot fit an AIS class into his/her schedule, then they are referred to the tutoring center or possibly audit a class related to their specific deficiency.</p> <p>HOLLAND: An AIS Coordinator tracks the students. All level 1's, 2's are scheduled into an AIS lab that meet for one 60 minute period per 6 day cycle.</p> <p>3.) To recommend enrichment services/programs currently not offered at NTHS.</p>	<p>8/08</p>	<p>Report on needed services to improve AIS student performance results.</p>	
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DISTRICT FOCUS AREA: (Learning Achievement)

GOAL #3 To gain a better understanding and implement new CSE and SST procedures.

Overall Progress: Met with the Director of Special Education, Megan McCormick on 10/26/08 who provided feedback to many of the questions we had concerning new enrollees with an IEP. More training to follow at February Superintendent's Conference day on 2/25/08.

OBJECTIVES/ OUTCOMES	ACTION PLANS/STRATEGIES	TIME/PERSON RESPONSIBLE	HOW ACTIONS WILL BE MONITORED, EVALUATED	PROFESSIONAL DEVELOPMENT
1.) To gain a better understanding of new redefined district procedures and policies in regards to special education.	<p>1.) To contact NTHS special education department to establish a training date for the purpose of clarifying the school counselor's role in the CSE process.</p> <p>A training date of October 26, 2008 was set up of which school counselors and social workers attended.</p>	12/07 (SE, JH, CD)	<p>1.) Training planned and attended.</p> <p>2.) Attend and complete training.</p> <p>3.) Implementation of new CSE and Regular Ed. Procedures for obtaining accommodations.</p>	Staff Development Day – Megan McCormick presenting on CSE procedures.
2.) To gain an understanding of new redefined district SST procedures.	<p>2.) Complete special education training.</p> <p>Met with Megan McCormick who went over various new CSE procedures. Much time was spent on the referral procedure for new students to the district who have an IEP (These students are referred to Megan McCormick for review and recommended placement). A written document of the step-by-step procedures for IEP students new to the district Megan will forward at a later date.</p> <p>Sue Evarts attended RTI training with Megan McCormick regarding the new special education model. Megan McCormick will be giving us a policy and procedure guide in the future. Middle School Counselors (who are caseworkers) will be attending social worker department meetings where case management is usually</p>	6/08	<p>4.) Attend and complete SST training.</p> <p>5.) Implement new SST procedures.</p>	2.) Training by administration.

discussed. This will help keep them abreast of any new information.

3.) Complete training from administration on new SST procedures.

6/08

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