

School Improvement Plan - 2014-2015

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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 American 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:

- American 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
- Charles Gardner - Parent/Guardian
- Jeff Hunt - Community
- Debbie Hurst - Parent/Guardian
- Lisa Nale - Administrator
- Peggy Rice - Community Representative

Strategy Chairs

- David Carter
- Amanda Cavins
- Morgan Cope
- Charles Gardner
- Lisa Nale

Community Council

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

- 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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68	50	55	69	57		59		61		63		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76	65	70	66	72		74		76		78		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76	73	76	82	78		80		82		84		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78	66	70	77	72		74		76		78		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
72	64	68	76	70		72		74		76		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
79	76	79	76	81		83		85		87		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
72	64	68	74	70		72		74		76		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
61	57	61	66	63		66		68		70		100

All Students 9-12 - Graduation Rate

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
96	98	97	100	98		99		100		100		100

Graduates - % All Students Earning Honors Diploma

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
61	14	40	36	43		45		47		49		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
66	50	53	76	60		62		64		66		100

Comprehensive 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.

Areas of Concern

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.

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... Encourage Rigorous Curriculum

We are concerned that... Attendance

We are concerned that... Focused Academic Area

We are concerned that... Focused Student Group

We are concerned that... 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:

Strategies

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. SchoolReach will be used to make an automated call for any student who is unaccounted for.

Impact Level: High Impact - Inside

Focus: General

Encourage Rigorous Curriculum

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

Focused Academic Area

Math students in junior high (math 7/8) up to and including 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. We will alter the staff work day to provide additional extra-help time prior to the start of each school day.

Impact Level: High Impact - Inside

Focus: Specific

Focused Student Group

Teachers will provide students with more writing opportunities across all disciplines. A writing guide/MLA will be included in the handbook and teachers will have PD for consistent expectations. Teachers will review test data as a staff to analyze information that relates to this subgroup. Software to encourage strong reading and writing skills for students will be investigated. AP Lit. and Writing will be offered at BHS. 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

Graduation Plan

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.

Attendance

% of student attendance by semester

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
99.3	95		95	

Encourage Rigorous Curriculum

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
24	25		25	

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
8	10		8	

Focused Academic Area

% of retesters who pass Algebra ECA

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
21	40%		50%	

Focused Student Group

of students receiving referrals for academic concerns

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
18	20		15	

% of referred students whose parents allow participation in the program

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Graduation Plan

The % of counselors that meet with seniors twice per year

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
100	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

Jul 20, 2014: Publish attendance regulations **Person:** Lisa Nale
Aug 1, 2014: Meet with students who have poor attendance **Person:** David Carter
Aug 1, 2014: Review attendance procedures with students **Person:** Toby Cheatham
Aug 1, 2014: Run attendance reports every 4 weeks or as needed **Person:** David Carter
Sep 5, 2014: Meet with students who have poor attendance **Person:** David Carter
Sep 5, 2014: Run attendance reports every 4 weeks or as needed **Person:** David Carter
Oct 3, 2014: Meet with students who have poor attendance **Person:** David Carter
Oct 3, 2014: Run attendance reports every 4 weeks or as needed **Person:** David Carter
Oct 15, 2014: Calculate and discuss % of attendance **Person:** Lisa/Michelle
Oct 15, 2014: Incentive Rewards activities **Person:** Lisa Nale
Nov 7, 2014: Meet with students who have poor attendance **Person:** David Carter
Nov 7, 2014: Run attendance reports every 4 weeks or as needed **Person:** David Carter
Nov 30, 2014: Collect fall data: % of student attendance by semester **Person:**
Dec 5, 2014: Meet with students who have poor attendance **Person:** David Carter
Dec 5, 2014: Run attendance reports every 4 weeks or as needed **Person:** David Carter
Dec 17, 2014: Calculate and discuss % of attendance **Person:** Lisa/Michelle
Dec 17, 2014: Incentive Rewards activities **Person:** Lisa Nale
Jan 2, 2015: Meet with students who have poor attendance **Person:** David Carter
Jan 2, 2015: Run attendance reports every 4 weeks or as needed **Person:** David Carter
Feb 6, 2015: Meet with students who have poor attendance **Person:** David Carter
Feb 6, 2015: Run attendance reports every 4 weeks or as needed **Person:** David Carter
Feb 18, 2015: Calculate and discuss % of attendance **Person:** Lisa/Michelle
Feb 18, 2015: Incentive Rewards activities **Person:** Lisa Nale
Mar 6, 2015: Meet with students who have poor attendance **Person:** David Carter
Mar 6, 2015: Run attendance reports every 4 weeks or as needed **Person:** David Carter
Apr 3, 2015: Meet with students who have poor attendance **Person:** David Carter
Apr 3, 2015: Run attendance reports every 4 weeks or as needed **Person:** David Carter
Apr 22, 2015: Calculate and discuss % of attendance **Person:** Lisa/Michelle
Apr 22, 2015: Incentive Rewards activities **Person:** Lisa Nale
May 1, 2015: Meet with students who have poor attendance **Person:** David Carter
May 1, 2015: Run attendance reports every 4 weeks or as needed **Person:** David Carter
May 25, 2015: Perfect Attendance Reward Certs **Person:** Michelle Agnew
Jun 30, 2015: Collect spring data: % of student attendance by semester **Person:**

Encourage Rigorous Curriculum

May 1, 2014: build schedule to offer AP Comp and Lit **Person:** Lisa Nale
May 1, 2014: Get parents sign offs on diploma tracks **Person:** Amanda Cavins
May 1, 2014: Offer Technical Honors cords to Prosser students **Person:** Peggy Rice
May 1, 2014: Review diploma types with students **Person:** Amanda Cavins
May 1, 2014: Talk with students about course options **Person:** Amanda Cavins
May 30, 2014: Encourage summer school **Person:** Ryan Apple
Jun 5, 2014: build schedule to offer AP Comp and Lit **Person:** Lisa Nale
Jun 5, 2014: Get parents sign offs on diploma tracks **Person:** Amanda Cavins

Jun 5, 2014: Review diploma types with students **Person:** Amanda Cavins
Jun 5, 2014: Talk with students about course options **Person:** Amanda Cavins
Jul 1, 2014: Teachers will stay current on AP and dual credit required trainings **Person:** teachers
Jul 3, 2014: build schedule to offer AP Comp and Lit **Person:** Lisa Nale
Jul 3, 2014: Get parents sign offs on diploma tracks **Person:** Amanda Cavins
Jul 3, 2014: Offer Technical Honors cords to Prosser students **Person:** Peggy Rice
Jul 3, 2014: Review diploma types with students **Person:** Amanda Cavins
Jul 3, 2014: Talk with students about course options **Person:** Amanda Cavins
Aug 7, 2014: Get parents sign offs on diploma tracks **Person:** Amanda Cavins
Aug 7, 2014: Review diploma types with students **Person:** Amanda Cavins
Aug 7, 2014: Talk with students about course options **Person:** Amanda Cavins
Aug 15, 2014: Team meetings on changes in diploma waivers **Person:** Lisa Nale
Sep 4, 2014: Get parents sign offs on diploma tracks **Person:** Amanda Cavins
Sep 4, 2014: Offer Technical Honors cords to Prosser students **Person:** Peggy Rice
Sep 4, 2014: Review diploma types with students **Person:** Amanda Cavins
Sep 4, 2014: Talk with students about course options **Person:** Amanda Cavins
Oct 2, 2014: Get parents sign offs on diploma tracks **Person:** Amanda Cavins
Oct 2, 2014: Review diploma types with students **Person:** Amanda Cavins
Oct 2, 2014: Talk with students about course options **Person:** Amanda Cavins
Oct 17, 2014: Team meetings on changes in diploma waivers **Person:** Lisa Nale
Nov 6, 2014: Get parents sign offs on diploma tracks **Person:** Amanda Cavins
Nov 6, 2014: Offer Technical Honors cords to Prosser students **Person:** Peggy Rice
Nov 6, 2014: Review diploma types with students **Person:** Amanda Cavins
Nov 6, 2014: Talk with students about course options **Person:** Amanda Cavins
Nov 30, 2014: Collect fall data: Percent of parents who sign allowing students to drop down to a lower diploma. **Person:**
Nov 30, 2014: Collect fall data: The % of teachers who are qualified to teach dual credit and or AP courses. **Person:**
Dec 4, 2014: Get parents sign offs on diploma tracks **Person:** Amanda Cavins
Dec 4, 2014: Review diploma types with students **Person:** Amanda Cavins
Dec 4, 2014: Talk with students about course options **Person:** Amanda Cavins
Dec 19, 2014: Team meetings on changes in diploma waivers **Person:** Lisa Nale
Jan 1, 2015: Get parents sign offs on diploma tracks **Person:** Amanda Cavins
Jan 1, 2015: Review diploma types with students **Person:** Amanda Cavins
Jan 1, 2015: Talk with students about course options **Person:** Amanda Cavins
Jan 8, 2015: Offer Technical Honors cords to Prosser students **Person:** Peggy Rice
Feb 20, 2015: Team meetings on changes in diploma waivers **Person:** Lisa Nale
Mar 12, 2015: Offer Technical Honors cords to Prosser students **Person:** Peggy Rice
Apr 24, 2015: Team meetings on changes in diploma waivers **Person:** Lisa Nale
May 14, 2015: Offer Technical Honors cords to Prosser students **Person:** Peggy Rice
Jun 30, 2015: Collect spring data: Percent of parents who sign allowing students to drop down to a lower diploma. **Person:**
Jun 30, 2015: Collect spring data: The % of teachers who are qualified to teach dual credit and or AP courses. **Person:**

Focused Academic Area

Apr 1, 2014: Collect baseline data: % of retesters who pass Algebra ECA **Person:**
Jun 1, 2014: alter school start time **Person:** Lisa Nale
Jun 1, 2014: Create math remediation course **Person:** Amanda Cavins
Jul 1, 2014: Alter teacher work day **Person:** Lisa Nale
Aug 1, 2014: Advertise extra help time with teachers **Person:** Charles Gardner
Aug 1, 2014: Use ASL one day per week for remediation **Person:** teachers
Aug 8, 2014: Use ASL one day per week for remediation **Person:** teachers
Aug 15, 2014: Use ASL one day per week for remediation **Person:** teachers
Aug 22, 2014: Use ASL one day per week for remediation **Person:** teachers
Aug 29, 2014: Use ASL one day per week for remediation **Person:** teachers
Sep 5, 2014: Advertise extra help time with teachers **Person:** Charles Gardner
Sep 5, 2014: Use ASL one day per week for remediation **Person:** teachers
Sep 12, 2014: Use ASL one day per week for remediation **Person:** teachers
Sep 19, 2014: Use ASL one day per week for remediation **Person:** teachers
Sep 26, 2014: Use ASL one day per week for remediation **Person:** teachers
Sep 30, 2014: Teacher disaggregate Acuity scores **Person:** Charles Gardner
Oct 3, 2014: Advertise extra help time with teachers **Person:** Charles Gardner

Oct 3, 2014: Use ASL one day per week for remediation **Person:** teachers
Oct 6, 2014: Students take math Acuity **Person:** students
Oct 10, 2014: Use ASL one day per week for remediation **Person:** teachers
Oct 17, 2014: Use ASL one day per week for remediation **Person:** teachers
Oct 24, 2014: Use ASL one day per week for remediation **Person:** teachers
Oct 31, 2014: Use ASL one day per week for remediation **Person:** teachers
Nov 7, 2014: Advertise extra help time with teachers **Person:** Charles Gardner
Nov 7, 2014: Use ASL one day per week for remediation **Person:** teachers
Nov 14, 2014: Use ASL one day per week for remediation **Person:** teachers
Nov 21, 2014: Use ASL one day per week for remediation **Person:** teachers
Nov 28, 2014: Use ASL one day per week for remediation **Person:** teachers
Nov 30, 2014: Collect fall data: % of retesters who pass Algebra ECA **Person:**
Dec 5, 2014: Advertise extra help time with teachers **Person:** Charles Gardner
Dec 5, 2014: Use ASL one day per week for remediation **Person:** teachers
Dec 8, 2014: Students take math Acuity **Person:** students
Dec 12, 2014: Use ASL one day per week for remediation **Person:** teachers
Dec 19, 2014: Use ASL one day per week for remediation **Person:** teachers
Dec 26, 2014: Use ASL one day per week for remediation **Person:** teachers
Jan 2, 2015: Advertise extra help time with teachers **Person:** Charles Gardner
Jan 2, 2015: Use ASL one day per week for remediation **Person:** teachers
Jan 9, 2015: Use ASL one day per week for remediation **Person:** teachers
Jan 16, 2015: Use ASL one day per week for remediation **Person:** teachers
Jan 23, 2015: Use ASL one day per week for remediation **Person:** teachers
Jan 30, 2015: Use ASL one day per week for remediation **Person:** teachers
Feb 6, 2015: Advertise extra help time with teachers **Person:** Charles Gardner
Feb 6, 2015: Use ASL one day per week for remediation **Person:** teachers
Feb 9, 2015: Students take math Acuity **Person:** students
Feb 13, 2015: Use ASL one day per week for remediation **Person:** teachers
Feb 20, 2015: Use ASL one day per week for remediation **Person:** teachers
Feb 27, 2015: Use ASL one day per week for remediation **Person:** teachers
Mar 6, 2015: Advertise extra help time with teachers **Person:** Charles Gardner
Mar 6, 2015: Use ASL one day per week for remediation **Person:** teachers
Mar 13, 2015: Use ASL one day per week for remediation **Person:** teachers
Mar 20, 2015: Use ASL one day per week for remediation **Person:** teachers
Mar 27, 2015: Use ASL one day per week for remediation **Person:** teachers
Apr 3, 2015: Advertise extra help time with teachers **Person:** Charles Gardner
Apr 3, 2015: Use ASL one day per week for remediation **Person:** teachers
Apr 10, 2015: Use ASL one day per week for remediation **Person:** teachers
Apr 13, 2015: Students take math Acuity **Person:** students
Apr 17, 2015: Use ASL one day per week for remediation **Person:** teachers
Apr 24, 2015: Use ASL one day per week for remediation **Person:** teachers
May 1, 2015: Advertise extra help time with teachers **Person:** Charles Gardner
May 1, 2015: Use ASL one day per week for remediation **Person:** teachers
May 8, 2015: Use ASL one day per week for remediation **Person:** teachers
May 10, 2015: Students take ECA in Algebra **Person:** students
May 15, 2015: Use ASL one day per week for remediation **Person:** teachers
May 22, 2015: Use ASL one day per week for remediation **Person:** teachers
May 29, 2015: Use ASL one day per week for remediation **Person:** teachers
Jun 30, 2015: Collect spring data: % of retesters who pass Algebra ECA **Person:**

Focused Student Group

Jul 15, 2014: AP Comp. rosters created **Person:** Sarah Craft
Jul 20, 2014: Honors English for JH created rosters **Person:** Dennis Price
Aug 1, 2014: BHS Writing Guide developed **Person:** language teachers
Aug 5, 2014: LEAF rules and posters reviewed **Person:** language teachers
Aug 10, 2014: BHS Writing Guide distributed **Person:** Lisa/Michelle
Aug 20, 2014: Anime Club organized **Person:** Borden Public Library
Aug 31, 2014: non-language teacher workshop **Person:** Lisa
Sep 1, 2014: Acuity customization options explores **Person:** teachers., language

Sep 20, 2014: Anime Club meetings **Person:** Borden Public Library
Sep 20, 2014: Anime Club meetings **Person:** Borden Public Library
Oct 10, 2014: Students complete assessments **Person:** students
Oct 20, 2014: Anime Club meetings **Person:** Borden Public Library
Oct 20, 2014: Anime Club meetings **Person:** Borden Public Library
Nov 20, 2014: Anime Club meetings **Person:** Borden Public Library
Nov 20, 2014: Anime Club meetings **Person:** Borden Public Library
Nov 30, 2014: Collect fall data: # of students receiving referrals for academic concerns **Person:**
Nov 30, 2014: Collect fall data: % of referred students whose parents allow participation in the program **Person:**
Nov 30, 2014: Collect fall data: The % of teachers who assign writing activities using LEAF on a weekly basis. **Person:**
Dec 12, 2014: Students complete assessments **Person:** students
Dec 20, 2014: Anime Club meetings **Person:** Borden Public Library
Dec 20, 2014: Anime Club meetings **Person:** Borden Public Library
Jan 20, 2015: Anime Club meetings **Person:** Borden Public Library
Jan 20, 2015: Anime Club meetings **Person:** Borden Public Library
Feb 13, 2015: Students complete assessments **Person:** students
Feb 20, 2015: Anime Club meetings **Person:** Borden Public Library
Feb 20, 2015: Anime Club meetings **Person:** Borden Public Library
Mar 20, 2015: Anime Club meetings **Person:** Borden Public Library
Mar 20, 2015: Anime Club meetings **Person:** Borden Public Library
Apr 17, 2015: Students complete assessments **Person:** students
Apr 20, 2015: Anime Club meetings **Person:** Borden Public Library
Apr 20, 2015: Anime Club meetings **Person:** Borden Public Library
May 20, 2015: Anime Club meetings **Person:** Borden Public Library
May 20, 2015: Anime Club meetings **Person:** Borden Public Library
Jun 30, 2015: Collect spring data: # of students receiving referrals for academic concerns **Person:**
Jun 30, 2015: Collect spring data: % of referred students whose parents allow participation in the program **Person:**
Jun 30, 2015: Collect spring data: The % of teachers who assign writing activities using LEAF on a weekly basis. **Person:**

Graduation Plan

Aug 10, 2014: Team meetings with individual students as needed **Person:** Support Team
Aug 31, 2014: Counselor meet with students individually at beginning of first semester **Person:** Amanda Cavins
Sep 10, 2014: Team meetings with individual students as needed **Person:** Support Team
Oct 10, 2014: Team meetings with individual students as needed **Person:** Support Team
Nov 10, 2014: Team meetings with individual students as needed **Person:** Support Team
Nov 30, 2014: Collect fall data: The % of counselors that meet with seniors twice per year **Person:**
Dec 10, 2014: Team meetings with individual students as needed **Person:** Support Team
Jan 10, 2015: Team meetings with individual students as needed **Person:** Support Team
Jan 31, 2015: Counselor meet with students at the beginning of semester two **Person:** Amanda Cavins
Feb 10, 2015: Team meetings with individual students as needed **Person:** Support Team
Mar 10, 2015: Team meetings with individual students as needed **Person:** Support Team
Apr 10, 2015: Team meetings with individual students as needed **Person:** Support Team
May 10, 2015: Team meetings with individual students as needed **Person:** Support Team
Jun 30, 2015: 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 Summary 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 Summary 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.

Attendance

No professional development is needed for this strategy.

Encourage Rigorous Curriculum

Teachers will stay current on AP and dual credit required trainings

Brief Description: Teachers will attend meetings required by Ivy Tech and AP trainings to remain/gain certification

Intended Participants: Teachers

Date: Jul 1, 2014

Activity Purpose: Information, Skill Building

Activity Format: Presentation

Funding: Wood-Carr Foundation

Does this activity occur during the school day? No

Focused Academic Area

Teacher disaggregate Acuity scores

Brief Description: Teachers will refresh and stay updated on how to use the new Acuity program

Intended Participants: Teachers, Counselors, Administrators

Date: Sep 30, 2014

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Study Group, Peer Coaching

Funding: None

Does this activity occur during the school day? Yes

Focused Student Group

No professional development is needed for this strategy.

Graduation Plan

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.

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:

- Focused Student Group
- Graduation Plan

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:

- Encourage Rigorous Curriculum
- Focused Student Group
- Graduation Plan

We are concerned that... Encourage Rigorous Curriculum

Data Targets Influenced by This Concern:

- Graduates -- % All Students Earning Honors Diploma

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum
- Focused Student Group

We are concerned that... Attendance

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:

- Attendance

We are concerned that... Focused Academic Area

Data Targets Influenced by This Concern:

- Graduates -- % All Students Earning Honors Diploma

Strategies to Impact This Concern:

- Focused Academic Area

We are concerned that... Focused Student Group

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:

- Focused Student Group

We are concerned that... Graduation Plan

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:

- Graduation Plan

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?	In the high school main 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?	Our attendance rate is above 95% We will continue to implement our current attendance policy.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>Acuity: A computerized assessment given as a predictive indicator of ISTEP success</p> <p>Read 180 Lexile: Indicates a reading level Lexile score</p> <p>PSAT, SAT and ACT: College placement indicators</p> <p>AP exams: Tests given at the end of an Advanced Placement course</p> <p>ACCUPLACER: Assessment given to be eligible for dual credit</p>

Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd Year Schools	Alumni Schools	
Annual Update Meeting	n/a	n/a	Session AM - Sept	n/a
New Principal and Steering Team Member Training	n/a	n/a	Session PM - Sept	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	Aug Webinar	Sept
Vision	Session 2 – Sept	n/a	Sept Webinar	Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Oct Webinar	Nov
Areas of Concern	Session 4 - Dec	n/a	Nov Webinar	Jan*
Conference on Learning	Jan	Jan	Jan	n/a
Strategy Selection	Session 5 - Jan	Session 2 - Jan	Jan Webinar	Feb
Strategy Title & Description	Session 5 - Jan	Session 2 - Jan	Feb Webinar	Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Mar Webinar	Apr

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2016-2017 school year