

School Improvement Plan - PL221 Version - 2009-2012

June 5, 2009 11:44:45

William W Borden High School (0813)

West Clark Community Schools

Borden, IN

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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School Improvement Plan Introduction

William W Borden High School

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- PL221

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
 - Academic expectations
 - Curriculum content
 - Instructional practices
 - Classroom assessment
 - Extra help
 - Student guidance
 - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

Using Data for Decision-Marking

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

Questions about the School Improvement Plan should be directed to the building principal.

Reviewer Guide

Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at www.asainstitute.org/publicsip. During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

PL221 REQUIREMENT		Required	Location in this Plan
1	Description and location of curriculum	✓	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
	Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
	Conclusion – Professional development	✓	Professional Development
5	Goal – Attendance rate	✓	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✓	Academic Goals
	Goals - % graduating (high schools only)	✓	Academic Goals
6	Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✓	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11	Statutes and rules to be waived	✓	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

* The full Force Field Report may be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip

** In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learners as both "gifted" and "special education" students.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

Steering Team

- David Carter - School Counselor
- Amanda Cavins - School Counselor
- Debbie Hurst - Community Representative (Business)
- Cara Martin - Teacher
- Lisa Nale - Administrator
- Peggy Rice - Parent/Guardian
- Tim Rice - Parent/Guardian
- Eric Stotts - Teacher

Strategy Chairs

- David Carter
- Amanda Cavins
- Cara Martin
- Lisa Nale

Community Council

- J. Michael Carter - Lion's Club Pres/Athletic Booster Member
- Chris Gertin - Owner
- Joe Green - Owner
- Jeff Hunt - Owner
- Cara Martin - Special Ed Teacher
- David Martin - Supervisor
- Dylan Martin - Student Council
- Missy McKinley - Food Svc Mgr
- Lisa Nale - Principal
- Amy Potts - Accounts Recieving
- Ben Rice - Student - Sr Class Pres
- Peggy Rice - Treasurer
- Tim Rice - IT-consultant
- Brian Schmucker - Director - Campus Life
- Tony Wagoner - QC
- Kathy Weatherford - District Merchandiser

Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve. The third part of the vision statement describes the ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

We believe all students deserve:

At Borden Jr/Sr High School, we believe that every student deserves a nurturing, structured environment that supplies appropriate learning tools, and allows students and staff to perform and achieve at their personal best. We believe that students deserve a varied and challenging curriculum that allows them to develop the knowledge and skills that will put them on an appropriate career path. We believe that all teachers and staff deserve access to updated materials and be given ample opportunity to engage in professional development. Administrations, teachers, support staff and the community will work together to create an environment that is safe, culturally diverse, and reflects current societal trends.

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions as they guide and mentor our community's young people. Each counselor, teacher, administrator, parent, and community member has high expectations of all students and they work together to help all students reach those expectations. Parents, teachers, and business leaders meet with all students to discuss their academic progress and provide real world experiences and practical information for post secondary success.

In this environment where all adults are living by their core convictions, all students:

In this environment where all adults are living by their core convictions, all students have high expectations of themselves and are actively involved in their learning. Students accept ownership and responsibility for their education. Each student has the self-knowledge, educational, and career awareness to make sound educational and career decisions. All students complete career assessments and develop 4-year plans. All students have meaningful future plans with tentative career selections and corresponding work selections.

As a result of these efforts, our school's student achievement data is as follows:

- % of students who Pass all ISTEP tests: 100%
- % of students who Pass all End of Course Assessments: 100%
- % of students who pass all classes: 100%
- % of students who are on the Honor Roll: 100%
- % of students who earn a Core 40 diploma or higher: 100%
- % of students who graduate: 100%

Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

7th Grade Free/Reduced Students - % Students Passing ISTEP Mastery Math - Spring Test

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	N/A		n/A	58		60		62		64		100

7th Grade Free/Reduced Students - % Students Passing Lang Arts (Spring Test)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	N/A		N/A	50		52		54		56		100

7th Grade Students - % Students showing Mastery in Math(Spring Test)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	N/A		N/A	75		77		80		82		100

7th Grade Students - % Students showing Mastery Language (Spring Test)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	N/A		N/A	70		72		74		76		100

8th Grade Free/Reduced Students - % Students Passing Lang Arts (Spring Test)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	N/A		N/A	62		64		66		68		100

8th Grade Free/Reduced Students - % Students passing Math (Spring Test)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	N/A		N/A	62		64		66		68		100

8th Grade Students - % of 8th grade students who master ISTEP Writing

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			86	88	67	69		71		73		100

8th Grade Students - % Students showing Mastery - Lang Arts (Spring Test)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	N/A		N/A	70		72		74		76		100

8th Grade Students - % Students showing Mastery Math (Spring Test)

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	N/A		N/A	75		77		79		81		100

8th Grade Students - Passing ISTEP Language Arts

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85	83	85	39	41	69	60		62		64		100

8th Grade Students - Passing ISTEP Math

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	83	80	73	75	73	77		79		81		100

All Students (126 days) - ISTEP PL221 Category Placement Performance

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75	72	75	72	77	72.1	74		76		78		100

Graduates - Earning Core 40 Diploma

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60	60	35	26	37		39		41		43		100

Graduates - Earning Honors Diploma

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
35	22	50	20	25		27		29		31		100

Students - Graduating

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
100	98	100	98	100		100		100		100		100

Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

Local Areas of Concern

Concern: Loss of Instruction Time/Lack of Academic Success

Students miss class and EXPECT they can make-it up.

Concern: Low Student Motivation

Low GQE/ISTEP Scores. Students choose to drop Academic Honors Diplomas.

Concern: Staff Resistance to change

The comments in the InSAI survey as well as discussion during professional developments meetings were concerning. In addition, we did a 5 questions staff survey which indicated the members themselves said we need to improve teacher resistance as the range is great.

Concern: Lack of Teacher Incentive

Teacher disussion during staff meetings indicates low interest in obtaining additional certifications for AP and dual credit courses. There is no contractual incentive for staff to complete & stay up with the training. There are no local or building funds to dedicate to teacher support in this area.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

Required Strategies

F. Encourage Rigorous Curriculum: Encourage a Greater % of Students to coomplete an Honors Diploma —

A greater percentage of students will be encouraged to continue with the Honors Diploma by offering more AP and Dual Credit courses thereby increasing their motivation to continue with the Academic Honors program.. Teachers will be encouraged to be certified in these areas by exploring options for teacher incentives.

I. Focused Academic Area: Improve JH ISTEP Writing Mastery Skills —

JH Students will be required to complete all written work in complete sentences including capitalization, punctuation, and grammar. This will occur across the curriculum.

U. Focused Student Group: Improve ISTEP scores 8th Grade Free/Reduced Students —

Students with academic concerns are referred for extra help via a written teacher referral. Help will be given on a weekly basis.

Professional Development

Alignment with the School Improvement Plan: The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator’s knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

Effective Learning Process: The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

F. Encourage Rigorous Curriculum: Encourage a Greater % of Students to complete an Honors Diploma

Professional Development Activity	Funding	Activity Purpose
<i>Summer Training for AP Certification</i>	Source: Professional Development Amount: \$2000	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers are required to attend training to remain certified to instruct AP courses.	Teachers	Talk to Presentation/Workshop Study Group Peer Coaching Professional Reading Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Educate teachers on dual credit certification requirements</i>	Source: None Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
Talk with teachers about new requirements for certifications	Teachers Counselors Administrators	Talk to

Professional Development Activity	Funding	Activity Purpose
<i>Counselor Training</i>	Source: Professional Development Amount: \$500	Information Skill Building
Brief Description	Intended Participants	Activity Format
Academic counselor is required to attend AP workshop annually	Counselors	Presentation/Workshop Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>Teacher Certifications</i>	Source: none Amount: \$0	Skill Building
Brief Description	Intended Participants	Activity Format
Teachers complete certification requirements	Teachers	Other

I. Focused Academic Area: Improve JH ISTEP Writing Mastery Skills

Professional Development Activity	Funding	Activity Purpose
<i>Explain Expectations to Staff</i>	Source: none Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Meet with school staff to explain and formulate a plan for increasing the practice of writing in complete paragraphs. The intent is to increase their regular use for credit in the classroom to more closely model the testing format.	Teachers Counselors Administrators Parents Students	Talk to Peer Coaching Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Feed Back Discussion</i>	Source: none Amount: \$0	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Obtain feedback after teachers have had time to formulate the initial plan. Make modifications as needed.	Teachers Counselors Administrators Parents Students	Talk to Peer Coaching

U. Focused Student Group: Improve ISTEP scores 8th Grade Free/Reduced Students

No professional development is needed for this strategy.

Relationship Report -- Areas of Concern / Strategies / Data Targets

Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

Local Areas of Concern

Concern: Loss of Instruction Time/Lack of Academic Success

Data Targets Influenced by This Concern:

- 8th Grade Students -- % of 8th grade students who master ISTEP Writing

Strategies to Impact This Concern:

- U. Focused Student Group: Improve ISTEP scores 8th Grade Free/Reduced Students

Concern: Low Student Motivation

Data Targets Influenced by This Concern:

- 7th Grade Free/Reduced Students -- % Students Passing ISTEP Mastery Math - Spring Test
- 7th Grade Free/Reduced Students -- % Students Passing Lang Arts (Spring Test)
- 7th Grade Students -- % Students showing Mastery in Math(Spring Test)
- 7th Grade Students -- % Students showing Mastery Language (Spring Test)
- 8th Grade Free/Reduced Students -- % Students Passing Lang Arts (Spring Test)
- 8th Grade Free/Reduced Students -- % Students passing Math (Spring Test)
- 8th Grade Students -- % Students showing Mastery - Lang Arts (Spring Test)
- 8th Grade Students -- % Students showing Mastery Math (Spring Test)
- 8th Grade Students -- Passing ISTEP Language Arts
- 8th Grade Students -- Passing ISTEP Math
- Graduates -- Earning Honors Diploma
- Students -- Graduating

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Encourage a Greater % of Students to complete an Honors Diploma
- I. Focused Academic Area: Improve JH ISTEP Writing Mastery Skills
- U. Focused Student Group: Improve ISTEP scores 8th Grade Free/Reduced Students

Concern: Staff Resistance to change

Data Targets Influenced by This Concern:

- Graduates -- Earning Core 40 Diploma
- Graduates -- Earning Honors Diploma
- Students -- Graduating

Strategies to Impact This Concern:

- I. Focused Academic Area: Improve JH ISTEP Writing Mastery Skills

Concern: Lack of Teacher Incentive

Data Targets Influenced by This Concern:

- Graduates -- Earning Honors Diploma
- Students -- Graduating

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Encourage a Greater % of Students to coomplete an Honors Diploma

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- Graduates -- Earning Core 40 Diploma
- Graduates -- Earning Honors Diploma
- Students -- Graduating

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Encourage a Greater % of Students to coomplete an Honors Diploma

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- 7th Grade Free/Reduced Students -- % Students Passing Lang Arts (Spring Test)
- 8th Grade Free/Reduced Students -- % Students Passing Lang Arts (Spring Test)
- 8th Grade Students -- % of 8th grade students who master ISTEP Writing
- 8th Grade Students -- % Students showing Mastery Math (Spring Test)
- 8th Grade Students -- Passing ISTEP Language Arts
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- I. Focused Academic Area: Improve JH ISTEP Writing Mastery Skills

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- 7th Grade Free/Reduced Students -- % Students Passing Lang Arts (Spring Test)
- 7th Grade Students -- % Students showing Mastery Language (Spring Test)
- 8th Grade Free/Reduced Students -- % Students Passing Lang Arts (Spring Test)
- 8th Grade Students -- % of 8th grade students who master ISTEP Writing
- 8th Grade Students -- % Students showing Mastery - Lang Arts (Spring Test)
- 8th Grade Students -- Passing ISTEP Language Arts
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- U. Focused Student Group: Improve ISTEP scores 8th Grade Free/Reduced Students

Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	Borden High School Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	End of Course Assessments	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	Force Field Report G: Environment Additional Data #2

To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

Report by strategy. Showing completed and yet-to-be-completed action steps.

Encourage Rigorous Curriculum

Feb 20, 2009: Freshment Orientaiton Meeting

Person: Amanda Cavins/Lisa Nale

Activity: Collect baseline data

Mar 20, 2009: Collect Diploma Type Request Forms

Person: Amanda Cavins

Activity: Collect baseline data

May 1, 2009: Explain dual credit certification

Person: Amanda Cavins

Activity: Educate teachers on dual credit certification requirements

May 1, 2009: Schedule Staff Meeting for Dual Credit

Person: Lisa Nale

Activity: Educate teachers on dual credit certification requirements

May 1, 2009: Discuss Teache Incentives with Superintendent

Person: Lisa Nale

Activity: Encourage Inventives for teachers to pursue endorsements

Aug 1, 2009: Discuss w/Union rep possibility of incentive

Person: Lisa Nale

Activity: Encourage Inventives for teachers to pursue endorsements

Aug 15, 2009: Schedule Orientation

Person: Amanda Cavins

Activity: Freshman Orientation

Oct 1, 2009: Attend Ivy Tech Dual Credit Training Session

Person: Amanda Cavins

Activity: Counselor Training

Oct 1, 2009: Provide teachers with High Ability information

Person: Christina Pearson

Activity: High Ability staff meeting

Dec 10, 2009: Discuss potential AP offerings

Person: Amanda Cavins/Lisa Nale

Activity: Summer Training for AP Certification

Jan 5, 2010: Ensure Parents & Students Sign Scheduling Form

Person: Amanda Cavins

Activity: Schedule each student Individually

Jan 5, 2010: Review Diploma requirements

Person: Amanda Cavins

Activity: Schedule each student Individually

Jan 10, 2010: check GPA amd drop requests

Person: Amanda Cavins

Activity: Collect first semester/trimester follow up data

Jan 10, 2010: check grades and drop requests
Person: Amanda Cavins
Activity: Collect first semester/trimester follow up data

Jan 12, 2010: Ensure Parents & Students Sign Scheduling Form
Person: Amanda Cavins
Activity: Schedule each student Individually

Jan 12, 2010: Review Diploma requirements
Person: Amanda Cavins
Activity: Schedule each student Individually

Jan 15, 2010: Inform Students/Parents of Orientation
Person: Amanda Cavins
Activity: Freshman Orientation

Jan 19, 2010: Ensure Parents & Students Sign Scheduling Form
Person: Amanda Cavins
Activity: Schedule each student Individually

Jan 19, 2010: Review Diploma requirements
Person: Amanda Cavins
Activity: Schedule each student Individually

Jan 26, 2010: Ensure Parents & Students Sign Scheduling Form
Person: Amanda Cavins
Activity: Schedule each student Individually

Jan 26, 2010: Review Diploma requirements
Person: Amanda Cavins
Activity: Schedule each student Individually

Feb , 2010: Contact parents of students desire to drop AH
Person: Amanda Cavins
Activity: Create Drop Procedure to encourage parents & students to continue program

Feb , 2010: Counsel Students
Person: Amanda Cavins
Activity: Create Drop Procedure to encourage parents & students to continue program

Feb , 2010: Obtain parent signature to ensure agreement &/or awareness of student drop
Person: Amanda Cavins
Activity: Create Drop Procedure to encourage parents & students to continue program

Feb 1, 2010: Attend IUS Dual Credit Training Session
Person: Amanda Cavins
Activity: Counselor Training

Feb 2, 2010: Ensure Parents & Students Sign Scheduling Form
Person: Amanda Cavins
Activity: Schedule each student Individually

Feb 2, 2010: Review Diploma requirements
Person: Amanda Cavins
Activity: Schedule each student Individually

Feb 9, 2010: Ensure Parents & Students Sign Scheduling Form
Person: Amanda Cavins
Activity: Schedule each student Individually

- Feb 9, 2010:** Review Diploma requirements
Person: Amanda Cavins
Activity: Schedule each student Individually
- Feb 15, 2010:** Conduct Orientation
Person: Amanda Cavins/Lisa Nale
Activity: Freshman Orientation
- Feb 16, 2010:** Ensure Parents & Students Sign Scheduling Form
Person: Amanda Cavins
Activity: Schedule each student Individually
- Feb 16, 2010:** Review Diploma requirements
Person: Amanda Cavins
Activity: Schedule each student Individually
- Feb 23, 2010:** Ensure Parents & Students Sign Scheduling Form
Person: Amanda Cavins
Activity: Schedule each student Individually
- Feb 23, 2010:** Review Diploma requirements
Person: Amanda Cavins
Activity: Schedule each student Individually
- Mar 1, 2010:** Staff meeting to discuss concerns&benefits of clustering students
Person: Lisa Nale
Activity: Dialogue on clustering students
- Mar 1, 2010:** Review Teacher certifications
Person: Lisa Nale
Activity: Teacher Certifications
- Mar 2, 2010:** Ensure Parents & Students Sign Scheduling Form
Person: Amanda Cavins
Activity: Schedule each student Individually
- Mar 2, 2010:** Review Diploma requirements
Person: Amanda Cavins
Activity: Schedule each student Individually
- Mar 9, 2010:** Ensure Parents & Students Sign Scheduling Form
Person: Amanda Cavins
Activity: Schedule each student Individually
- Mar 9, 2010:** Review Diploma requirements
Person: Amanda Cavins
Activity: Schedule each student Individually
- Mar 16, 2010:** Ensure Parents & Students Sign Scheduling Form
Person: Amanda Cavins
Activity: Schedule each student Individually
- Apr 1, 2010:** Assign Teachers for AP Classes
Person: Lisa Nale
Activity: Summer Training for AP Certification
- May 15, 2010:** Schedule AP Training
Person: Lisa Nale
Activity: Summer Training for AP Certification

Jun 10, 2010: check GPA and drop requests
Person: Amanda Cavins
Activity: Collect final semester/trimester follow up data

Jun 10, 2010: check grades and drop requests
Person: Amanda Cavins
Activity: Collect final semester/trimester follow up data

Focused Academic Area

Apr 1, 2009: Staff Meeting - reasoning for changes due to ISTEP format changes
Person: Lisa Nale
Activity: Alternate Assignment Discussions

May 6, 2009: Staff Meeting - reasoning for changes due to ISTEP format changes
Person: Lisa Nale
Activity: Alternate Assignment Discussions

May 15, 2009: Staff Meeting
Person: Lisa Nale
Activity: Explain Expectations to Staff

Jun 3, 2009: Staff Meeting - reasoning for changes due to ISTEP format changes
Person: Lisa Nale
Activity: Alternate Assignment Discussions

Jun 15, 2009: Staff Meeting
Person: Lisa Nale
Activity: Explain Expectations to Staff

Jul 1, 2009: Staff Meeting - reasoning for changes due to ISTEP format changes
Person: Lisa Nale
Activity: Alternate Assignment Discussions

Jul 15, 2009: Staff Meeting
Person: Lisa Nale
Activity: Explain Expectations to Staff

Jul 20, 2009: create plan submission process for teachers
Person: Lisa Nale
Activity: Collect baseline data

Aug 1, 2009: Create student survey
Person: Lisa Nale
Activity: Collect baseline data

Aug 1, 2009: Inform staff of changes across curriculum and expectations
Person: Lisa Nale
Activity: Inform parents, students, staff of change, expectations, and reasons for the change

Aug 1, 2009: Inform Students of change, expectations, and reasons
Person: BHS Staff
Activity: Inform parents, students, staff of change, expectations, and reasons for the change

Aug 1, 2009: Write article for newsletter informing parents
Person: Cara Martin
Activity: Inform parents, students, staff of change, expectations, and reasons for the change

Aug 3, 2009: Type article for newsletter
Person: Peggy Rice
Activity: Inform parents, students, staff of change, expectations, and reasons for the change

- Aug 5, 2009:** Staff Meeting - reasoning for changes due to ISTEP format changes
Person: Lisa Nale
Activity: Alternate Assignment Discussions
- Aug 8, 2009:** Inform Students of change, expectations, and reasons
Person: BHS Staff
Activity: Inform parents, students, staff of change, expectations, and reasons for the change
- Aug 10, 2009:** Have teachers submit using format
Person: all junior high teachers
Activity: Collect baseline data
- Aug 10, 2009:** Introduce format to teachers
Person: Lisa Nale
Activity: Collect baseline data
- Aug 15, 2009:** Staff Meeting
Person: Lisa Nale
Activity: Explain Expectations to Staff
- Aug 15, 2009:** Inform Students of change, expectations, and reasons
Person: BHS Staff
Activity: Inform parents, students, staff of change, expectations, and reasons for the change
- Aug 15, 2009:** Present concept to students during Homeroom
Person: JH Homeroom Teachers
Activity: Open Forum Discussins
- Aug 22, 2009:** Inform Students of change, expectations, and reasons
Person: BHS Staff
Activity: Inform parents, students, staff of change, expectations, and reasons for the change
- Aug 29, 2009:** Inform Students of change, expectations, and reasons
Person: BHS Staff
Activity: Inform parents, students, staff of change, expectations, and reasons for the change
- Sep 2, 2009:** Staff Meeting - reasoning for changes due to ISTEP format changes
Person: Lisa Nale
Activity: Alternate Assignment Discussions
- Sep 5, 2009:** Provide release time for modifications
Person: Lisa Nale
Activity: Modify Assessments
- Sep 10, 2009:** Have teachers submit using format
Person: all junior high teachers
Activity: Collect baseline data
- Sep 15, 2009:** Open Discussions on accomplishing writing goal
Person: JH Homeroom Teachers
Activity: Open Forum Discussins
- Oct 10, 2009:** Have teachers submit using format
Person: all junior high teachers
Activity: Collect baseline data
- Oct 15, 2009:** Staff Meeting to discuss progress
Person: Lisa Nale
Activity: Feed Back Discussion

Oct 15, 2009: Open Discussions on accomplishing writing goal
Person: JH Homeroom Teachers
Activity: Open Forum Discussins

Nov 10, 2009: Have teachers submit using format
Person: all junior high teachers
Activity: Collect baseline data

Nov 15, 2009: Staff Meeting to discuss progress
Person: Lisa Nale
Activity: Feed Back Discussion

Nov 15, 2009: Provide release time for modifications
Person: Lisa Nale
Activity: Modify Assessments

Nov 15, 2009: Open Discussions on accomplishing writing goal
Person: JH Homeroom Teachers
Activity: Open Forum Discussins

Dec 10, 2009: Have teachers submit using format
Person: all junior high teachers
Activity: Collect baseline data

Dec 15, 2009: Staff Meeting to discuss progress
Person: Lisa Nale
Activity: Feed Back Discussion

Dec 15, 2009: Open Discussions on accomplishing writing goal
Person: JH Homeroom Teachers
Activity: Open Forum Discussins

Jan 10, 2010: Have teachers submit using format
Person: all junior high teachers
Activity: Collect baseline data

Jan 15, 2010: Provide realse time for modifications
Person: Lisa Nale
Activity: Modify Assessments

Jan 15, 2010: Open Discussions on accomplishing writing goal
Person: JH Homeroom Teachers
Activity: Open Forum Discussins

Feb 10, 2010: Have teachers submit using format
Person: all junior high teachers
Activity: Collect baseline data

Feb 15, 2010: Open Discussions on accomplishing writing goal
Person: JH Homeroom Teachers
Activity: Open Forum Discussins

Mar 10, 2010: Have teachers submit using format
Person: all junior high teachers
Activity: Collect baseline data

Mar 15, 2010: Provide release time for modifications
Person: Lisa Nale
Activity: Modify Assessments

- Mar 15, 2010:** Open Discussions on accomplishing writing goal
Person: JH Homeroom Teachers
Activity: Open Forum Discussins
- Apr 10, 2010:** Have teachers submit using format
Person: all junior high teachers
Activity: Collect baseline data
- Apr 10, 2010:** Review & Compare Test Data from Spring 09 to Spring 10
Person: Lisa Nale
Activity: Compare Test Date
- Apr 15, 2010:** Open Discussions on accomplishing writing goal
Person: JH Homeroom Teachers
Activity: Open Forum Discussins
- May 1, 2010:** Conduct student survey
Person: language teachers
Activity: Collect baseline data
- May 1, 2010:** conduct the student survey
Person: junior high teachers
Activity: Collect second semester/trimester data
- May 10, 2010:** Have teachers submit using format
Person: all junior high teachers
Activity: Collect baseline data

Focused Student Group

- Jul 10, 2009:** Create Homework Club Referral
Person: Lisa Nale
Activity: Homework Club Referrals
- Jul 25, 2009:** Order Homework Club Referral Form
Person: Peggy Rice
Activity: Homework Club Referrals
- Aug 15, 2009:** Explain Homework Club and referral procedures to staff
Person: David Carter
Activity: Establish Homework Club Referral Program
- Aug 16, 2009:** Explain homework Club to students
Person: JH Teachers
Activity: Establish Homework Club Referral Program
- Aug 16, 2009:** Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals
- Aug 23, 2009:** Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals
- Aug 30, 2009:** Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals
- Aug 30, 2009:** Create assistance schedule
Person: Toby Cheatham
Activity: Homework Club Supervisors

Sep 1, 2009: One on one visits to encourage "program buy-in"
Person: Lisa Nale/Toby Cheatham
Activity: Visits/Encouragement with teachers

Sep 6, 2009: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Sep 13, 2009: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Sep 20, 2009: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Sep 27, 2009: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Sep 30, 2009: Create assistance schedule
Person: Toby Cheatham
Activity: Homework Club Supervisors

Oct 4, 2009: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Oct 11, 2009: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Oct 15, 2009: % Free/Reduced students who pass classes
Person: Amanda Cavins
Activity: Collect baseline data -

Oct 15, 2009: Monitor % of Free/Reduced students who attend Homework Club
Person: Amanda Cavins
Activity: Collect baseline data -

Oct 18, 2009: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Oct 25, 2009: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Oct 30, 2009: Create assistance schedule
Person: Toby Cheatham
Activity: Homework Club Supervisors

Nov 1, 2009: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Nov 8, 2009: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Nov 15, 2009: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Nov 22, 2009: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Nov 29, 2009: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Nov 30, 2009: Create assistance schedule
Person: Toby Cheatham
Activity: Homework Club Supervisors

Dec 6, 2009: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Dec 13, 2009: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Dec 17, 2009: % Free/Reduced students who pass classes
Person: Amanda Cavins
Activity: Collect baseline data -

Dec 17, 2009: Monitor % of Free/Reduced students who attend Homework Club
Person: Amanda Cavins
Activity: Collect baseline data -

Dec 20, 2009: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Dec 27, 2009: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Dec 30, 2009: Create assistance schedule
Person: Toby Cheatham
Activity: Homework Club Supervisors

Jan 3, 2010: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Jan 10, 2010: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Jan 17, 2010: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Jan 24, 2010: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Jan 30, 2010: Create assistance schedule
Person: Toby Cheatham
Activity: Homework Club Supervisors

Jan 31, 2010: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Feb 7, 2010: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Feb 14, 2010: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Feb 18, 2010: % Free/Reduced students who pass classes
Person: Amanda Cavins
Activity: Collect baseline data -

Feb 18, 2010: Monitor % of Free/Reduced students who attend Homework Club
Person: Amanda Cavins
Activity: Collect baseline data -

Feb 21, 2010: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Feb 28, 2010: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Mar 2, 2010: Create assistance schedule
Person: Toby Cheatham
Activity: Homework Club Supervisors

Mar 7, 2010: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Mar 14, 2010: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Mar 21, 2010: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Mar 28, 2010: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Apr 2, 2010: Create assistance schedule
Person: Toby Cheatham
Activity: Homework Club Supervisors

Apr 4, 2010: Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

- Apr 11, 2010:** Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals
- Apr 18, 2010:** Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals
- Apr 22, 2010:** % Free/Reduced students who pass classes
Person: Amanda Cavins
Activity: Collect baseline data -
- Apr 22, 2010:** Monitor % of Free/Reduced students who attend Homework Club
Person: Amanda Cavins
Activity: Collect baseline data -
- Apr 25, 2010:** Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals
- May 2, 2010:** Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals
- May 2, 2010:** Create assistance schedule
Person: Toby Cheatham
Activity: Homework Club Supervisors
- May 9, 2010:** Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals
- May 16, 2010:** Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals
- May 23, 2010:** Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals
- May 30, 2010:** Teachers Refer students to club
Person: JH Teachers
Activity: Homework Club Referrals

Continuous Improvement Timeline

	First Year Schools	Second Year Schools	Third Year and Beyond Schools
Oct	<p>Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i></p>	<p>New Steering Team Member (optional) Session 1: <u>Improvement Plan Implementation</u></p>	<p>New Steering Team Member (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u></p>
Nov	<p><u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i></p>
Dec	<p>Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i></p>		<p>Session 2: <u>SIP Evaluation & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>
Jan	<p>Session 4: <u>Areas of Concern & Research Assignments</u> <i>Local Mtgs: Areas of Concern</i></p>	<p>Session 2: <u>SIP Review & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>	
	<p>Session 5:</p>		
Feb 3	<p>Session 6: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i></p>	<p><u>InSAI Conference on Learning</u> (optional)</p>	<p><u>InSAI Conference on Learning</u> (optional)</p>
Feb / Mar	<p>Session 7: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i></p>	<p>Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p>	<p>Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p>
Apr	<p><i>1st Fri. in April: All submissions due online</i></p>	<p><i>1st Fri. in April: All submissions due online</i></p>	<p><i>1st Fri. in April: All submissions due online</i></p>
	<p>Session 7: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>
May	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>