

**PERFORMANCE INDEX  
TIF GOAL**

**District Goal 85.2  
School Goal 107.5**

**GOAL ATTAINMENT PLAN**

**School supports**

ALL Subject areas:

1. Data driven decisions in all curricular areas utilizing in-process current grade monitoring, Ohio Graduation Test score data, analysis of PLAN/PSAT/ACT/SAT score data, as well as anecdotal data from area businesses as to student performance in “real world” settings.
2. Continued observation and discussion at bi-weekly staff meetings of all students’ academic progress as a means of “early warning” in order to be positioned to immediately implement student support mechanisms.
3. Parent conferences initiated immediately when it is recognized that students are having difficulty. These conferences will always include an intervention contract agreed upon and signed by parents, students, and staff members.
4. Continuous, inquiry-based, hands-on, interdisciplinary instruction.
5. Correlation of classroom instruction to meet State of Ohio Standards’ benchmarks, indicators, and competencies in all academic and technical areas.
6. Use of OGT Desktop Tutor software, with teacher observation and interaction.
7. Incoming 9<sup>th</sup> grade students will participate in a 6-hour SOAR Study Skills class during freshmen orientation and their parents will be offered the opportunity to attend an evening session where the program is explained and they will be informed of what role they can play in helping their students be successful.
8. Teachers will align the TTA curriculum with all State of Ohio Academic Content Standards and Tech. Prep. Engineering Technology Competencies; looking for overlap and integration wherever possible.
  - include a mixture of short answer and extended response questions on graded work that will include the “Academic Process Standards” as well as any “Application Standards”, as briefly outlined below.
  - writing and mathematical processes are used in all content areas and should be incorporated within instruction and assessment of the content specific standards, benchmarks and grade level indicators in both academic and technical areas. (Refer to copies of the Academic Content Standards in specific subject areas for complete information.)

## **Parent/Community Supports**

Eighty percent of parents or guardians contacted by the school will attend the fall parent/teacher conference. This will include all freshman parents and parents of other students as needed. The 80% attendance figure will apply only to those parents contacted by the school to attend a conference because their students are under performing. Notification of the conferences is sent to all freshmen parents and parents of selected upper classmen. All parents will continue to be notified of Parent Partner Meetings. Increasing involvement of parents in TTA functions is a high priority for the staff this year. A reasonable goal in this area would be 35% of the parents being involved with the school on a regular contributing basis, not just attending PTO meetings.

1. An aggressive approach on the part of the Director reminding parents of the schools needs coupled with positive reinforcement around their student's success.
2. A tight "special" focus on the parents of this year's freshman class. These parents have so far been extremely happy with their child being at TTA. Our recruiting efforts last year (and moving forward) give us an entering student body that is composed of 100% students who have met all entrance criteria and want to be here. That to date has been reflected in the parent attitudes. This is an unplanned consequence of our recruiting and, now that it is recognized, we will capitalize on it.
3. We will continue and actually increase notification to parents concerning school activities and invite them to help plan, organize and coordinate events
4. All TTA teachers are easily accessible to any parent for discussion of a student's progress through the TTA web site, e-mail, telephone, and face-to-face meetings. This is, and will continue to be, the normal operating practice at TTA.

## **Student Supports**

1. Continued use of Academic Enhancement Study Table, 1 hour/1 day per week (all subjects), to bolster TTA student's successful academic performance; and be in compliance with Board Policy Resolution 95-2003, File IGDK, Interscholastic Extracurricular Eligibility – which includes the requirement of Tutoring/Study Table sessions, and their weekly monitoring and documentation of changes in student GPAs for participation in Extracurricular Activities. Students will receive assistance from all instructors in both academic and technical areas, to permit one-on-one opportunities to increase and improve student performance, understanding and success.
2. Utilization of one-to-one peer tutoring. This is done with funds provided through the TTA Governing Board and a trust set by Ford Caufiel (a long-time TTA industrial partner).
3. Early Intervention with students and the early involvement of parents when academic difficulties develop throughout the year.
4. Continued use of the internet to provide information to parents about students' progress through THINKWAVE program.
5. Students needing remediation will be supported through other means such as:
  - Summer math remediation program.
    - Based on the success of this program, which we considered a pilot, we are considering expanding it to other subjects.
  - Financial support for summer school and Phoenix Academy when needed.
  - Special study rooms with computer access after school when needed.
  - Special OGT focused classes to ensure that students are prepared to pass all sections of the State required test.
  - Study lunch sessions monitored by the TTA counselor.

## **MATH TIF GOAL**

**District Goal – TBD**

**School Goal – 95% of TTA students will pass the mathematics portion of the OGT. WITH 33% SCORING ADVANCED OR ACCELERATED**

### **GOAL ATTAINMENT PLAN**

#### **School Supports**

1. Students use mathematical processes and knowledge to solve problems. Students will apply problem solving and decision making techniques, and communicate mathematical ideas. While TTA students did very well on the 2007 OGT in mathematics there is always room for improvement. We have found a means of offering more math selections this year to better meet the needs of the student body. We believe that this will evidence itself in more students moving into the accelerated and advanced range of OGT scores.
2. In-depth analysis of the previous year's OGT scores indicates that TTA more TTA students need to be in the accelerated and advanced range of test scores. In order to facilitate this all students' math class placement is monitored on an individual basis and students are placed in study groups that are designed to best accommodate their individual needs in this subject area.
3. Mathematical processes are used in all content areas and should be incorporated within instruction and assessment of the content specific standards, benchmarks and grade level indicators. (To be included in all applicable academic and technical coursework.)
4. OGT Desktop Tutor software is also available for individualized, guided tutorial assistance two-three weeks prior to testing.
5. For students needing extra help during the school day a lunch period study table has been implemented. The TTA counselor leads study session during which students in academic emergency get their lunch and eat in a special section of the cafeteria where they do homework and study. This is an on-going activity designed to give students extra help in areas where they need it most.

#### **Parent/Community Supports**

1. Extra copies of text books are sent home to be kept their throughout the school year in order to assure that students and parents have the resources needed to better perform homework necessary for success in this subject. A parent component of successful study practices workshop was offered to all parents at the beginning of this school year. The TTA website has an on-going link to these tips for parents available throughout the school year.
2. TTA parents have multiple means of staying informed of their student's progress through e-mail, telephone, and meetings. TTA teachers contact any parent whose student is experiencing academic difficulty. All possible efforts are utilized to ensure that a parent comes in for a conference when the student is experiencing difficulties.

#### **Student Supports**

1. Students are, and will continue to be, encouraged to attend Academic Enhancement
2. Study Table for enrichment. Students who are struggling in mathematics (or any other subject) will be required to attend Academic Enhancement. This will be done through contracting for that behavior with students and parents.
3. Student-to-student peer tutoring will be utilized when the need is evidenced and the TTA counselor will monitor the results.

## **ATTENDANCE TIF GOAL**

**District Goal – 93.4%**  
**School Goal – 95%**

### **GOAL ATTAINMENT PLAN**

#### **School Supports**

TTA Student attendance has continued to be excellent. TTA Attendance and Exam Exemption policies; student/staff commitment to expectations; strong parental support are major contributing factors. Use of parent/student/school behavior intervention contracts continues to be a major contributing success factor. All approaches are applied not only to absences but also to “tardies”. While TTA does have a very good record in the area of overall attendance, the focus will also be on ensuring that students are not chronically late to school. It is recognized that being in school, on time is daily is mandatory for student academy success.

1. Automated phone calls will be made to homes of students not in attendance.
2. Utilization of the Pupil Personnel website tools to address student attendance will be employed.
3. Early intervention with students and their parents when adverse pattern of attendance begins/continues.
4. Appropriate, progressive discipline.
  - 5 days absence from a class may result in a one-letter grade drop in the quarter grade.
  - 7 days absence from a class may result in automatic failure of that class and a recorded grade of F-.
  - 3 tardies to a class in a quarter may result in a one-day absence being added to the total absences as it applies to this policy only.
  - All absences (excused, unexcused, suspension, ARC) may count towards this policy. School authorized trips (as long as all missed work is made up) do not.
  - Three un-excused tardies to school (tardy at the beginning of the day, clearly due to student actions) may result in a one-day absence being added to the total absences as it applies to the school policy only.
  - Five tardies to school will result in a student contract and the school contacting the parent. A student tardy to school is also tardy to their 1<sup>st</sup> hour class and the normal TTA consequences will be applied. Three tardies to class can equal one-day absence.
  - Students incurring tardies beyond 5 will be considered candidates for Saturday school or ARC.

#### **Parent/Community Supports**

A very “aggressive” approach to parental involvement is employed. Phone calls are made and letters are sent to parents of students after their 5<sup>th</sup> day of absence, a parent conference is arranged at the 10<sup>th</sup> day of absence). Parents are continually contacted until they come in for a conference and sign an intervention contract.

TTA parents are involved in all levels of student behavior and academic progress.

#### **Student Supports**

1. Consistent application of TTA Attendance and Exam Exemption Policies. These policies are a positive reward for students who consistently have good attendance. It has been found that this is a major motivational factor for TTA students.

2. When TTA student's attendance starts to "slip" they are called in for individual counseling to ascertain what may be the root cause therefore giving school staff the chance to help address issues which may be beyond student control.

## **RECRUITMENT / RETENTION**

### **District Goal – Retain current student enrollment**

**Retain or increase student enrollment from school boundaries.**

**School Goal – Toledo Technology Academy recruits from within and outside of the TPS district boundaries. For the past four years 70% of TTA student enrollment has been from within the TPS district and 30% from outside of the district. This brings new monies into the district and it enables students to form larger networks and expands their "world view" no matter what area they live in. TTA is and should continue to be a high achieving urban high school with a focus on delivering exceptional education to students.**

## **GOAL ATTAINMENT PLAN**

### **School Supports - TTA is very aggressive in it's recruiting practices.**

1. Through privately donated funds and the Ohio Department of Education school budget line item, approximately \$30,000.00 per year is spent on school specific advertising. This advertising utilizes print, radio, and other forms of media such as TARTA bus ads to reach the target audience. This is done through an advertising agency, which after understanding the recruiting goals of the school segments the advertising approaches in order to "touch" the demographic segments needed to achieve school goals.
2. The TTA staff has been through various types of customer service training, both formal and informal.
3. For the past four years the goals of the school have been:
  - a. Student success
  - b. Recruiting students
  - c. Retaining students

These items are a regular agenda items at the bi-weekly staff meetings and it is very well understood that these are non-negotiable goals for the school. When discussing students, especially students experiencing difficulty, the conversations are always concerned with ways and means to support the student in order to ensure their success and thereby retain the student.
4. TTA employs many means of recruiting students. We send teams, lead by the counselor and teachers, composed of students to elementary and jr. high schools to conduct recruiting workshops throughout and outside of the district.

### **Parent/Community Supports**

1. At TTA the phones are answered courteously and person's calling receive help!
2. TTA parents are treated as partners. Parents are welcomed in the school and are aware of that fact. At TTA the secretary understands and practices her "role" as first contact when a parent calls the school.
3. New parents have a special orientation wherein they are introduced to the staff and the school's operational procedures.
4. Contacting the TTA staff is made very easy for parents through a number of differing means.
5. The TTA Parent Partner group is strong and very involved in communicating messages to all parents and actively enlisting their involvement.

## **Student Supports**

1. TTA students are very involved in recruiting students through a variety of means. They are very well informed of activities and programs at the school and have the ability to convey that information to others.
2. Students also mentor other students in robotics competitions, which is a recruiting methodology for the school.
3. TTA students help one another through a peer-to-peer mentoring program, which helps greatly in the area of student retention.

## DISCIPLINE

**District Goal -- Students will learn self-discipline as a means to provide a safe learning environment.**

**School Goal – Improve student behavior through implementation of behavior programs.**

### GOAL ATTAINMENT PLAN

#### School Supports

The goal of discipline is to improve student behavior by using positive reinforcement for positive behavior. We are continuing to focus (as an entire staff effort) on the utilization of a non-coercive approach to discipline that is in-line with the writings of Glasser in *The Quality School*. We have had success in the implementation of this policy during the last school year and plan to infuse this approach into the culture of the school.

This approach includes:

- **1<sup>st</sup> Step:** Student conference with teacher.
- **2<sup>nd</sup> step:** A behavior contract.
- **3<sup>rd</sup> step:** Conference with Teacher and/or Director, and student.
- **4<sup>th</sup> step:** Parent conference with an Intervention Contract.
- **5<sup>th</sup> step:** Application of formal TPS discipline code.

The goal of discipline is to improve student behavior in the classroom and in school; allowing student's improvement toward academic success. Continued efforts toward these goals will be achieved by,

1. Clear, reasonable classroom guidelines, shared with all students, parents and school staff.
2. Appropriate referral to Guidance Counselor or Director for academic concerns, disruptions of a serious nature, or discipline code violations.
3. Adherence to established TTA policies.
4. Consistent adherence to enforcement of the TPS discipline code, with the goal to maintain students in class as much as possible. Utilization of alternatives to suspension as much as reasonable possible and appropriate.
5. Reasonable, progressive disciplinary penalties.

#### Parent/Community Supports

1. Positive communications with home by school staff.
2. Parent conferences, in person and by telephone, with classroom instructor(s). On-going parental involvement.
3. Student/Parent/Teacher behavior intervention contracts.

#### Student Supports

We believe that we are here for the students' success. Part of this belief involves understanding our part in needs satisfaction and administering discipline in a non-coercive manner. We believe that the keys to this lie in working as a united staff and presenting that to the student body. One of our critical success factors is in the implementation of the "behavior contract" mentioned above. This involves the student directly when they violate a standard of good behavior. This requires the student to identify poor behavior choices, articulate what resulted due to the choice, and be a part of describing future behavior choices and consequences. While this takes more time than simple suspending or expelling students we feel that the results are worth the extra time and effort.

## **PARENT INVOLVEMENT**

**District Goal – All parents will devote 10 hours to child’s school**

**School Goal – A very active group of parents continue to be involved in school activities. This year all parents will continue to be notified of Parent Partner Meetings. Increasing involvement of parents in TTA functions is a high priority for the administrative staff this year. A reasonable goal in this area would be 35% of the parents being involved on a regular contributing basis, not just attending PTO meetings.**

**80% of parents or guardians will attend the fall parent/teacher conference. This will include all freshman parents and parents of other students as needed. The 80% attendance figure will apply only to those parents contacted by the school to attend a conference.**

### **GOAL ATTAINMENT PLAN**

#### **School Supports**

1. TTA parents will be treated as customers who are valued. The entire staff that will always grant parents the dignity and respect deserved by persons on whom your business depends will do this. This is a simple, no cost way to not only continue good relationships with parents but to also garner more support for the district.
2. Inviting parents to participate. Accepting the responsibility of initiating contact from the school.
3. Quarterly updates mailed from the school telling parents of school activities.
4. Possibly scheduling guest speakers for parent meetings.
5. An aggressive approach on the part of the Director reminding parents, of the schools needs coupled with positive reinforcement around their student’s success.

#### **Parent/Community Supports**

1. A tight “special” focus on the parents of this year’s freshman class. These parents have so far been extremely happy with their child being at TTA. Our recruiting efforts last year (and moving forward) give us an entering student body that is composed of 100% students who have met all entrance criteria and want to be here. That to date has been reflected in the parent attitudes. This is an unplanned consequence of our recruiting and, now that it is recognized, we will capitalize on it.
2. We will continue and actually increase notification to parents concerning school activities and invite them to help plan, organize and coordinate events

#### **Student Supports**

Student supports that we have employed successfully in the past and plan to continue in the future include student rewards for parent involvement, such as:

1. When parents send in uniform orders on time, the student receives a free shirt.
2. Students whose parents participate in the Parent Partners Organization Election Day bake sale were rewarded with a semi-dress down day.

These kinds of relatively “simple” student rewards have the effect of creating more parent involvement in school activities.

**BUDGET PAGE**

**(HOURLY RATES: Teachers - \$21.43 Administrators – \$22.25)**

PERSONNEL ESTIMATED COST

Academic Enhancement, content area specific

15 teachers \* 1 hour per week \* 9 weeks \$2,893.05

2 administrators \* 1 hour per week \* 9 weeks \$400.50

Note: TTA will continue this academic enhancement throughout the year. When the school Improvement funds are exhausted the activity will be financed by utilizing ODE grant funds.

SUB TOTAL \$3,293.55

EDUCATIONAL MATERIALS-e.g.videos, cassettes, etc. ESTIMATED COST

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SUB TOTAL \_\_\_\_\_

OTHER EXPENSES ESTIMATED COSTS

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SUB TOTAL \_\_\_\_\_

GRAND TOTAL \$3,293.55

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Principal's Signature

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Building Representative's Signature