

School Improvement Plan - 2012-2013

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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

Community Council

- Brian and Michelle Agnew - parent
- 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

| 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 40 | 69 | 42 | 67 | 68 | | 69 | | 70 | | 71 | | 100 |

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

| 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 40 | 66 | 42 | 75 | 76 | | 77 | | 78 | | 79 | | 100 |

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

| 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 72 | 72 | 74 | 73 | 76 | | 78 | | 80 | | 81 | | 100 |

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

| 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 74 | 87 | 76 | 76 | 78 | | 80 | | 82 | | 85 | | 100 |

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

| 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 77 | 61 | 79 | 68 | 72 | | 75 | | 78 | | 81 | | 100 |

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

| 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 69 | 75 | 71 | 78 | 79 | | 80 | | 81 | | 82 | | 100 |

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

| 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 60 | 45 | 62 | 71 | 72 | | 73 | | 74 | | 75 | | 100 |

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

| 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 20 | 33 | 30 | 60 | 61 | | 62 | | 64 | | 66 | | 100 |

All Students 9-12 - Graduation Rate

| 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| | 92.3 | 95 | 96.3 | 96 | | 97 | | 98 | | 99 | | 100 |

Graduates - % All Students Earning Honors Diploma

| 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 46 | 33 | 48 | 60 | 61 | | 62 | | 63 | | 64 | | 100 |

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

| 2009-2010 | | 2010-2011 | | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| -- | 53 | 55 | 65 | 66 | | 68 | | 69 | | 70 | | 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... The COMPASS test was very different this year and many students did not pass. This will impact Academic Honor Students

Ivy Tech changed their COMPASS test program and cut score. Even though we can give the test here online now, it is very different and many students are not passing the test, even after multiple attempts.

We are concerned that... Due to having to take ISTEP tests during the tornado trauma our scores will not be a true reflection of student knowledg

We do not have data back yet from the ISTEP scores but we have much local record information documenting evidence of the devastation to our local community.

Required Areas of Concern

F. Encourage Rigorous Curriculum

G. Attendance

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 Students to earn 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. All options for earning the diplomas will be explored

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance: Maintain Excellent Attendance

Our attendance rate continues to exceed the 95% rate on an annual basis. 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. Attendance letters/conferences will be held for students who exceed 4 days.

Impact Level: Low Impact

Focus: General

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

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. Wood-Carr Foundation will provide novels (free of charge) to students, churches, etc. for participating in school and community wide book reads. Anime club and other opportunities to have access to a variety of materials will be provided during the school day. Students will be surveyed for reading interests and material purchases will reflect high interest areas of free/reduced students. School and public library will work together to offer summer reading program with incentives for students to continue to use the school or public library during non-school times.

Impact Level: High Impact - Inside

Focus: Specific

X. Graduation Plan: Increase Options for obtaining 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. Online courses, passing final exams, alternative school courses, summer school and all possible options will be explored to obtain student credit.

Impact Level: Low Impact

Focus: General

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 Students to earn an Honors Diploma

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

| Baseline 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 2nd Semester / Last Trimester | |
|-------------------|--|--------|---|--------|
| Actual | Target | Actual | Target | Actual |
| | | | | |

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

| Baseline 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 2nd Semester / Last Trimester | |
|-------------------|--|--------|---|--------|
| Actual | Target | Actual | Target | Actual |
| | | | | |

G. Attendance: Maintain Excellent Attendance

% of student attendance by semester

| Baseline 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 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 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 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 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 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 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 2nd Semester / Last Trimester | |
| Actual | Target | Actual | Target | Actual |
| | | | | |

% of referred students whose parents allow participation in the program

| | | | | |
|-------------------|--|--------|---|--------|
| Baseline 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 2nd Semester / Last Trimester | |
| Actual | Target | Actual | Target | Actual |
| | | | | |

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

| | | | | |
|-------------------|--|--------|---|--------|
| Baseline 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 2nd Semester / Last Trimester | |
| Actual | Target | Actual | Target | Actual |
| | | | | |

X. Graduation Plan: Increase Options for obtaining Graduation Requirements

The % of counselors that meet with seniors twice per year

| Baseline 11-12 | Follow Up 12-13 1st Semester / 1st Trimester | | Follow Up 12-13 2nd Semester / Last Trimester | |
|-------------------|--|--------|---|--------|
| Actual | Target | Actual | Target | Actual |
| 100% | 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.

Attendance

Apr 1, 2012: Collect baseline data: % of student attendance by semester **Person:** Toby Cheatham
Aug 7, 2012: Give caregivers attendance policy **Person:** David Carter/Toby Cheatham
Aug 8, 2012: Meet with students by grade level to explain attendance policy **Person:** David Carter/Toby Cheatham
Aug 15, 2012: Check attendance log/4 days get letter and conference **Person:** David Carter/Toby Cheatham
Sep 1, 2012: Conference with student/family who have attendance issues **Person:** administrators
Sep 15, 2012: Check attendance log/4 days get letter and conference **Person:** David Carter/Toby Cheatham
Oct 1, 2012: Talk with staff about supporting good attendance incentives **Person:** Lisa Nale
Oct 15, 2012: Check attendance log/4 days get letter and conference **Person:** David Carter/Toby Cheatham
Nov 3, 2012: Conference with student/family who have attendance issues **Person:** administrators
Nov 15, 2012: Check attendance log/4 days get letter and conference **Person:** David Carter/Toby Cheatham
Nov 30, 2012: Collect fall data: % of student attendance by semester **Person:** Toby Cheatham
Dec 15, 2012: Check attendance log/4 days get letter and conference **Person:** David Carter/Toby Cheatham
Jan 5, 2013: Conference with student/family who have attendance issues **Person:** administrators
Jan 15, 2013: Check attendance log/4 days get letter and conference **Person:** David Carter/Toby Cheatham
Feb 15, 2013: Check attendance log/4 days get letter and conference **Person:** David Carter/Toby Cheatham
Mar 9, 2013: Conference with student/family who have attendance issues **Person:** administrators
Mar 15, 2013: Check attendance log/4 days get letter and conference **Person:** David Carter/Toby Cheatham
Apr 15, 2013: Check attendance log/4 days get letter and conference **Person:** David Carter/Toby Cheatham
May 11, 2013: Conference with student/family who have attendance issues **Person:** administrators
May 15, 2013: Check attendance log/4 days get letter and conference **Person:** David Carter/Toby Cheatham
Jun 30, 2013: Collect spring data: % of student attendance by semester **Person:** Toby Cheatham

Encourage Rigorous Curriculum

Aug 1, 2012: Counselor will attend workshops, webinars to stay current on graduation requirements **Person:** Amanda Cavins
Aug 10, 2012: Review four year plans with students **Person:** Amanda Cavins
Sep 1, 2012: Meet with students to review credits **Person:** Amanda Cavins
Sep 1, 2012: Participate with Prosser to stay current on vocational requirements **Person:** Amanda Cavins
Oct 1, 2012: Invite guest speakers/careers to speak with students **Person:** Amanda Cavins
Oct 12, 2012: Review four year plans with students **Person:** Amanda Cavins
Nov 3, 2012: Meet with students to review credits **Person:** Amanda Cavins
Nov 30, 2012: Collect fall data: Percent of parents who sign allowing students to drop down to a lower diploma. **Person:** Amanda Cavins
Nov 30, 2012: Collect fall data: The % of teachers who are qualified to teach dual credit and or AP courses. **Person:** Amanda Cavins
Dec 3, 2012: Invite guest speakers/careers to speak with students **Person:** Amanda Cavins
Dec 14, 2012: Review four year plans with students **Person:** Amanda Cavins
Jan 1, 2013: Introduce course offerings **Person:** Amanda Cavins
Jan 5, 2013: Meet with students to review credits **Person:** Amanda Cavins
Jan 8, 2013: Introduce course offerings **Person:** Amanda Cavins
Jan 10, 2013: Parent student meeting to explain requirements **Person:** Amanda Cavins
Jan 15, 2013: Introduce course offerings **Person:** Amanda Cavins
Jan 22, 2013: Introduce course offerings **Person:** Amanda Cavins
Jan 29, 2013: Introduce course offerings **Person:** Amanda Cavins

Feb 4, 2013: Invite guest speakers/careers to speak with students **Person:** Amanda Cavins
Feb 5, 2013: Introduce course offerings **Person:** Amanda Cavins
Feb 12, 2013: Introduce course offerings **Person:** Amanda Cavins
Feb 15, 2013: Review four year plans with students **Person:** Amanda Cavins
Feb 19, 2013: Introduce course offerings **Person:** Amanda Cavins
Feb 26, 2013: Introduce course offerings **Person:** Amanda Cavins
Mar 5, 2013: Introduce course offerings **Person:** Amanda Cavins
Mar 9, 2013: Meet with students to review credits **Person:** Amanda Cavins
Mar 12, 2013: Introduce course offerings **Person:** Amanda Cavins
Mar 19, 2013: Introduce course offerings **Person:** Amanda Cavins
Mar 26, 2013: Introduce course offerings **Person:** Amanda Cavins
Apr 1, 2013: Return scheduling forms to parents for signatures **Person:** Amanda Cavins
Apr 1, 2013: Student sign off on credit reviews **Person:** Amanda Cavins
Apr 8, 2013: Invite guest speakers/careers to speak with students **Person:** Amanda Cavins
Apr 19, 2013: Review four year plans with students **Person:** Amanda Cavins
May 11, 2013: Meet with students to review credits **Person:** Amanda Cavins
Jun 1, 2013: Collect diploma waiver/change forms **Person:** Amanda Cavins
Jun 30, 2013: Collect spring data: Percent of parents who sign allowing students to drop down to a lower diploma. **Person:** Amanda Cavins
Jun 30, 2013: Collect spring data: The % of teachers who are qualified to teach dual credit and or AP courses. **Person:** Amanda Cavins

Focused Academic Area

Oct 1, 2012: Acuity training for new teachers **Person:** John Reed
Oct 15, 2012: complete Acuity/Pearson assessments **Person:** math teachers
Nov 1, 2012: testing meeting with teachers **Person:** Amanda Cavins
Nov 15, 2012: complete Acuity/Pearson assessments **Person:** math teachers
Nov 30, 2012: 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:** Andrew Lewellen
Nov 30, 2012: Collect fall data: Percent of junior high teachers who comply with policy change **Person:** Lisa Nale
Dec 15, 2012: complete Acuity/Pearson assessments **Person:** math teachers
Jan 10, 2013: analyze retester scores **Person:** Lisa Nale
Jan 15, 2013: complete Acuity/Pearson assessments **Person:** math teachers
Feb 15, 2013: complete Acuity/Pearson assessments **Person:** math teachers
Mar 15, 2013: complete Acuity/Pearson assessments **Person:** math teachers
Apr 10, 2013: testing meeting with teachers **Person:** Amanda Cavins
Apr 15, 2013: complete Acuity/Pearson assessments **Person:** math teachers
May 10, 2013: remediation math lab **Person:** math teacher
May 15, 2013: test prep study session **Person:** Andrew Lewellen
May 22, 2013: test reward/incentives for goals met **Person:** Lisa Nale
Jun 1, 2013: analyze test results **Person:** Lisa Nale
Jun 30, 2013: 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:** Andrew Lewellen
Jun 30, 2013: Collect spring data: Percent of junior high teachers who comply with policy change **Person:** Lisa Nale

Focused Student Group

Aug 15, 2012: Anime club with Borden Library **Person:** Borden Librarian
Aug 15, 2012: Update new staff members on LEAF **Person:** Lisa Nale
Sep 1, 2012: review circulation reports for sub group **Person:** Rachael McClellan
Sep 15, 2012: Anime club with Borden Library **Person:** Borden Librarian
Oct 1, 2012: review circulation reports for sub group **Person:** Rachael McClellan
Oct 15, 2012: Analyze test data for subgroup **Person:** teachers
Oct 15, 2012: Anime club with Borden Library **Person:** Borden Librarian
Oct 31, 2012: Survey student interest for materials **Person:** Rachael McClellan
Nov 1, 2012: lesson plan follow up on book topic **Person:** Lisa Nale
Nov 1, 2012: review circulation reports for sub group **Person:** Rachael McClellan
Nov 15, 2012: Anime club with Borden Library **Person:** Borden Librarian

Nov 15, 2012: Department share/discussion on writing prompts/activities **Person:** Lisa Nale
Nov 30, 2012: Collect fall data: # of students receiving referrals for academic concerns **Person:** Michelle Agnew
Nov 30, 2012: Collect fall data: % of referred students whose parents allow participation in the program **Person:** Michelle Agnew
Nov 30, 2012: Collect fall data: The % of teachers who assign writing activities using LEAF on a weekly basis. **Person:** Lisa Nale
Dec 1, 2012: form school/community read search committee **Person:** Lisa Nale
Dec 1, 2012: review circulation reports for sub group **Person:** Rachael McClellan
Dec 15, 2012: Anime club with Borden Library **Person:** Borden Librarian
Jan 1, 2013: review circulation reports for sub group **Person:** Rachael McClellan
Jan 15, 2013: Anime club with Borden Library **Person:** Borden Librarian
Feb 1, 2013: review circulation reports for sub group **Person:** Rachael McClellan
Feb 1, 2013: write/submit grant for book costs **Person:** Lisa Nale
Feb 15, 2013: Anime club with Borden Library **Person:** Borden Librarian
Feb 15, 2013: order materials with fee money **Person:** Rachael McClellan
Mar 1, 2013: review circulation reports for sub group **Person:** Rachael McClellan
Mar 1, 2013: select book for the read **Person:** committee
Mar 15, 2013: Anime club with Borden Library **Person:** Borden Librarian
Apr 1, 2013: review circulation reports for sub group **Person:** Rachael McClellan
Apr 15, 2013: Anime club with Borden Library **Person:** Borden Librarian
May 1, 2013: review circulation reports for sub group **Person:** Rachael McClellan
May 15, 2013: Anime club with Borden Library **Person:** Borden Librarian
Jun 1, 2013: review circulation reports for sub group **Person:** Rachael McClellan
Jun 2, 2013: summer reading program **Person:** Rachael McClellan and teachers
Jun 30, 2013: Collect spring data: # of students receiving referrals for academic concerns **Person:** Michelle Agnew
Jun 30, 2013: Collect spring data: % of referred students whose parents allow participation in the program **Person:** Michelle Agnew
Jun 30, 2013: Collect spring data: The % of teachers who assign writing activities using LEAF on a weekly basis. **Person:** Lisa Nale

Graduation Plan

Apr 1, 2012: Collect baseline data: The % of counselors that meet with seniors twice per year **Person:**
Aug 7, 2012: meeting with parents before a student can alter their plan **Person:** Lisa Nale
Oct 9, 2012: meeting with parents before a student can alter their plan **Person:** Lisa Nale
Oct 15, 2012: Review senior grades/credit status **Person:** Amanda Cavins
Nov 30, 2012: Collect fall data: The % of counselors that meet with seniors twice per year **Person:**
Dec 11, 2012: meeting with parents before a student can alter their plan **Person:** Lisa Nale
Dec 17, 2012: Review senior grades/credit status **Person:** Amanda Cavins
Feb 12, 2013: meeting with parents before a student can alter their plan **Person:** Lisa Nale
Feb 18, 2013: Review senior grades/credit status **Person:** Amanda Cavins
Apr 16, 2013: meeting with parents before a student can alter their plan **Person:** Lisa Nale
Apr 22, 2013: Review senior grades/credit status **Person:** Amanda Cavins
Jun 30, 2013: Collect spring data: The % of counselors that meet with seniors twice per year **Person:**

Professional Development Summary

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 Students to earn an Honors Diploma

Counselor will attend workshops, webinars to stay current on graduation requirements

Brief Description: Counselor and principal will attend workshops, webinars, etc. to stay current on graduation requirements

Intended Participants: Counselors, Administrators

Date: Aug 1, 2012

Activity Purpose: Information

Activity Format: Presentation, Professional Reading

Funding: corporation PD funds

Does this activity occur during the school day? Yes

Participate with Prosser to stay current on vocational requirements

Brief Description: Participate with Prosser to stay current on vocational requirements

Intended Participants: Counselors, Administrators

Date: Sep 1, 2012

Activity Purpose: Information

Activity Format: Talk to, Collaborative Problem Solving, Site Visit

Funding: N/A

Does this activity occur during the school day? Yes

G. Attendance: Maintain Excellent Attendance

No professional development is needed for this strategy.

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

Acuity training for new teachers

Brief Description: Attend Acuity training meetings as offered

Intended Participants: Teachers, Counselors, Administrators

Date: Oct 1, 2012

Activity Purpose: Refinement

Activity Format: Presentation

Funding: WCCS PD funds

Does this activity occur during the school day? Yes

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

Department share/discussion on writing prompts/activities

Brief Description: Share writing prompts ideas/uses among staff members

Intended Participants: Teachers, Counselors, Administrators, Students

Date: Nov 15, 2012

Activity Purpose: Skill Building, Feedback/Support

Activity Format: Presentation, Peer Coaching, Collaborative Problem Solving

Funding: N/A

Does this activity occur during the school day? Yes

X. Graduation Plan: Increase Options for obtaining Graduation Requirements

No professional development is needed for this strategy.

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... The COMPASS test was very different this year and many students did not pass. This will impact Academic Honor Students

Data Targets Influenced by This Concern:

- Graduates -- % All Students Earning Honors Diploma

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Encourage Students to earn an Honors Diploma
- X. Graduation Plan: Increase Options for obtaining Graduation Requirements

We are concerned that... Due to having to take ISTEP tests during the tornado trauma our scores will not be a true reflection of student knowledg

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

Strategies to Impact This Concern:

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

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 Students to earn an Honors Diploma
- I. Focused Academic Area: Improve ECA Algebra 1 Test Scores

G. Attendance (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
- All Students 9-12 -- Graduation Rate
- Language Arts grade 10 -- % All Students Passing ECA English 10 exam

Strategies to Impact This Concern:

- G. Attendance: Maintain Excellent Attendance

I. Focused Academic Area (IN Rules)

Data Targets Influenced by This Concern:

- Graduates -- % All Students Earning Honors Diploma

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 Students to earn 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:

- All Students 9-12 -- Graduation Rate
- Language Arts grade 10 -- % All Students Passing ECA English 10 exam

Strategies to Impact This Concern:

- G. Attendance: Maintain Excellent Attendance
- F. Encourage Rigorous Curriculum: Encourage Students to earn an Honors Diploma
- I. Focused Academic Area: Improve ECA Algebra 1 Test Scores
- X. Graduation Plan: Increase Options for obtaining 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? | A copy is located in the main 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 |
| <p>C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?</p> | We have higher than a 95% attendance rate. We will continue to implement our school attendance policy to ensure we maintain this rate or higher. |
| D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each. | Acuity Predictive Assessments in language, math ,and science for grades 7&8. Sages 2 test for all 8th graders |

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