

# **School Improvement Plan - 2011-2012**

Generated on September 13, 2011 at 6:19 PM

## **Kokomo High School (3013)**

**Kokomo-Center Twp Con Sch Corp**

**Kokomo, 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

Kokomo 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

- Kelly Barker - Administrator
- Becky Bulawa - School Counselor
- Barbara Cline - Teacher
- Steve Edwards - Administrator
- Sharene Martin-Brown - Teacher
- Becky Moulder - Administrator
- Steve Moulder - Community Representative (Business)
- Al Remaly - Administrator
- Jennifer Richard - Parent/Guardian
- Michael Susong - School Counselor

## Strategy Chairs

- Abe Almager
- Rhonda Conwell
- Heidi Gutwein
- Rick Hagenow
- Sharene Martin-Brown
- Becky McCoskey
- Amanda Smith
- Michael Susong

## Community Council

- Fred Blessinger - Business
- Cristi Brewer-Allen - Caucasian parent of special services student receiving free lunch
- Julie Broomfield - Parent
- Debbie Cook - Business
- Shirley Dubois - Community Agency
- Lisa Ellison - Caucasian parent of gifted and talented student
- Huey-Ching Ewbank - Asian parent
- Steve Ewbank - Business
- Greg Goodnight - Elected official
- Andrea Harris - Educator
- Barb Hilton - Community Agency--Family Services
- Julie Littrell - Parent
- Steve Moulder - Business
- Joyce Mygrant - Technology
- Brian Oaks - Business
- Hope Oaks - Caucasian parent of gifted and talented student
- Carl Pennington - Youth Service
- Jen Richard - Community Council/Parent
- Barbara Schten - Caucasian parent
- Channin Seldon - Parent
- Ingrid Volikas - Parent

# 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:**

A safe learning environment, respect, an adult who can truly listen, teachers with a passion for teaching, teachers with compassion, access to tutoring, guidance toward a future that "fits", varied instructional strategies, alternative education programs, access to technology, the chance to try and fail forward, high expectations, involved parents, the chance to be a life long learner, equal treatment

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

Respect, create time for students, counsel/mentor students, provide discipline, encourage students to reach high, respect for authority, embrace differences, accept consequences for actions, volunteer to mentor, have high expectations for all students

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

Are not afraid to fail, are confident not arrogant, are enthusiastic learners, compassionate, embrace diversity, take responsibility, believe in unlimited opportunities, believe that succeeding is the norm, not the exception, have respect for others, trust adults, are on time, attend school regularly, understand their role in a global economy, take education seriously, accept challenges, view high school as a stepping stone to the future

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

- % of students who pass GQE English: 100%
- % of students who pass GQE math: 100%
- % of students who pass ISTEP English: 100%
- % of students who pass ISTEP math: 100%
- % of students who pass the Core 40 assessment - Algebra I: 100%
- % of students who pass the Core 40 assessment - Algebra II: 100%
- % of students who pass the Core 40 assessment- Biology: 100%
- % of students who pass the Core 40 assessment - English 11: 100%
- % of students who earn a Core 40 diploma: 100%
- % of students who graduate with Dual Credit: 100%
- % of students who graduate with AP Placement Exam of 3 or more: 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.

## 10th Grade - Passing all second semester classes

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60	62	63		65		67		70		73		100

## 11th Grade - Passing all second semester classes

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
59	58	60		62		64		67		70		100

## 12th Grade - Passing all second semester classes

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	74	75		77		79		82		85		100

**9th Grade - % Passing all second semester classes**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55	56	57		59		61		64		67		100

**9th Grade Black - earn Core 40 math credit**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
40	38	41		43		45		48		51		100

**9th Grade Special Ed - earn Core 40 English credit**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68	69	70		72		74		77		80		100

**Algebra 1 Students - Passing Linear Equations and Inequalities**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	33	35		37		39		42		45		100

**All Students - Earn a Core 40 Diploma**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50	41	55	53	60		65		70		75		100

**All Students - Graduation Rate**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85	85	87	88	91		94		97		100		100

**All Students - Pass ECA Algebra 1 Exam**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	20		25	27		29		32		35		100

**All Students - Pass ECA English 10 Exam**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			47	50		53		56		59		100

**Graduates - Succeed in a college-level course (3 on AP test / C in a dual-transcribed academic course)**

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	

## 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... Discipline and behavior impact learning (Positive Behavior Support)**

High number of discipline referrals. High number of student tardiness and disrespectful behaviors.

## Required Areas of Concern

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**U. Focused Student Group**

**X. Graduation Plan**

# Strategies

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

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

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

The strategy titles and descriptions are listed below:

## Local Strategies

### Learning Hub for General Education at risk students

Students at risk of not mastering grade level standards will be provided additional instructional assistance every day for a full semester. Each semester, students will be selected to attend the "Learning Hub" for one period per day based upon school grades, teacher & counselor recommendations, and unit tests. The Learning Hub teachers (General & Special Education) and paraprofessional will work with students individually and in small flexible groups to improve reading, writing and math skills. Students will also receive extra help with homework completion and study skills.

**Impact Level:** High Impact - Inside

**Focus:** General

### Schoolwide Positive Behavioral Support

Teachers will implement Positive Behavior Support(PBS) systems during the 2011-12 school year.

**Impact Level:** High Impact - Inside

**Focus:** General

## Required Strategies

### F. Encourage Rigorous Curriculum: Increase College-Level Course Offerings (AP / dual credit)

The assistant principal and curriculum supervisor will 1) work with area universities to increase the number of dual credit courses being offering in the high school, and 2) progress through the Advanced Placement process to increase the number of AP course offerings and ensure that the teachers of those courses have completed the AP Audit.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### G. Attendance

The school follows the district attendance policy. Teachers report attendance twice daily via Power School. The school will contact parents after three unexcused absences. Continued unexcused absences will be referred to the School Social Worker and Attendance Coordinator for investigation. They monitor attendance and makes sure students are in compliance. This includes letters and meetings with parents and if need be further legal actions as dictated by local and state policies. Attendance Rate Goal: 95% attendance Overall and for each subgroup (special education, LEP, poverty, white, black, Hispanic)

**Impact Level:**

**Focus:**

### **I. Focused Academic Area: English**

At-risk ninth grade students (as identified based on teacher recommendation, English grades, pass/not pass ISTEP, ACUITY, and STAR assessments) will be placed in English 9 courses that provide individual and small group instruction to improve reading and writing skills.

**Impact Level:** Low Impact

**Focus:** General

### **I. Focused Academic Area: Math Lab**

At-risk ninth grade students (as identified based on teacher recommendation, math grades, pass/not pass ISTEP, ACUITY, and STAR assessments) will be placed in a Math Lab Course in addition to Algebra I. Math Lab is an activity based elective credit. The students will be scheduled in Algebra-I before the Math lab in their school day. Math Lab teachers will follow the topics taught in Algebra-I and reinforce the learning in those topics through in-class activities and practice.

**Impact Level:** Low Impact

**Focus:** General

### **U. Focused Student Group: Special Education**

Students with an IEP are provided additional instructional assistance by a special education teacher for one period per day. The teacher works with students individually and in small groups to improve reading, writing, math and study skills. Each student's progress is monitored and charted. Conferences are held each year with students and families to discuss learning goals, progress and needs.

**Impact Level:** Low Impact

**Focus:** Specific

### **X. Graduation Plan: Graduation Plan**

Freshman students complete a 4 year plan including subject areas and skill areas of interests that is updated annually. All freshman are programmed to meet the Core 40 requirements and this is reviewed annually as well. All KHS graduates have taken at least the minimum variety and number of courses necessary to gain admittance to a state higher educational institution. KHS graduates have the opportunity to voluntarily participate in AP, PSAT, SAT and ACT testing.

**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.

## Local Strategies

### Schoolwide Positive Behavioral Support

% of teachers who implement Positive Behavior Support System

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

## Required Strategies

### I. Focused Academic Area: English

% of teachers who utilize differentiated instruction

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

### I. Focused Academic Area: Math Lab

% of teachers who utilize more "non-traditional" ways of teaching math

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

### U. Focused Student Group: Special Education

% of special education teachers who report they are empowering more students to work independently

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

## To-Do List

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

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

## Encourage Rigorous Curriculum

**Apr 28, 2011:** IB Training **Person:** Mike Susong

**May 1, 2011:** Incorporating accelerated classes into the master schedule **Person:** Mike Susong

**May 25, 2011:** Teachers complete online audit for CollegeBoard **Person:** Mike Susong

**Jun 16, 2011:** IB Training **Person:** Mike Susong

**Aug 15, 2011:** Review # of students earning a score of 3 or higher on AP tests and enrollment in IB classes offered **Person:** Mike Susong

**Aug 24, 2011:** Staff meeting information **Person:** Mike Susong

**Aug 25, 2011:** Teachers review and sign articulation agreement provided by university. **Person:** Mike Susong

**Sep 15, 2011:** Monthly College Visits **Person:** Mike Susong

**Oct 15, 2011:** Monthly College Visits **Person:** Mike Susong

**Nov 15, 2011:** Monthly College Visits **Person:** Mike Susong

**Nov 22, 2011:** Attend CollegeBoard AP trainings **Person:** Mike Susong

**Dec 1, 2011:** College visits for interested teachers **Person:** Mike Susong

**Dec 15, 2011:** Monthly College Visits **Person:** Mike Susong

**Jan 15, 2012:** Monthly College Visits **Person:** Mike Susong

**Feb 15, 2012:** Monthly College Visits **Person:** Mike Susong

**Mar 15, 2012:** Monthly College Visits **Person:** Mike Susong

**Apr 15, 2012:** Monthly College Visits **Person:** Mike Susong

**May 15, 2012:** Monthly College Visits **Person:** Mike Susong

## Focused Academic Area

**Apr 1, 2011:** Collect baseline data: % of teachers who utilize differentiated instruction **Person:**

**Apr 1, 2011:** Collect baseline data: % of teachers who utilize more "non-traditional" ways of teaching math **Person:**

**Nov 30, 2011:** Collect fall data: % of teachers who utilize differentiated instruction **Person:**

**Nov 30, 2011:** Collect fall data: % of teachers who utilize more "non-traditional" ways of teaching math **Person:**

**Jun 30, 2012:** Collect spring data: % of teachers who utilize differentiated instruction **Person:**

**Jun 30, 2012:** Collect spring data: % of teachers who utilize more "non-traditional" ways of teaching math **Person:**

## Focused Student Group

**Apr 1, 2011:** Collect baseline data: % of special education teachers who report they are empowering more students to work independently **Person:**

**Nov 30, 2011:** Collect fall data: % of special education teachers who report they are empowering more students to work independently **Person:**

**Jun 30, 2012:** Collect spring data: % of special education teachers who report they are empowering more students to work independently **Person:**

## Schoolwide Positive Behavioral Support

**Apr 1, 2011:** Collect baseline data: % of teachers who implement Positive Behavior Support System **Person:** Jason Burns

**Jul 31, 2011:** Finalize Code of Ethics **Person:** Jason Burns

**Jul 31, 2011:** Finalize Plan for Hallway & Cafeteria--incentives and language **Person:** Jason Burns

**Aug 10, 2011:** Prepare ticket (reward) program to be implemented **Person:** Jason Burns  
**Aug 15, 2011:** Teacher Orientation to PBS **Person:** Jason Burns  
**Sep 1, 2011:** Implement Positive Behavior Support program **Person:** Teachers  
**Sep 30, 2011:** Cafeteria & Hallway decorating by students **Person:** Jason Burns  
**Oct 1, 2011:** Implement Positive Behavior Support program **Person:** Teachers  
**Oct 1, 2011:** Survey staff for initial feedback of PBS Effectiveness **Person:** Jason Burns  
**Oct 15, 2011:** PBS Task Force meets to discuss survey data and develop suggestions to revise the program if needed **Person:** Jason Burns  
**Oct 20, 2011:** Updates for Teachers regarding PBS implementation **Person:** Jason Burns  
**Nov 1, 2011:** Implement Positive Behavior Support program **Person:** Teachers  
**Nov 30, 2011:** Collect fall data: % of teachers who implement Positive Behavior Support System **Person:** Jason Burns  
**Dec 1, 2011:** Implement Positive Behavior Support program **Person:** Teachers  
**Dec 3, 2011:** Survey staff for feedback of PBS Effectiveness **Person:** Jason Burns  
**Dec 15, 2011:** Discipline data compared to previous semesters **Person:** Jason Burns  
**Dec 15, 2011:** Student survey measuring PBS effectiveness **Person:** Jason Burns  
**Dec 15, 2011:** Teacher survey measuring PBS effectiveness **Person:** Jason Burns  
**Dec 17, 2011:** PBS Task Force meets to discuss survey data and develop suggestions to revise the program if needed **Person:** Jason Burns  
**Jan 1, 2012:** Implement Positive Behavior Support program **Person:** Teachers  
**Feb 1, 2012:** Implement Positive Behavior Support program **Person:** Teachers  
**Feb 4, 2012:** Survey staff for feedback of PBS Effectiveness **Person:** Jason Burns  
**Feb 18, 2012:** PBS Task Force meets to discuss survey data and develop suggestions to revise the program if needed **Person:** Jason Burns  
**Mar 1, 2012:** Implement Positive Behavior Support program **Person:** Teachers  
**Apr 1, 2012:** Implement Positive Behavior Support program **Person:** Teachers  
**Apr 7, 2012:** Survey staff for feedback of PBS Effectiveness **Person:** Jason Burns  
**Apr 21, 2012:** PBS Task Force meets to discuss survey data and develop suggestions to revise the program if needed **Person:** Jason Burns  
**May 1, 2012:** Implement Positive Behavior Support program **Person:** Teachers  
**May 1, 2012:** Student survey measuring PBS effectiveness **Person:** Jason Burns  
**Jun 30, 2012:** Collect spring data: % of teachers who implement Positive Behavior Support System **Person:** Jason Burns

# Professional Development Summary

## REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

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

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

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

## Schoolwide Positive Behavioral Support

### Teacher Orientation to PBS

**Brief Description:** We will orient teachers to the PBS planning and activities for the 2011-2012 school year.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Aug 15, 2011

**Activity Purpose:** Information

**Activity Format:** Talk to, Presentation

**Funding:** None needed

**Does this activity occur during the school day?** Yes

### Updates for Teachers regarding PBS implementation

**Brief Description:** During our monthly staff meeting, we will update staff to the progress of PBS program and any revisions that may need to occur.

**Intended Participants:** Teachers, Counselors, Administrators, Parents

**Date:** Oct 20, 2011

**Activity Purpose:** Information, Feedback/Support, Refinement

**Activity Format:** Talk to, Presentation

**Funding:**

**Does this activity occur during the school day?** No

## **F. Encourage Rigorous Curriculum: Increase College-Level Course Offerings (AP / dual credit)**

### **Attend CollegeBoard AP trainings**

**Brief Description:** Teachers instructing college level and AP courses will attend CollegeBoard AP Trainings as appropriate.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Nov 22, 2011

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

**Activity Format:** Presentation, Peer Coaching, Site Visit

**Funding:** n/a

**Does this activity occur during the school day?** Yes

### **IB Training**

**Brief Description:** Teachers will receive an overview of curriculum, instruction and expectation.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Apr 28, 2011

**Activity Purpose:** Information, Skill Building

**Activity Format:** Talk to, Presentation

**Funding:** none

**Does this activity occur during the school day?** Yes

### **IB Training**

**Brief Description:** Teachers will continue learning about IB curriculum, instruction and expectations.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Jun 16, 2011

**Activity Purpose:** Information

**Activity Format:** Talk to, Presentation

**Funding:** None

**Does this activity occur during the school day?** No

# Relationship Report:

## Areas of Concern / Strategies / Achievement Goals

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

### Local Areas of Concern

#### We are concerned that... Discipline and behavior impact learning (Positive Behavior Support)

##### Data Targets Influenced by This Concern:

- 10th Grade -- Passing all second semester classes
- 11th Grade -- Passing all second semester classes
- 12th Grade -- Passing all second semester classes
- 9th Grade -- % Passing all second semester classes
- All Students -- Graduation Rate

##### Strategies to Impact This Concern:

- Schoolwide Positive Behavioral Support

### Required Areas of Concern

#### F. Encourage Rigorous Curriculum (IN Rules)

##### Data Targets Influenced by This Concern:

- 10th Grade -- Passing all second semester classes
- 11th Grade -- Passing all second semester classes
- 12th Grade -- Passing all second semester classes
- 9th Grade -- % Passing all second semester classes
- Algebra 1 Students -- Passing Linear Equations and Inequalities
- All Students -- Earn a Core 40 Diploma
- All Students -- Graduation Rate
- All Students -- Pass ECA Algebra 1 Exam

##### Strategies to Impact This Concern:

- G. Attendance
- F. Encourage Rigorous Curriculum: Increase College-Level Course Offerings (AP / dual credit)

#### I. Focused Academic Area (IN Rules)

##### Data Targets Influenced by This Concern:

- Algebra 1 Students -- Passing Linear Equations and Inequalities
- All Students -- Pass ECA Algebra 1 Exam
- All Students -- Pass ECA English 10 Exam
- Graduates -- Succeed in a college-level course (3 on AP test / C in a dual-transcripted academic course)

##### Strategies to Impact This Concern:

- I. Focused Academic Area: Math Lab
- I. Focused Academic Area: English

## **U. Focused Student Group (IN Rules)**

### **Data Targets Influenced by This Concern:**

- 9th Grade Black -- earn Core 40 math credit
- 9th Grade Special Ed -- earn Core 40 English credit

### **Strategies to Impact This Concern:**

- Learning Hub for General Education at risk students
- U. Focused Student Group: Special Education

## **X. Graduation Plan (IN Rules)**

### **Data Targets Influenced by This Concern:**

- All Students -- Graduation Rate

### **Strategies to Impact This Concern:**

- X. Graduation Plan: 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?	High School Office and online
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	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. Continue Minute a Day initiative. Continue Attendance Tracking Software. Increase use of School Messenger. Initial stages of planning PBS.
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- Math readiness for Algebra 1 ECA</p> <p>Star Math- diagnostic tool for basic math skills</p> <p>Star Reading- diagnostic tool for reading level/skills</p>

## 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
<b>First Year:</b> Rationale + Organizational Structure <b>After First Year:</b> 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