2002-2003 *No Child Left Behind—Blue Ribbon Schools Program* Cover Sheet

Name of Principal <u>Mr. Dale J. Nienberg</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name <u>Kalida High School</u>
(As it should appear in the official records)

School Mailing Address <u>P.O. Box 269, 301 N. Third St.</u> _____
(If address is P.O. Box, also include street address)

<u>Kalida</u>   OH   <u>45853-0296</u>
City   State   Zip Code+4 (9 digits total)

Tel. <u>(419) 532-3529</u>   Fax (<u> 419)532-2277</u>

Website/URL <u> http://www.kalida.k12.oh.us</u>   Email <u>ka_nienberg@kalida.k12.oh.us</u>

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent <u>Mr. Robert D. Williams</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name <u>Kalida Local School District</u>   Tel. (419) 532-3534

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board   Mr. Gary Stechschulte
President/Chairperson ——————————————————————————————————————
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)
I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: __1__ Elementary schools
   _____ Middle schools
   _____ Junior high schools
   __1__ High schools

   __2__ TOTAL

2. District Per Pupil Expenditure: ___$6,666____

   Average State Per Pupil Expenditure: ___$8,073____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [X] Rural

4. ___9___ Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K					7	31	35	66
1					8	37	24	61
2					9	25	33	58
3					10	24	36	60
4					11	29	29	58
5					12	31	28	59
6					Other		1*	
			TOTAL STUDENTS IN THE APPLYING SCHOOL					

*Student with identified handicap who chose to stay enrolled until 22nd birthday even though graduation requirements were fulfilled.

6. Racial/ethnic composition of
the students in the school:

       99.4 % White
          % Black or African American
         % Hispanic or Latino
         % Asian/Pacific Islander
         % American Indian/Alaskan Native
  0.6   % Multi-racial
100% Total

7. Student turnover, or mobility rate, during the past year: _2_____%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	2
	Number of students who transferred *from* the school after October 1 until the end of the year.	5
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	7
(4)	Total number of students in the school as of October 1	363
(5)	Subtotal in row (3) divided by total in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: ___0____%

               ___0___Total Number Limited English Proficient

Number of languages represented: ___1_____
Specify languages: English

9. Students eligible for free/reduced-priced meals: ____2___%

            ____10___Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ___9.09_%
                                                  ___33___Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

____Autism	____Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	_24_Specific Learning Disability
____Hearing Impairment	____Speech or Language Impairment
__5_Mental Retardation	____Traumatic Brain Injury
__4_Multiple Disabilities	____Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	1	_____
Classroom teachers	23	_____
Special resource teachers/specialists	0	3
Paraprofessionals	1	1
Support staff	6	1
Total number	31	5

12. Student-"classroom teacher" ratio: __15.79

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	97.0%	97.1%	97.2%	97.1%	97.0%
Daily teacher attendance	95.9%	96.9%	96.4%	96.2%	96.7%
Teacher turnover rate	12.2%	4.0%	4.0%	0.0%	4.0%
Student dropout rate	0.0%	0.0%	0.0%	0.0%	0.0%
Student drop-off rate	0.0%	-4.5%	-3.3%	-2.9%	6.5%

14. (**High Schools Only**) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	__58___
Enrolled in a 4-year college or university	__61_%
Enrolled in a community college	___5_%
Enrolled in vocational training	__24_%
Found employment	__10_%
Military service	___0_%
Other (travel, staying home, etc.)	___0_%
Unknown	___0_%
Total	100 %

Part III – Summary

In a rural agrarian area in northwestern Ohio, the village of Kalida is the home of the Kalida Local School District. The village's current population of approximately 3,000 has witnessed minimum growth during the past 25 years. The district encompasses sixty-four square miles. Within the district boundaries are three small to medium industries focused upon the agricultural and automotive market.

It is the **mission** of the Kalida Local School District, "to assure that all students achieve the knowledge, skills, personal discipline and self-esteem to enable them to become productive and responsible members of a community." In alignment with the district's mission it is the high school's **vision** that, "*all* students will be able to demonstrate in various ways that they have attained a high level of understanding and application in all subject areas." It is through a joint effort of administration, educators, parents, and students that an enthusiastic, safe, comfortable learning environment has been created so that the needs of all students are met.

Kalida High School, with a 7-12 enrollment of 363 has a long history of academic, artistic, and athletic successes. With the exception of the initial year of Ohio reporting standards all but one of the original seventeen standards have been annually met. Eighty-two percent of Kalida High School graduates go on to post-secondary education opportunities. Our graduates include alumni of the United States Military Academy and the United States Air Force Academy.

We have identified the use of technology in our building as the conduit to meet the needs of all students. For Kalida High School the beginning came nine years ago with our selection as one of the fourteen schools selected to be part of a state funded prototype introducing technology into the classroom. From this modest beginning of one computer per classroom we now have a student/computer ratio of 3:1. Technology is now integrated into all areas of: instruction, curriculum, intervention and enrichment. Usage has evolved from simple teacher management to the creation of a *school without walls.* Technology is our greatest strength in meeting the needs of all students. It is our goal to continue to be a leader in educational opportunities, not only in Kalida, Northwest Ohio, in which we are located, but also throughout the entire state, as well as the nation.

Part IV – Indicators of Academic Success

STATE CRITERION REFERENCED TESTS

Substitute House Bill 231, passed in July 1987, provides for a statewide high school proficiency-testing program for Ohio high school students. Tests are administered in Writing, Reading, Mathematics, Citizenship and Science at least twice annually.   Students must meet local district curriculum requirements and must pass all required Ohio ninth-grade Proficiency Tests in order to earn a diploma. To ensure fairness for all Ohio students, all test questions are reviewed by external panels to ensure freedom from bias and appropriateness of content, field tested in Ohio schools, and reviewed a second time before being approved for inclusion in an operational form of the test. Beginning with the graduating class of 2007, graduating classes have to pass all portions of the Ohio Graduation Test (OGT) that will be given in the spring of the tenth grade year.

The Data Display Table is illustrated on the following pages.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade___9th__   Test_____Ohio Ninth-Grade Proficiency Tests_____
Edition/publication year__2001__   Publisher _Ohio State Department of Education

What groups were excluded from testing? Why, and how were they assessed?_____

__Those exempt according to their IEP's. They were not accessed due to an exemption._____

Number excluded___10___   Percent excluded___2.9__

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cut point used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cut points. Note that the reported percentage of students scoring above the basic cut point should include students scoring above the proficiency, and advanced cut points.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Ohio Ninth-Grade Reading Proficiency Test Scores

Kalida High School
Reading Data Display

At or above basic	NA	NA	NA
At or above proficient	100%	100%	100%
At advanced	NA	NA	NA
Number of students tested	58	60	58
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Subgroup Scores			
White	100%	100%	100%
STATE SCORES			
TOTAL	97%	90.5%	95%
At or above basic	NA	NA	NA
State mean score	NA	NA	NA
At or above proficient	97%	90.5%	95%
State mean score	NA	NA	NA
At advanced	NA	NA	NA
State mean score	NA	NA	NA

Passing standards adopted by the State Board of Education on the initial form of the Ohio Ninth-grade Proficiency Test in Reading (28 out of 40) were equated to a scaled score of 200. Each student receives a grade of pass, fail or did not attempt (DNA).

The tasks measured by the Ohio Ninth-grade Proficiency Tests are defined as "Learning Outcomes." Sub-scale reports indicate that a student performed higher than expected of students in the standard, performed approximately the same as expected of students at the standard, or performed lower than expected of students at the standard. Sub-scale reports are listed for fiction construction meaning, fiction extended meaning, non-fiction construction meaning, non-fiction extended meaning, and everyday/functional.

A student who scores at the passing standard typically can:
- Identify cause-and-effect relationships, both stated and implied, of fictional selections:
- Select the appropriate meaning of multiple-meaning word;
- Correctly order the sequence of time, places, events, and ideas;
- Follow printed directions of two or more steps;
- Answer questions related to details (e.g., who, what, when, where, how or problem/solution) and;
- Read charts and graphs.

Ohio Ninth-Grade Mathematics Proficiency Test Scores

Kalida High School
Math Data Display

	2001-02	2000-01	1999-00
Testing Month	March	March	March
SCHOOL SCORES			
TOTAL	98.1%	94.9%	94.7%
At or above basic	NA	NA	NA
At or above proficient	98.1%	94.9%	94.7%
At advanced	NA	NA	NA
Number of students tested	57	56	54
Percent of total students tested	98.3%	93.3%	93.1%
Number of students excluded	2	4	4
Percent of students excluded	1.7%	6.7%	6.9%
Subgroup Scores			
White	98.1%	94.9%	94.7%
STATE SCORES			
TOTAL	73.5%	72.5%	70.4%
At or above basic	NA	NA	NA
State mean score	NA	NA	NA
At or above proficient	73.5%	72.5%	70.4%
State mean score	NA	NA	NA
At advanced	NA	NA	NA
State mean score	NA	NA	NA

Passing standards adopted by the State Board of Education on the initial form of the Ohio Ninth-grade Proficiency Test in Mathematics (24 out of 40) were equated to a scaled score of 200. Each student receives a grade of pass, fail or did not attempt (DNA).

The tasks measured by the Ohio Ninth-grade Proficiency Tests are defined as "Learning Outcomes." Sub-scale reports indicate that a student performed higher than expected of students in the standard, performed approximately the same as expected of students at the standard, or performed lower than expected of students at the standard. Sub-scale reports are listed for measurement, arithmetic, geometry, data analysis, algebra, knowledge and skills, conceptual understanding, and applications and problem solving.

The student who scores at the passing standard typically can:
- Read and interpret tables, charts, maps and graphs;
- Read the scale on a measurement device to the nearest mark and make interpolations where appropriate;
- Round numbers to the nearest thousand, hundred, ten, one, tenth, and hundredth;
- Select appropriate units used to measure length, weight, capacity, area, volume, etc.; and
- Solve simple number sentences and use formulas.

2.   Assessment data to understand and improve student and school performance

Through a school wide system of improvement based on assessment data collection, data analyzation and an ongoing revision of the district's Continuous Improvement Plan, the needs of Kalida High School students are being met. All students entering Kalida Middle/High School come with state criterioned reference test data. These results are analyzed by administration and receiving teachers. This data analyzation, aligned to State of Ohio curriculum standards, identifies both individual and whole class areas of strength and weakness. Identified areas that indicate a need for improvement are revisited through classroom curriculum, differentiated instruction, and individualized education plan adjustments while at the same time maintaining alignment with current grade level state performance objectives.

3   Communication of data

Communication of student performance and assessment data is communicated five fold. All community residents receive from the Ohio Department of Education both a (1) school district and (2) building level report card. Included in these report cards are student achievement data broken out by ethnicity, economically disadvantaged students, limited English proficient and students with disabilities. The building report card includes ninth grade criteria referenced results for both reading and math as well citizenship, writing and science.

(3) A district newsletter is mailed monthly to all district residents. Included in this newsletter are comments about the current local report card, student achievement recognitions, professional development trainings as well as pertinent district information.

(4) A building newsletter is published monthly on the district web page (Kalida.k12.oh.us) as well as e-mailed to those who subscribe. Included in these monthly newsletters are local, county and state student recognitions, assessment data relevant to student performance, and items of current interest.

(5) Parents of students with disabilities receive in addition to the above at a minimum quarterly updates either by phone or mail a report on their child's current academic performance. Yearly their student's individualized education plan is revisited and aligned to current assessment data and future goals.

While the above five-step process is used for all stakeholders, communication to students is ongoing. This involves teacher to student communication, counselor to student communication, and building principal to student communication. Formal recognition is given to students on a quarterly basis as well as end of the year awards ceremonies.

4.   Sharing of successes

     Upon receipt of word confirming the Blue Ribbon status, local television, newspapers and other media will be contacted to share our success with other schools in the area. On the Putnam County level Kalida High School will share its success as being selected as a Blue Ribbon School to other schools through its web page, county wide educational meetings, and opening day administrative meetings. Our handbooks, yearbooks and other such publications

will contain information regarding this success as well. Kalida students will produce public service announcements for distribution to area television stations.

Regionally, Kalida will offer to provide an informational session at the West Central Professional Development curriculum meetings and offer professional development sessions. Kalida High School will be receptive to scheduled on sight visitations by other school districts.

On the state level, the Ohio School Board Association Journal (statewide distribution to all schools) will be contacted for an article. The Ohio Association of Secondary School Administrators will be contacted for a possible presentation of a session at their fall conference.

Part V – Curriculum & Instruction

#1 Kalida High School Curriculum
The standards set at Kalida High School are aligned to the Ohio High School Standards under which all schools in the state of Ohio must operate. The rules established by the Kalida Board of Education are prescribed in the Ohio School Standards of 2001. At Kalida High School no graduate leaves without meeting the most rigorous standards. Students on Individual Education Plans (IEP's) have their course work and goals aligned to standards designed for them to reach their highest academic potential. At a minimum for a student to graduate from Kalida High School, twenty-one Carnegie Units are required.

Students entering Kalida High School at grade seven are provided with a curriculum designed to meet their individual needs based upon individual student performance and teacher recommendations. It is during the seventh and eighth grade years that students begin an Individual Career Plan. Along with the seventh and eighth grade required English, math, social studies, science and physical education classes, all students participate in trimester classes allowing them the opportunity to find a pathway toward a career. Class opportunities include Art, Music, Industrial Technology, Vocational Agriculture, Family & Consumer Science, and Educational Technology.

Classes chosen for their high school years are based upon their career cluster choice. Career cluster choices include health services, human resources, industrial and engineering systems, environmental and agricultural systems, arts and communication, and business and management.

At the high school level, Kalida offers sixty-six class offerings. In addition to these class offerings, students can select post-secondary options (both college and high school credit simultaneously), IVDL (Interactive Video Distance Learning), and/or vocational programs..

FOREIGN LANGUAGE OFFERINGS:
A certified Spanish teacher offers Spanish I, II, III & IV. The students are challenged to be the best they can be in Spanish with solid preparation in grammar, reading and writing. This preparation helps students toward their main goal of using Spanish as a tool for communication. By the time students reach Spanish III they are comfortable in a classroom where almost all communication is in the foreign language. Spanish IV students advance to a higher level of communication, reading and writing skills, both in and out of a traditional classroom setting. The Spanish teacher offers a culminating opportunity of European travel.

DISTANCE LEARNING OPTIONS
Kalida students currently have the opportunity to study additional classes through Interactive Video Distance Learning via the Putnam County Educational Service Center. Courses currently available include American Sign Language I and II.   Our local facilitator works cooperatively and collaboratively with the teacher at the Ohio School for the Deaf to ensure that each student reaches their level of maximum possible achievement.

POST-SECONDARY ENROLLMENT OPTIONS
Current students at Kalida High School have the opportunity to be enrolled simultaneously to a post secondary institution.

VOCATIONAL OPTIONS
Offered to students at Kalida High School on site are courses aligned to state Vocational Agriculture and Family & Consumer Science standards. In addition nineteen two-year courses and one single-year course are offered through Vantage Career Center. As a member school these offerings are at no expense to the student.

#2   **English Language Curriculum**

The English Language curriculum at Kalida High School places a strong emphasis upon reading. Students in grades seven and eight are taught Reading and English in a ninety-minute block of time on a daily basis. The Scientifically Research Based Accelerated Reader Program is an integral part of this curriculum. In grade nine composition, literature, vocabulary and other skills are integrated into the curriculum. Grade ten includes a review of grammar and mechanics through the composition process of prewriting, organizing, writing and revising. Using prior learned skills, students in English Eleven study the development of American Literature, and focus their writing upon the interpretation of themes and attitudes of the American writer. Students are required to write two major analytical papers over novels they have read. In addition a research paper concerning a Civil Rights topic is required prior to the reading of <u>To Kill a Mockingbird</u>. Senior English stresses reflective writing at the start of the year to better prepare students for application essays. Students must also keep a journal on given topics. A developed autobiographic essay is required to end this unit. As a culminating project students research, write a ten-page research paper, and present their findings in a multi-media presentation.

Students who read below their grade level have had great success with the Accelerated Reader Program. After a student's current reading level is targeted, we have been able to improve their skills by gradually moving onto books of higher reading levels. Through this program student data is kept and constantly analyzed to ensure that weak areas are reinforced through various lessons. While several different novels and short stories are read in all of our English classes, those with difficulty are reading orally in class. Students are then assessed by their ability to summarize, discuss and comprehend the material. It is the expectation that all Kalida High School students will continue to raise the level of their performance. The ability to read at a high level is fundamental to their success in any curriculum area.

Technology has become a big part of our curriculum enabling students to use more visuals (ex. power point) in their projects thus enhancing the learning process. Technology offers another means of finding out what a student knows and is able to do.

#3 **Technology Across the Curriculum**

Nothing has affected the curriculum at Kalida High School more than the use of computers and other types of modern technology. Kalida High School was one of fourteen original Ohio School Net Prototypes. The integration of technology into the curriculum is an important resource tool in our educational process. It is through technology that Kalida High School is able to meet the diverse needs of all students. As an example, senior level students are required to develop two technology-integrated capstone projects. In American Government all students are required to produce a video scrapbook based on current event surveys. This year one hundred plus community members were able to reply to surveys on-line. In English Twelve, technology has transformed the common research paper into a communication based multi-media presentation. This collaboration allows for students to demonstrate relationships amongst various topics, to cross-traditional academic boundaries, to create in-depth research.

 Interactive video distance learning has become popular, not only for the introduction of new course content, but also for live and interactive instruction. Through Interactive Video Distance Learning American Sign Language I and II are now offered to students as a foreign language elective. Students at Kalida High School now view live surgery at the Cleveland Clinic, study aquatic animal behavior and visit art museums throughout the world. This integration of technology into the curriculum provides students with up to date, timely instruction in our small, rural community.

Technology has made our mission statement a reality. Nine years ago Kalida High School had one computer per classroom. Today we have a student/computer ratio of 3:1, six computer labs, including a wireless laptop computer lab supported by a media research specialist allowing students to take technology outside of the traditional computer lab. As technology is integrated into all curricular areas at Kalida High School, each high school student is required to attend three one-half day trainings on the use of technology in their subject areas. Students enrolled in advanced computer classes work directly with classroom teachers as trouble-shooting support personnel. Technology has become an integral tool for teacher instruction and student learning. A laptop library comprised of a bank of computers has been dedicated to student home use. At a minimum one computer is located in each classroom. All computers have full Internet access. Computers in the classroom are used for direct instruction and extended teacher and student research.

#4 **Instructional Methods**

Just as students have different learning styles, teachers have different teaching styles. Our teachers have developed different and varied instructional methods. As an example, hands-on instruction plays a major role in our junior high science instruction. The use of manipulatives in mathematics classes helps students to better understand the abstract theories of math. Students who can hold, feel, smell, hear, or even in some cases taste the topic discussed in class develop a far greater grasp of national, state and local educational benchmarks.

Instructional strategies include open-ended questioning and the full use of Bloom's Taxonomy. Gone are the days of a history teacher simply asking who did what, when and where. Success in our ever-changing world requires far more than simple answers to simple questions. Kalida students now learn how to probe, evaluate, theorize and speculate. This evaluative questioning and constant probing for deeper meaning has resulted in a far higher level of thinking on the part of **all** students.

In the past teachers required rapid-fire answers from their students. This resulted in little higher-level thinking on the part of the learner. In our effective classrooms reflective thinking has become the norm. Varied instructional strategies results in assessments that go beyond the traditional paper pencil test. As an example, in our Accelerated Reading program seventh and eight grade students receive credit not only from test scores but also on the quality and quantity of novels selected. Through the STAR Assessment our students are now reading at their individual level and not being held to the average level of the class. Students can now self-select novels by genre, fiction (including the classics), and non-fiction. Students have a choice of over 1700 novels.

#5 Professional Development

An effective professional development program must be planned, purposeful and ongoing. To this end, the first question that must be asked is, "what are our needs?" Secondly, "how will we fulfill these needs," and lastly, "how will we evaluate its effectiveness?"

From data analysis and our continuous improvement plan goals it was determined that curriculum alignment must be our first priority. To be effective, our alignment became both vertical as well as horizontal. Each teacher now knows where their students have been and what they have learned or were expected to have learned. The current teacher now knows what is expected of them in their preparation for the student to attain the next level. To meet this need we utilized the services of the curriculum specialists at the Putnam County Educational Service Center. Through a period of four different in-services throughout a school year the curriculum of the Kalida Local Schools was aligned to the standards as set by the Ohio Department of Education. At the conclusion of each school year, our curriculum is re-evaluated and adjusted to meet both new and future needs. This has proven to be a key reason for the successes we have experienced.

A second identified need was based on the belief that no matter how thorough our written curriculum may be, it is only as effective as the instructional methods that are used. To meet this need the services of a clinical teaching psychologist was employed. Teachers received training in motivation (both self-motivation for the teacher and for the student), identification of the characteristics of the effective classroom, strategies for reaching difficult students, and strategies for building the character of our students.

Professional development this year has centered around updates on current legislation at the both state and federal level and its implications for the student and the classroom teacher. "Schools in the Balance" was presented by the Putnam County Education Service Center. The federal focus was centered on the No Child Left Behind legislation and Adequate Yearly Progress.   The state focus was centered around curriculum standards, report cards and state assessments.

A fourth area of focus has been the need to develop a continuum for the implementation and integration of the latest forms of technology in the classroom with their application to our state aligned curriculum. Methods of presentation, implementation and evaluation with emphasis on new and updated interactive and multimedia software have been crucial in our technology action plan. These improved technology strategies aligned with the continual improvement changes in our curriculum have allowed for the continued and repeated success at Kalida High School.