

School Improvement Plan - 2011-2012

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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
- Indiana Rules and Regulations

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-Making

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.

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

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

Steering Team

- David Carter - School Counselor
- Amanda Cavins - School Counselor
- Toby Cheatham - Administrator
- Morgan Cope - Teacher
- Jeff Hunt - Community
- Debbie Hurst - Parent/Guardian
- Jerry Lizenby - Teacher
- Lisa Nale - Administrator
- Peggy Rice - Community Representative
- Eric Stotts - Teacher

Strategy Chairs

- David Carter
- Amanda Cavins
- Morgan Cope
- Lisa Nale
- Eric Stotts

Community Council

- Brian and Michelle Agnew - parent
- J. Michael Carter - Community
- Chris Gertin - Business Owner

- Joe Green - Community
- Jeff Hunt - Parent
- Cara Martin - Parent
- David Martin - Community
- Dylan Martin - Student
- Lisa Nale - Faculty
- Amy Potts - Parent
- Ben Rice - Graduate
- Peggy Rice - Business
- Tim Rice - Community
- Brian Schmucker - Community/Campus Life Coordinator
- Tony Wagoner - Parent/coach

Vision Statement

The Vision Statement was developed by all educators, all students, and members of the community and is reviewed and updated annually. 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 in order to achieve at a rigorous level. The third part of the vision statement describes 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

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The "vision data" represents our ideal data. It is the mission of our school to work toward this ideal.

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
58	43	40	69	42		44		46		48		

7th Grade Free/Reduced Students - % Students Passing Lang Arts ISTEP

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50	43	40	66	42		44		46		48		

7th Grade Students - % All students showing Mastery in Math ISTEP

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75	70	72	72	74		76		78		80		

7th Grade Students - % All students showing Mastery Language ISTEP

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	72	74	87	76		78		80		82		100

8th Grade Students - % All Students Passing ISTEP Math Mastery

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75	73	77	61	79		81		83		85		100

8th Grade Students - % All students Passing ISTEP Writing Mastery

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
88	67	69	75	71		73		75		77		100

8th Grade Students - % All Students Passing Language Arts ISTEP

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
62	53	60	45	62		64		66		68		100

Algebra 1 students - % All students Passing End of Course Algebra 1

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
--	11	20	33	30		40		50		60		100

Graduates - % All Students Earning Honors Diploma

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
25	45	46	33	48		50		52		54		100

Language Arts grade 10 - % All Students Passing ECA English 10 exam

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
--	--	--	53	55		56		57		59		100

Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these "Areas of Concern" through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

Local Areas of Concern

We are concerned that... Students do not believe that good language arts skills are important for future success.

ISTEP scores are not improving. Student work on Criterion, Acuity, ISTEP, and SAT's in writing are poor. Classroom work from freshmen to senior year do not necessarily show growth. Teachers do not require much writing from students as they find it so challenging to do.

We are concerned that... Students do not feel prepared for college.

Force Field surveys report that students do not feel prepared for college. Students reluctance to sign up for advanced courses.

We are concerned that... Many students opt out of an honors diploma

Student surveys indicate they do not want to complete foreign language requirements so they drop down in diploma choices. Our AP and dual credit options are limited that are needed to support an honor's diploma. Students report t hey would rather take an easier course and get a "A" that to take a difficult course and have a lower GPA.

We are concerned that... Math curriculum and state standards are not aligned well

Algebra 1 ECA scores are lower that state average. When looking at what is tested, our students are not taught this material in a sequence that is conducive to test success.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

X. Graduation Plan

Strategies

Strategies were established after identifying 1) Achievement Goals (see the Achievement Goals section), and 2) Areas of Concern (see the Needs Assessment - Areas of Concern section). Educators researched possible strategies for addressing each Area of Concern and then presented possible strategies to Full Faculty and Community Council for their consideration. The student body was provided with a list of Areas of Concern and asked to provide their input regarding strategies the school and community could employ to address the concerns. Using a consensus based decision-making model, the Full Faculty and Community Council (including parent representatives) agreed to several strategies to implement next year.

Strategy Data: Strategy data will help the Full Faculty and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the success of the strategies in meeting student needs. The strategy data tables can be found in the Strategy Data section of this plan.

Strategy To-Do Lists: Each strategy has been assigned a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. The strategy to-do lists can be found in the Strategy To-Do List section of this plan.

The strategy titles and descriptions are listed below:

Required Strategies

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

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance: Maintain excellent attendance rate

Our attendance rate was 97.5% last year so this strategy will be to maintain our excellent attendance. We will continue to use a maximum of 7 days unexcused and excused per semester until a student loses credit for the course. We will also continue to have our incentive program where students are rewarded with field trips and/or pizza each grading period to support their attendance efforts. Administrators will meet with students and parents who have attendance issues and we will run weekly reports to stay on top of any struggling students.

Impact Level: Low Impact

Focus: Specific

I. Focused Academic Area: Improve ECA Algebra 1 Test Scores

Jr High Math and Algebra 1 students will be required to complete predictive testing (Acuity and Pearson). Students of concern will be provided opportunities for remediation. Algebra 1 teachers will also provide test prep sessions to encourage studying. Teachers will be provided professional development opportunities for training on predictive testing (Acuity).

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Improve State Standardized Test Scores for Free/Reduced Students

Students in grades 7-10 will be required to write all answers in complete sentences. Teachers will provide students with more writing opportunities across all disciplines. Teachers will review test data as a staff to analyze information that relates to this subgroup.

Impact Level: High Impact - Inside

Focus: Specific

X. Graduation Plan: Increase awareness/requirements for Graduation Requirements

All students will meet with a counselor at the beginning of each year and again, depending on the grade level, sometime after the first semester. Additional meetings will take place for individual students that request, school personnel or parent request. Part of the meeting(s) will include updating the graduation plan. The counselor will review new credits, any course changes

discussion of graduations plans including diploma type (core 40 or higher), expected graduation date, permanent record review, attendance records, areas of interest to the student, updating documentation for positive behavior supports such as good citizenship, post secondary plans and testing/assessment data since the last review.

Impact Level: Low Impact

Focus: Specific

Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

Required Strategies

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

The % of teachers who are qualified to teach dual credit and or AP courses.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Percent of parents who sign allowing students to drop down to a lower diploma.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

I. Focused Academic Area: Improve ECA Algebra 1 Test Scores

Percent of junior high teachers who comply with policy change

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

% of students in written survey who state they put more effort/desire to pass as a result of requirement changes than in previous testing opportunities

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

U. Focused Student Group: Improve State Standardized Test Scores for Free/Reduced Students

of students receiving referrals for academic concerns

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

% of referred students whose parents allow participation in the program

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

The % of teachers who assign writing activities using LEAF on a weekly basis.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	50		100	

To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

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

Encourage Rigorous Curriculum

Jul 1, 2011: revise Spanish Curriculum **Person:** new teacher
Aug 1, 2011: revise Spanish Curriculum **Person:** new teacher
Sep 1, 2011: review dual credit math course curriculum **Person:** Terry Rademacher
Sep 1, 2011: revise Spanish Curriculum **Person:** new teacher
Sep 1, 2011: students take Compass test **Person:** Amanda Cavins
Sep 15, 2011: dual credit approved by Ivy Tech **Person:** Joe Wayne
Sep 30, 2011: teachers complete AP training **Person:** Sarah Craft and Eric Stotts
Sep 30, 2011: Teachers take courses for AP and dual credit **Person:** Lisa Nale
Oct 1, 2011: review of transcripts for AHD **Person:** Amanda Cavins
Oct 1, 2011: revise Spanish Curriculum **Person:** new teacher
Nov 1, 2011: revise Spanish Curriculum **Person:** new teacher
Nov 30, 2011: Collect fall data: Percent of parents who sign allowing students to drop down to a lower diploma. **Person:**
Nov 30, 2011: Collect fall data: The % of teachers who are qualified to teach dual credit and or AP courses. **Person:**
Dec 1, 2011: revise Spanish Curriculum **Person:** new teacher
Dec 3, 2011: review of transcripts for AHD **Person:** Amanda Cavins
Jan 1, 2012: revise Spanish Curriculum **Person:** new teacher
Feb 1, 2012: revise Spanish Curriculum **Person:** new teacher
Feb 4, 2012: review of transcripts for AHD **Person:** Amanda Cavins
Mar 1, 2012: revise Spanish Curriculum **Person:** new teacher
Apr 1, 2012: revise Spanish Curriculum **Person:** new teacher
Apr 7, 2012: review of transcripts for AHD **Person:** Amanda Cavins
May 1, 2012: revise Spanish Curriculum **Person:** new teacher
May 31, 2012: students take AP exams **Person:** students in courses
May 31, 2012: submit scores for dual credit exams **Person:** Amanda Cavins
Jun 3, 2012: collect data from transcript meetings **Person:** Amanda Cavins
Jun 30, 2012: Collect spring data: Percent of parents who sign allowing students to drop down to a lower diploma. **Person:**
Jun 30, 2012: Collect spring data: The % of teachers who are qualified to teach dual credit and or AP courses. **Person:**

Focused Academic Area

Jul 30, 2011: summer Acuity training **Person:** teachers
Aug 11, 2011: Predictive assessment administered to student **Person:** A. Lewellen
Aug 11, 2011: remediation for students in yellow/red **Person:** A. Lewellen
Aug 30, 2011: summer Acuity training **Person:** teachers
Aug 30, 2011: Tes **Person:** Sarah Craft
Aug 30, 2011: Test score review **Person:** Andrew Levellen
Sep 30, 2011: summer Acuity training **Person:** teachers
Sep 30, 2011: Tes **Person:** Sarah Craft
Sep 30, 2011: Test score review **Person:** Andrew Levellen
Oct 13, 2011: Predictive assessment administered to student **Person:** A. Lewellen
Oct 13, 2011: remediation for students in yellow/red **Person:** A. Lewellen
Oct 30, 2011: summer Acuity training **Person:** teachers
Oct 30, 2011: Tes **Person:** Sarah Craft
Oct 30, 2011: Test score review **Person:** Andrew Levellen

Nov 30, 2011: Collect fall data: % of students in written survey who state they put more effort/desire to pass as a result of requirement changes than in previous testing opportunities **Person:**
Nov 30, 2011: Collect fall data: Percent of junior high teachers who comply with policy change **Person:**
Nov 30, 2011: Tes **Person:** Sarah Craft
Nov 30, 2011: Test score review **Person:** Andrew Levellen
Dec 15, 2011: Predictive assessment administered to student **Person:** A. Lewellen
Dec 15, 2011: remediation for students in yellow/red **Person:** A. Lewellen
Dec 20, 2011: contract with students for reward/Holiday World **Person:** A.Lewllen L. Nale
Dec 30, 2011: Tes **Person:** Sarah Craft
Dec 30, 2011: Test score review **Person:** Andrew Levellen
Jan 30, 2012: Tes **Person:** Sarah Craft
Jan 30, 2012: Test score review **Person:** Andrew Levellen
Feb 16, 2012: Predictive assessment administered to student **Person:** A. Lewellen
Feb 16, 2012: remediation for students in yellow/red **Person:** A. Lewellen
Mar 1, 2012: Tes **Person:** Sarah Craft
Mar 1, 2012: Test score review **Person:** Andrew Levellen
Apr 1, 2012: Tes **Person:** Sarah Craft
Apr 1, 2012: Test score review **Person:** Andrew Levellen
Apr 19, 2012: Predictive assessment administered to student **Person:** A. Lewellen
Apr 19, 2012: remediation for students in yellow/red **Person:** A. Lewellen
May 1, 2012: Tes **Person:** Sarah Craft
May 1, 2012: Test score review **Person:** Andrew Levellen
Jun 1, 2012: Celebration/rewards for passing scores **Person:** Andrew Lewellen
Jun 1, 2012: Celebration/rewards for passing scores **Person:** Sarah Craft
Jun 1, 2012: evaluate ISTEP and ECA results **Person:** L.Nale
Jun 30, 2012: Collect spring data: % of students in written survey who state they put more effort/desire to pass as a result of requirement changes than in previous testing opportunities **Person:**
Jun 30, 2012: Collect spring data: Percent of junior high teachers who comply with policy change **Person:**

Focused Student Group

0: student complete survey about program **Person:** homeroom teacher
Apr 1, 2011: Collect baseline data: The % of teachers who assign writing activities using LEAF on a weekly basis. **Person:**
May 20, 2011: solicit community to lead book study groups with students **Person:** teachers and administrators
Jun 11, 2011: Distribute book to community **Person:** office staff
Jul 1, 2011: apply/look for grants to fund additional book study **Person:** Lisa Nale
Aug 15, 2011: LEAF posters always visible in all learning areas **Person:** all staff
Aug 15, 2011: students read summer book **Person:** all students
Aug 15, 2011: Teacher read One Book One Borden prepare lessons **Person:** all employees
Aug 15, 2011: teachers assign writing activities **Person:** all teachers
Aug 22, 2011: teachers assign writing activities **Person:** all teachers
Aug 29, 2011: teachers assign writing activities **Person:** all teachers
Sep 1, 2011: teachers implement lesson **Person:** all teachers
Sep 2, 2011: apply/look for grants to fund additional book study **Person:** Lisa Nale
Sep 5, 2011: teachers assign writing activities **Person:** all teachers
Sep 12, 2011: teachers assign writing activities **Person:** all teachers
Sep 19, 2011: teachers assign writing activities **Person:** all teachers
Sep 26, 2011: teachers assign writing activities **Person:** all teachers
Sep 30, 2011: thematic lessons are taught **Person:** all teachers
Oct 3, 2011: teachers assign writing activities **Person:** all teachers
Oct 10, 2011: teachers assign writing activities **Person:** all teachers
Oct 17, 2011: teachers assign writing activities **Person:** all teachers
Oct 24, 2011: teachers assign writing activities **Person:** all teachers
Oct 31, 2011: teachers assign writing activities **Person:** all teachers
Nov 4, 2011: apply/look for grants to fund additional book study **Person:** Lisa Nale
Nov 7, 2011: teachers assign writing activities **Person:** all teachers
Nov 14, 2011: teachers assign writing activities **Person:** all teachers
Nov 21, 2011: teachers assign writing activities **Person:** all teachers
Nov 28, 2011: teachers assign writing activities **Person:** all teachers
Nov 30, 2011: Collect fall data: # of students receiving referrals for academic concerns **Person:**

Nov 30, 2011: Collect fall data: % of referred students whose parents allow participation in the program **Person:**
Nov 30, 2011: Collect fall data: The % of teachers who assign writing activities using LEAF on a weekly basis. **Person:**
Dec 5, 2011: teachers assign writing activities **Person:** all teachers
Dec 12, 2011: teachers assign writing activities **Person:** all teachers
Dec 19, 2011: teachers assign writing activities **Person:** all teachers
Dec 26, 2011: teachers assign writing activities **Person:** all teachers
Jan 2, 2012: teachers assign writing activities **Person:** all teachers
Jan 6, 2012: apply/look for grants to fund additional book study **Person:** Lisa Nale
Jan 9, 2012: teachers assign writing activities **Person:** all teachers
Jan 16, 2012: teachers assign writing activities **Person:** all teachers
Jan 23, 2012: teachers assign writing activities **Person:** all teachers
Jan 30, 2012: teachers assign writing activities **Person:** all teachers
Feb 6, 2012: teachers assign writing activities **Person:** all teachers
Feb 13, 2012: teachers assign writing activities **Person:** all teachers
Feb 20, 2012: teachers assign writing activities **Person:** all teachers
Feb 27, 2012: teachers assign writing activities **Person:** all teachers
Mar 5, 2012: teachers assign writing activities **Person:** all teachers
Mar 9, 2012: apply/look for grants to fund additional book study **Person:** Lisa Nale
Mar 12, 2012: teachers assign writing activities **Person:** all teachers
Mar 19, 2012: teachers assign writing activities **Person:** all teachers
Mar 26, 2012: teachers assign writing activities **Person:** all teachers
Apr 2, 2012: teachers assign writing activities **Person:** all teachers
Apr 9, 2012: teachers assign writing activities **Person:** all teachers
Apr 16, 2012: teachers assign writing activities **Person:** all teachers
Apr 23, 2012: teachers assign writing activities **Person:** all teachers
Apr 30, 2012: teachers assign writing activities **Person:** all teachers
May 7, 2012: teachers assign writing activities **Person:** all teachers
May 14, 2012: teachers assign writing activities **Person:** all teachers
May 21, 2012: teachers assign writing activities **Person:** all teachers
May 28, 2012: teachers assign writing activities **Person:** all teachers
May 31, 2012: lesson plans used to document # of writing activities **Person:** Lisa Nale
Jun 30, 2012: Collect spring data: # of students receiving referrals for academic concerns **Person:**
Jun 30, 2012: Collect spring data: % of referred students whose parents allow participation in the program **Person:**
Jun 30, 2012: Collect spring data: The % of teachers who assign writing activities using LEAF on a weekly basis. **Person:**

Professional Development Summary

REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

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 to 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

Teachers take courses for AP and dual credit

Brief Description: We received a grant to help teachers obtain credits and certifications for AP and dual credit courses

Intended Participants: Teachers

Date: Sep 30, 2011

Activity Purpose: Skill Building

Activity Format: Presentation, Other

Funding: Region 45 grant

Does this activity occur during the school day? No

G. Attendance: Maintain excellent attendance rate

Status: Submitted

I. Focused Academic Area: Improve ECA Algebra 1 Test Scores

summer Acuity training

Brief Description: Teachers will complete corporation or computer based revised training to give predictive test instead of diagnostic

Intended Participants: Teachers, Counselors, Administrators

Dates: Jul 30, 2011; Aug 30, 2011; Sep 30, 2011; Oct 30, 2011

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Other

Funding: general

Does this activity occur during the school day? Yes

U. Focused Student Group: Improve State Standardized Test Scores for Free/Reduced Students

Teacher read One Book One Borden prepare lessons

Brief Description: All school adults will read the selected novel and work with a teacher to develop a thematic lesson about the book

Intended Participants: Teachers, Counselors, Administrators, Community Members, Other

Date: Aug 15, 2011

Activity Purpose: Information, Skill Building

Activity Format: Professional Reading

Funding: Wood-Carr Foundation

Does this activity occur during the school day? No

Relationship Report: Areas of Concern / Strategies / Achievement Goals

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

Local Areas of Concern

We are concerned that... Students do not believe that good language arts skills are important for future success.

Data Targets Influenced by This Concern:

- 7th Grade Free/Reduced Students -- % Students Passing Lang Arts ISTEP
- 7th Grade Students -- % All students showing Mastery Language ISTEP
- 8th Grade Students -- % All students Passing ISTEP Writing Mastery
- 8th Grade Students -- % All Students Passing Language Arts ISTEP
- Language Arts grade 10 -- % All Students Passing ECA English 10 exam

Strategies to Impact This Concern:

- U. Focused Student Group: Improve State Standardized Test Scores for Free/Reduced Students

We are concerned that... Students do not feel prepared for college.

Data Targets Influenced by This Concern:

- Graduates -- % All Students Earning Honors Diploma

Strategies to Impact This Concern:

- G. Attendance: Maintain excellent attendance rate
- F. Encourage Rigorous Curriculum: Encourage a Greater % of Students to complete an Honors Diploma
- X. Graduation Plan: Increase awareness/requirements for Graduation Requirements

We are concerned that... Many students opt out of an honors diploma

Data Targets Influenced by This Concern:

- Graduates -- % All Students Earning Honors Diploma

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Encourage a Greater % of Students to complete an Honors Diploma
- X. Graduation Plan: Increase awareness/requirements for Graduation Requirements

We are concerned that... Math curriculum and state standards are not aligned well

Data Targets Influenced by This Concern:

- 7th Grade Free/Reduced Students -- % Students Passing ISTEP Mastery Math
- 7th Grade Students -- % All students showing Mastery in Math ISTEP
- 8th Grade Students -- % All Students Passing ISTEP Math Mastery
- Algebra 1 students -- % All students Passing End of Course Algebra 1

Strategies to Impact This Concern:

- I. Focused Academic Area: Improve ECA Algebra 1 Test Scores

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

Data Targets Influenced by This Concern:

- Graduates -- % All Students Earning Honors Diploma

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Encourage a Greater % of Students to complete an Honors Diploma
- I. Focused Academic Area: Improve ECA Algebra 1 Test Scores

I. Focused Academic Area (IN Rules)

Data Targets Influenced by This Concern:

- 7th Grade Free/Reduced Students -- % Students Passing ISTEP Mastery Math
- 7th Grade Free/Reduced Students -- % Students Passing Lang Arts ISTEP
- 7th Grade Students -- % All students showing Mastery in Math ISTEP
- 7th Grade Students -- % All students showing Mastery Language ISTEP
- 8th Grade Students -- % All Students Passing ISTEP Math Mastery
- 8th Grade Students -- % All students Passing ISTEP Writing Mastery
- 8th Grade Students -- % All Students Passing Language Arts ISTEP
- Algebra 1 students -- % All students Passing End of Course Algebra 1
- Language Arts grade 10 -- % All Students Passing ECA English 10 exam

Strategies to Impact This Concern:

- I. Focused Academic Area: Improve ECA Algebra 1 Test Scores

U. Focused Student Group (IN Rules)

Data Targets Influenced by This Concern:

- 7th Grade Free/Reduced Students -- % Students Passing ISTEP Mastery Math
- 7th Grade Free/Reduced Students -- % Students Passing Lang Arts ISTEP

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Encourage a Greater % of Students to complete an Honors Diploma
- U. Focused Student Group: Improve State Standardized Test Scores for Free/Reduced Students

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

- Graduates -- % All Students Earning Honors Diploma

Strategies to Impact This Concern:

- G. Attendance: Maintain excellent attendance rate
- X. Graduation Plan: Increase awareness/requirements for Graduation Requirements

Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

A. Where is the public copy of your school's curriculum located?	Borden High School Office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	None
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	We maintain an above 95% attendance rate and will continue to support our current policies and plans.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Acuity: 4 quarterly assessments given to grades 7&8 in language arts, science, math and social studies

Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd and 3rd Year Schools	Alumni Schools	
New Principal and Steering Team Member Training	n/a	Aug	Aug	n/a
First Year: Rationale + Organizational Structure After First Year: Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks of Sept
Vision	Session 2 – Sept	n/a	Session 1 – Aug PM	First 2 weeks of Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks in Nov
Areas of Concern	Session 4 - Dec	n/a	Session 2 – Dec PM	First 2 weeks in Jan*
Strategy Selection	Session 5 - Jan	Session 2 - Dec	Session 2 – Dec AM	First 2 weeks in Feb
Conference on Learning	Jan	Jan	Jan	
Strategy Selection: Title & Description	Feb	Feb	n/a	First 2 weeks in Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Optional Strategy Chair Training	First week of Apr

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2013-2014 school year