

School Improvement Plan - 2013-2014

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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

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

Strategy Chairs

- David Carter
- Amanda Cavins
- Toby Cheatham
- Morgan Cope
- Lisa Nale

Community Council

- Brian and Michelle Agnew - Parents
- Teresa Baird - Parent
- Chris Gertin - Business Owner
- Joe Green - Community

- Jeff Hunt - Parent
- Ethan Little - Community/Campus Life Coordinator
- Cara Martin - Parent
- David Martin - Community
- Dylan Martin - Student
- Lisa Nale - Faculty
- Amy Potts - Parent
- Ben Rice - Graduate
- Peggy Rice - Business
- 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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
42	67	68	50	55		57		59		61		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
42	75	76	65	70		72		74		76		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
74	73	76	73	76		78		80		82		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76	76	78	66	70		72		74		76		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
79	68	72	64	68		70		72		74		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
71	78	79	76	79		81		83		85		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
62	71	72	64	68		70		72		74		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
30	60	61	57	61		63		66		68		100

All Students 9-12 - Graduation Rate

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
95	96.3	96	98	97		98		99		100		100

Graduates - % All Students Earning Honors Diploma

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
48	60	61	14	40		43		45		47		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55	65	66	50	53		55		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... number of students who received an honors diploma dropped significantly

Only 14% of our students earned an honors diploma last year

We are concerned that... 7th grade students are not prepared for academic expectations

7th grader midterms scores are low and test scores are typically low. They lack ability to follow up on multiple day assignments or ones that require multiple or detailed steps to complete.

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

Math students in junior high through algebra 1 are required to complete predictive Acuity testing. Students will be provided remediation opportunities. Math teachers will provide test prep assistance to students and Acuity training will be provided to staff.

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. Teachers will participate in professional development to learn to develop PARCC/Common Core assessment type work for students. Software to encourage strong reading and writing skills for students will be investigated. 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 - Outside

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: High Impact - Inside

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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

G. Attendance: Maintain Excellent Attendance

% of student attendance by semester

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

% of referred students whose parents allow participation in the program

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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

Jul 15, 2013: Information sent home **Person:** Peggy Rice
Aug 1, 2013: attendance reports ran **Person:** Toby Cheatham
Aug 30, 2013: grade level talks **Person:** David Carter
Aug 30, 2013: information at registration **Person:** Toby Cheatham
Sep 5, 2013: attendance reports ran **Person:** Toby Cheatham
Sep 7, 2013: attend CCARP meetings **Person:** Toby Cheatham
Oct 3, 2013: attendance reports ran **Person:** Toby Cheatham
Oct 7, 2013: attend CCARP meetings **Person:** Toby Cheatham
Oct 15, 2013: incentive trip drawing **Person:** Lisa Nale
Oct 15, 2013: plan activities for trip **Person:** Lisa Nale
Nov 7, 2013: attendance reports ran **Person:** Toby Cheatham
Nov 7, 2013: attend CCARP meetings **Person:** Toby Cheatham
Nov 30, 2013: Collect fall data: % of student attendance by semester **Person:** Michelle Agnew
Dec 5, 2013: attendance reports ran **Person:** Toby Cheatham
Dec 7, 2013: attend CCARP meetings **Person:** Toby Cheatham
Dec 17, 2013: incentive trip drawing **Person:** Lisa Nale
Dec 17, 2013: plan activities for trip **Person:** Lisa Nale
Jan 2, 2014: attendance reports ran **Person:** Toby Cheatham
Jan 7, 2014: attend CCARP meetings **Person:** Toby Cheatham
Feb 6, 2014: attendance reports ran **Person:** Toby Cheatham
Feb 7, 2014: attend CCARP meetings **Person:** Toby Cheatham
Feb 18, 2014: incentive trip drawing **Person:** Lisa Nale
Feb 18, 2014: plan activities for trip **Person:** Lisa Nale
Mar 6, 2014: attendance reports ran **Person:** Toby Cheatham
Mar 7, 2014: attend CCARP meetings **Person:** Toby Cheatham
Apr 3, 2014: attendance reports ran **Person:** Toby Cheatham
Apr 7, 2014: attend CCARP meetings **Person:** Toby Cheatham
Apr 22, 2014: incentive trip drawing **Person:** Lisa Nale
Apr 22, 2014: plan activities for trip **Person:** Lisa Nale
May 1, 2014: attendance reports ran **Person:** Toby Cheatham
May 7, 2014: attend CCARP meetings **Person:** Toby Cheatham
Jun 30, 2014: Collect spring data: % of student attendance by semester **Person:** Michelle Agnew

Encourage Rigorous Curriculum

May 1, 2013: student are selected for course **Person:** teachers
Jun 17, 2013: Attend summer AP workshop **Person:** Sarah Craft
Jun 30, 2013: Create Courses for honors and AP language **Person:** Lisa Nale
Oct 1, 2013: Ap teachers meet each semester **Person:** teachers
Nov 15, 2013: Parent meeting to change diploma type **Person:** Amanda Cavins/Lisa Nale
Nov 30, 2013: Collect fall data: Percent of parents who sign allowing students to drop down to a lower diploma. **Person:** Amanda Cavins
Nov 30, 2013: Collect fall data: The % of teachers who are qualified to teach dual credit and or AP courses. **Person:** Amanda Cavins

Dec 3, 2013: Ap teachers meet each semester **Person:** teachers
Dec 15, 2013: Parent meeting to change diploma type **Person:** Amanda Cavins/Lisa Nale
Jan 15, 2014: Parent meeting to change diploma type **Person:** Amanda Cavins/Lisa Nale
Feb 4, 2014: Ap teachers meet each semester **Person:** teachers
Feb 15, 2014: Parent meeting to change diploma type **Person:** Amanda Cavins/Lisa Nale
Mar 15, 2014: Parent meeting to change diploma type **Person:** Amanda Cavins/Lisa Nale
Apr 8, 2014: Ap teachers meet each semester **Person:** teachers
Apr 15, 2014: Parent meeting to change diploma type **Person:** Amanda Cavins/Lisa Nale
May 15, 2014: Parent meeting to change diploma type **Person:** Amanda Cavins/Lisa Nale
Jun 30, 2014: Collect spring data: Percent of parents who sign allowing students to drop down to a lower diploma. **Person:** Amanda Cavins
Jun 30, 2014: Collect spring data: The % of teachers who are qualified to teach dual credit and or AP courses. **Person:** Amanda Cavins

Focused Academic Area

Aug 1, 2013: scheduled remediation **Person:** math teachers
Sep 1, 2013: attend Acuity update training **Person:** Lisa Nale
Sep 5, 2013: scheduled remediation **Person:** math teachers
Oct 3, 2013: scheduled remediation **Person:** math teachers
Oct 15, 2013: acuity assesement administered **Person:** teachers
Oct 15, 2013: print acuity reports **Person:** Lisa Nale
Oct 30, 2013: Acuity analysis **Person:** teachers
Nov 7, 2013: scheduled remediation **Person:** math teachers
Dec 5, 2013: scheduled remediation **Person:** math teachers
Dec 17, 2013: acuity assesement administered **Person:** teachers
Dec 17, 2013: print acuity reports **Person:** Lisa Nale
Jan 1, 2014: Acuity analysis **Person:** teachers
Jan 2, 2014: scheduled remediation **Person:** math teachers
Feb 6, 2014: scheduled remediation **Person:** math teachers
Feb 18, 2014: acuity assesement administered **Person:** teachers
Feb 18, 2014: print acuity reports **Person:** Lisa Nale
Mar 5, 2014: Acuity analysis **Person:** teachers
Mar 6, 2014: scheduled remediation **Person:** math teachers
Apr 3, 2014: scheduled remediation **Person:** math teachers
Apr 22, 2014: acuity assesement administered **Person:** teachers
Apr 22, 2014: print acuity reports **Person:** Lisa Nale
May 1, 2014: scheduled remediation **Person:** math teachers
May 7, 2014: Acuity analysis **Person:** teachers

Focused Student Group

May 30, 2013: Create summer reading program **Person:** Rachael McClellan
Aug 1, 2013: Teacher develop writing activites and document in lesson plans **Person:** teachers
Aug 8, 2013: Teacher develop writing activites and document in lesson plans **Person:** teachers
Aug 15, 2013: Teacher develop writing activites and document in lesson plans **Person:** teachers
Aug 22, 2013: Teacher develop writing activites and document in lesson plans **Person:** teachers
Aug 29, 2013: Teacher develop writing activites and document in lesson plans **Person:** teachers
Aug 30, 2013: Install Read Outloud software **Person:** Ann Schnepf
Sep 1, 2013: Follow up with library on program completers **Person:** Rachael McClellan
Sep 1, 2013: PARCC prep **Person:** Lisa Nale
Sep 5, 2013: Teacher develop writing activites and document in lesson plans **Person:** teachers
Sep 12, 2013: Teacher develop writing activites and document in lesson plans **Person:** teachers
Sep 19, 2013: Teacher develop writing activites and document in lesson plans **Person:** teachers
Sep 26, 2013: Teacher develop writing activites and document in lesson plans **Person:** teachers
Oct 1, 2013: Create rewards for reading programs **Person:** Rachael McClellan
Oct 3, 2013: Teacher develop writing activites and document in lesson plans **Person:** teachers
Oct 6, 2013: PARCC prep **Person:** Lisa Nale
Oct 10, 2013: Teacher develop writing activites and document in lesson plans **Person:** teachers

Oct 17, 2013: Teacher develop writing activities and document in lesson plans **Person:** teachers
Oct 24, 2013: Teacher develop writing activities and document in lesson plans **Person:** teachers
Oct 31, 2013: Teacher develop writing activities and document in lesson plans **Person:** teachers
Nov 3, 2013: PARCC prep **Person:** Lisa Nale
Nov 7, 2013: Teacher develop writing activities and document in lesson plans **Person:** teachers
Nov 14, 2013: Teacher develop writing activities and document in lesson plans **Person:** teachers
Nov 21, 2013: Teacher develop writing activities and document in lesson plans **Person:** teachers
Nov 28, 2013: Teacher develop writing activities and document in lesson plans **Person:** teachers
Nov 30, 2013: Collect fall data: # of students receiving referrals for academic concerns **Person:** Morgan Cope
Nov 30, 2013: Collect fall data: % of referred students whose parents allow participation in the program **Person:** Morgan Cope
Nov 30, 2013: Collect fall data: The % of teachers who assign writing activities using LEAF on a weekly basis. **Person:** Morgan Cope
Dec 1, 2013: PARCC prep **Person:** Lisa Nale
Dec 5, 2013: Teacher develop writing activities and document in lesson plans **Person:** teachers
Dec 12, 2013: Teacher develop writing activities and document in lesson plans **Person:** teachers
Dec 19, 2013: Teacher develop writing activities and document in lesson plans **Person:** teachers
Dec 26, 2013: Teacher develop writing activities and document in lesson plans **Person:** teachers
Jan 2, 2014: Teacher develop writing activities and document in lesson plans **Person:** teachers
Jan 5, 2014: PARCC prep **Person:** Lisa Nale
Jan 9, 2014: Teacher develop writing activities and document in lesson plans **Person:** teachers
Jan 16, 2014: Teacher develop writing activities and document in lesson plans **Person:** teachers
Jan 23, 2014: Teacher develop writing activities and document in lesson plans **Person:** teachers
Jan 30, 2014: Teacher develop writing activities and document in lesson plans **Person:** teachers
Feb 2, 2014: PARCC prep **Person:** Lisa Nale
Feb 6, 2014: Teacher develop writing activities and document in lesson plans **Person:** teachers
Feb 13, 2014: Teacher develop writing activities and document in lesson plans **Person:** teachers
Feb 20, 2014: Teacher develop writing activities and document in lesson plans **Person:** teachers
Feb 27, 2014: Teacher develop writing activities and document in lesson plans **Person:** teachers
Mar 2, 2014: PARCC prep **Person:** Lisa Nale
Mar 6, 2014: Teacher develop writing activities and document in lesson plans **Person:** teachers
Mar 13, 2014: Teacher develop writing activities and document in lesson plans **Person:** teachers
Mar 20, 2014: Teacher develop writing activities and document in lesson plans **Person:** teachers
Mar 27, 2014: Teacher develop writing activities and document in lesson plans **Person:** teachers
Apr 3, 2014: Teacher develop writing activities and document in lesson plans **Person:** teachers
Apr 6, 2014: PARCC prep **Person:** Lisa Nale
Apr 10, 2014: Teacher develop writing activities and document in lesson plans **Person:** teachers
Apr 17, 2014: Teacher develop writing activities and document in lesson plans **Person:** teachers
Apr 24, 2014: Teacher develop writing activities and document in lesson plans **Person:** teachers
May 1, 2014: Teacher develop writing activities and document in lesson plans **Person:** teachers
May 4, 2014: PARCC prep **Person:** Lisa Nale
May 8, 2014: Teacher develop writing activities and document in lesson plans **Person:** teachers
May 15, 2014: Teacher develop writing activities and document in lesson plans **Person:** teachers
May 22, 2014: Teacher develop writing activities and document in lesson plans **Person:** teachers
May 29, 2014: Teacher develop writing activities and document in lesson plans **Person:** teachers
Jun 1, 2014: PARCC prep **Person:** Lisa Nale
Jun 30, 2014: Collect spring data: # of students receiving referrals for academic concerns **Person:** David Carter
Jun 30, 2014: Collect spring data: % of referred students whose parents allow participation in the program **Person:** Rachael McClellan
Jun 30, 2014: Collect spring data: The % of teachers who assign writing activities using LEAF on a weekly basis. **Person:** Morgan Cope

Graduation Plan

Aug 30, 2013: counselor meets with each student at beginning of year **Person:** Amanda Cavins/Lisa Nale
Oct 15, 2013: special circumstances meetings **Person:** Lisa Nale
Nov 30, 2013: Collect fall data: The % of counselors that meet with seniors twice per year **Person:** Amanda Cavins
Dec 17, 2013: special circumstances meetings **Person:** Lisa Nale
Dec 20, 2013: mid year review meetings with students **Person:** Amanda Cavins
Feb 18, 2014: special circumstances meetings **Person:** Lisa Nale
Apr 22, 2014: special circumstances meetings **Person:** Lisa Nale

Jun 30, 2014: Collect spring data: The % of counselors that meet with seniors twice per year **Person:** Amanda Cavins

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

Ap teachers meet each semester

Brief Description: Ap teachers meet each semester

Intended Participants: Teachers, Counselors, Administrators

Dates: Oct 1, 2013; Dec 3, 2013; Feb 4, 2014; Apr 8, 2014

Activity Purpose: Feedback/Support

Activity Format: Peer Coaching

Funding: N/A

Does this activity occur during the school day? Yes

Attend summer AP workshop

Brief Description: To be certified to teach an AP course, a teacher must attend an online or in person workshop for that subject.

Intended Participants: Teachers

Date: Jun 17, 2013

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: local PD funds

Does this activity occur during the school day? No

G. Attendance: Maintain Excellent Attendance

attend CCARP meetings

Brief Description: Refer and participate in the Clark County Attendance Review Panel when appropriate

Intended Participants: Administrators, Parents, Students

Dates: Sep 7, 2013; Oct 7, 2013; Nov 7, 2013; Dec 7, 2013; Jan 7, 2014; Feb 7, 2014; Mar 7, 2014; Apr 7, 2014; May 7, 2014

Activity Purpose: Skill Building

Activity Format: Collaborative Problem Solving

Funding: N/A

Does this activity occur during the school day? Yes

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

attend Acuity update training

Brief Description: attend Acuity update training

Intended Participants: Teachers

Date: Sep 1, 2013

Activity Purpose: Refinement

Activity Format: Presentation

Funding: corporation PD funds

Does this activity occur during the school day? Yes

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

No professional development is needed for this strategy.

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... number of students who received an honors diploma dropped significantly

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... 7th grade students are not prepared for academic expectations

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

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

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
- 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?	Principal's 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?	Yes. We will continue with our current plan to maintain our 95% attendance 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.	We use Acuity assessment for grades 7 & * as well as English 10

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