

School Improvement Plan - PL221 Version - 2008-2011

May 16, 2008 16:04:03

Brownstown Central High Sch (3126)

Brownstown Cnt Com Sch Corp

Brownstown, 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

Brownstown Central High Sch

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
- PL221
- NCA

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-Marking

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. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

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

Reviewer Guide

Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at www.asainstitute.org/publicsip. During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

PL221 REQUIREMENT		Required	Location in this Plan
1	Description and location of curriculum	✓	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
	Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
	Conclusion – Professional development	✓	Professional Development
5	Goal – Attendance rate	✓	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✓	Academic Goals
	Goals - % graduating (high schools only)	✓	Academic Goals
6	Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✓	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11	Statutes and rules to be waived	✓	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

* The full Force Field Report may be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip

** In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learners as both "gifted" and "special education" students.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

Steering Team

- Dan Banks - Parent/Guardian
- Rachel Claycamp - Community Representative (Business)
- Derrick Koch - School
- Andrea Pendleton - Teacher
- Melanie Preston - Teacher
- Joseph Sheffer - Administrator
- Jami Stuckwisch - School Counselor

Strategy Chairs

- Jennifer Barrera
- Dave Benter
- Jerry Brown
- Sharon DeHart
- Peggy Kovert
- Tim Perry
- Deb Schwartz
- Greg Walker
- Sandra Warren
- Paula Workman

Community Council

- Dan Banks - Juvenile Home
- Dana Baute - Parent
- Brenda Bean - Middle School Teacher Aide
- Sarah Benter - Jackson Co. Courthouse
- Turpin Beth - Dental Hygienist
- Rachel Claycamp - Human Resource Manager
- Chris Criminger - Pastor
- Terrye Davidson - Counselor
- Baughman Donna - Teacher Aide
- Bill Edwards - Exchange Club President
- Mona Fish - Spec. Needs Student Aide
- Sara Hanner - homemaker
- Andy Inskeep - Youth Minister
- David & Becky Martin - Poytner Ford
- Gina Maupin - Pharmacy
- Brad Napier - Presb. Church Minister
- Robin Perry - Teacher
- Alicia Roberts - College Student
- Mary Ann Spray - School Board Member
- Kerri Striegel - Builder
- Nehrt Tony - Manufacturing Tool and die
- Tom Wright - Brownstown policeman

Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. 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. The third part of the vision statement describes the 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:

We believe that all students deserve parents, community members, and faculty who value education and communicate high expectations to students. We believe that every student should be challenged through a diverse curriculum. We believe that all students deserve instruction and services to be able to realize his or her personal aspirations. We believe that every student deserves discipline, structured, and safe environment.

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: Each teacher, counselor, administrator, parent, and community member has high expectations of all students, and they work together to help all students reach those expectations. Adults encourage students in a variety of activities. Community members take an active role in the process by donating time or money to support students through school or career opportunities, such as speaking to classes and offering internships. Adults provide students assistance with homework. Teachers use a variety of instructional and assessment methods to address many different learning styles. Administration and faculty strive to offer many college preparation courses for post secondary success. Teachers seek to update their knowledge of educational practices. Teachers serve as positive role models demonstrating good morals. Parents support discipline decisions at school. All parents have discussions with their children on a regular basis and daily discussions with them about school. Parents ensure students attend school regularly.

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. Students have social skills, such as conflict resolution and teamwork, needed to be productive citizens and give back to their school and community. Students respect themselves and others. Students attend school regularly. Students take challenging courses and seek to learn and succeed. All students have a meaningful future planned.

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

- % of students who pass the Core 40 Assessment - Biology I: 100%
- % of students who pass the Core 40 Assessment - Algebra I: 100%
- % of students who pass the Core 40 Assessment - English 11: 100%
- % of students who earn a Core 40 Diploma: 100%
- % of students who earn postsecondary credit: 100%
- % of students who pass a 6-credit career-academic sequence: 100%
- % of students who pass ISTEP (GQE) - Math: 100%
- % of students who pass ISTEP (GQE) - English/Lang. Arts: 100%
- % of students who earn an average of 3 or better on AP exams: 100%
- % of students who graduate: 100%
- % of students who scoring at the national mean on SAT: 100%
- % of students who : %
- % of students who : %
- % of students who : %
- % of students who : %
- % of students who : %
- % of students who : %

Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

All Students (126 days) - ISTEP PL221 Category Placement Performance

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
69	69.9	70	69.6	71	72.6	72		73		74		100

3.4 cumulative GPA - % scoring at or above national average on SAT

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				30	n/a	50		70		90		100

Algebra II Students - % earning Core 40 diploma

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				60	n/a	70		80		90		100

All Language Arts remediation students - % passing the GQE

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				33	n/a	44		55		66		100

All students - % graduating

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
89	89	89.5	89	90	n/a	90.5		91		91.5		100

All students taking the ISTEP assessment (across grades) - % passing ISTEP Eng/LA

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
66	66	67	65	68	64	69		70		71		100

All Students taking the ISTEP assessment (across grades) - % passing ISTEP Math test

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
69	69	70	62	71	58	72		73		74		100

AP student test-takers - % Scoring 3 or higher on AP exams

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				20	n/a	40		60		80		100

Free and Reduced Students - % earning Core 40 Diplomas

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				60	n/a	70		80		90		100

Problem Solving - Math - ISTEP (Mastery of Standards)

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				77	77	78		80		90		100

Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

Local Areas of Concern

Concern: Real-life Projects (More real-life projects need to be included in classes)

Instruction... 26% of students do not think that teachers assign real-world projects.

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

E. Offer Core 40 / Honors Courses

F. Encourage Core 40 / Honors Courses

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency

Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

Local Strategies

Real-life Projects

Throughout the year, teachers should strive to foster real-life projects where students work with a small group of peers. Teachers should provide an opportunity for this kind of a project at least once during a one or two trimester course. The final product from these projects should be shared with the students's classmates, the classroom teacher, the school community, or online if web design is an option. The building principal will require staff to specify their real-life project as a part of goal statements turned in early in the academic year.

Required Strategies

A. Parent Involvement: Harmony E-mail

Brownstown Central High School will be using the Harmony software. Each parent or guardian will be mailed a Harmony username and password along with a set of instructions. The username and password will allow parents or guardians to have access to their child's progress reports, assignments, teacher's grade book, school calendar, current school news and events, discipline record, and attendance. The school will utilize the parent or guardian e-mail address for communications.

B. Technology Coordination: Harmony Grade Book

The Brownstown Central Community School Corporation has selected Harmony, software from Logic Key Inc, as the school management system. All teachers at Brownstown Central High School will be trained in the New Harmony school management system. Harmony allows easy access to all aspects of the student's education as well as the day-to-day functions of the school. The system maximizes efficiency, decreasing the amount of redundant work allowing all teachers to provide a quality education. Seven teachers will be trained one week before the 2008-09 school year. These mentoring teachers will train the remaining teachers during an in-service day, at the beginning of the 2008-09 school year. The mentoring teachers will offer additional training during IRT period throughout the year.

C. Safe and Disciplined Learning Environment: Saturday School

As an alternative to out of school suspension, Saturday School will be held each Saturday during the school year in the high school library for disruptive students. The teachers in charge will use this time to review professional publications, do on-line professional development and to collaborate on teaching strategies, lesson plans, etc. All teachers will have the opportunity to take advantage of this professional development opportunity.

D. Attendance

Administration reviews and approves the attendance policy as stated in our student handbook every year.

E. Offer Core 40 / Honors Courses: Algebra II

The math department will create a two-trimester Algebra II course in addition to our Algebra II honors class. This Algebra II class will be offered as part of the regular curriculum to students who are seeking a Core 40 diploma. The course will cover the Indiana Academic Standards at a less challenging pace than the Algebra II honors class. The course will be implemented into the curriculum during the 2008-2009 school year. Students will be able to select this course when registering for next year's classes.

F. Encourage Core 40 / Honors Courses: Student Scheduling

Throughout the school year, the guidance counselors and administrators meet individually with all of the incoming freshman and their parents to discuss their four year plan. We describe the minimum graduation requirement as the Core 40 Diploma. The guidance counselors explain the educational and occupational benefits for students that complete the Core 40 curriculum. When a parent questions the Core 40 diploma, we discuss our formal opt-out process and the possible repercussions associated with passing the GQE and obtaining employment.

G1. Exceptional Learners - Gifted: AP - Weighted Grades

To address the gifted exceptional learners we will implement a new weighted grade point average system for the AP courses. The new grade point average system will go into effect for the 2008-2009 school year.

G2. Exceptional Learners - Special Education

The Career Internship program is for junior and senior students at Brownstown Central High School, who have an Individualized Education Plan (IEP). This program provides this select group of students with assistance in choosing a career path, as well as teaching them employability skills necessary to secure employment in the future. The first trimester is devoted to the classroom, where students receive career-based instruction and have the opportunity to earn one elective credit. Second and third trimesters, juniors work one period per day on campus for one credit and seniors work two periods per day at an off campus site for two credits. Junior students are not paid for his/her work experience. Some seniors may receive pay for his/her off-campus work experience, depending on the work site. To be able to work on or off campus, students must complete the in-class coursework offered first trimester.

H. Cultural Competency

Brownstown Central High School recognizes its limited cultural diversity and strives to expose students to cultures and points-of-view that have limited cultural representation in the community through our German dinner, foreign language month activities, and by offering foreign educational travel. Therefore, teachers will continue to show cultural differences and perspectives within their subject matter, recognizing that the United States and Jackson County are part of a larger global community.

Professional Development

These professional development activities will be implemented to help participants develop the knowledge and skills they need to successfully implement the strategy.

B. Technology Coordination: Harmony Grade Book

Professional Development Activity	Funding	Activity Purpose
<i>Harmony Student Management System Training</i>	Source: PL 221 Amount: \$450	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will receive Harmony training during the summer and will mentor the program to other teachers, parents, and community.	Teachers Counselors Administrators Parents Community Members Students Other	Talk to Presentation/Workshop Study Group Peer Coaching Professional Reading

C. Safe and Disciplined Learning Environment: Saturday School

Professional Development Activity	Funding	Activity Purpose
<i>Saturday School</i>	Source: PL 221 Amount: \$1800	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Teachers will supervise Saturday School and work on professional development activities and individual tutor sessions with students	Teachers Administrators Students	Talk to Presentation/Workshop Study Group Peer Coaching

E. Offer Core 40 / Honors Courses: Algebra II

Professional Development Activity	Funding	Activity Purpose
<i>Curriculum development for math tracks</i>	Source: PL221 Amount: \$60	Information Refinement
Brief Description	Intended Participants	Activity Format
The curriculum tracks for the math department will be redesigned for all parents/community to view.	Teachers Counselors Administrators Parents Community Members Students Other	Presentation/Workshop Reflective Writing Other

Professional Development Activity	Funding	Activity Purpose
<i>PDD/Department Meetings</i>	Source: Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
The math Algebra II strategy will be discussed during PDD days.	Teachers Counselors Administrators	Talk to Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Meet with Middle School</i>	Source: Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
The high school and middle school will be to discuss curriculum between schools.	Teachers Counselors Administrators	Talk to Study Group Collaborative Problem Solving Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>Curriculum Alignment</i>	Source: PL 221 Amount: \$120	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
The math department will align curriculum high school and middle school curriculum. The curriculum alignment will take place during a couple of days in the summer.	Teachers Counselors Administrators	Talk to Professional Reading Reflective Writing Collaborative Problem Solving Action Research

G1. Exceptional Learners - Gifted: AP - Weighted Grades

Professional Development Activity	Funding	Activity Purpose
<i>AP curriculum development</i>	Source: PL221 Amount: \$120	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
AP teachers will complete AP audit syllabus and AP weighted grade policy.	Teachers Counselors Administrators Other	Talk to Presentation/Workshop Professional Reading Action Research Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>AP Professional Development Days</i>	Source: Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Discuss AP topics of concern.	Teachers Counselors Administrators Parents Community Members Students Other	Talk to Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>AP Workshops</i>	Source: PL221 Amount: \$0-500	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers attending AP workshops.	Teachers	Presentation/Workshop Action Research

Relationship Report -- Areas of Concern / Strategies / Data Targets

Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

Local Areas of Concern

Concern: Real-life Projects (More real-life projects need to be included in classes)

Data Targets Influenced by This Concern:

- All Language Arts remediation students -- % passing the GQE
- All students -- % graduating

Strategies to Impact This Concern:

- Real-life Projects

Required Areas of Concern

A. Parent Involvement (PL221)

Data Targets Influenced by This Concern:

- All students -- % graduating

Strategies to Impact This Concern:

- A. Parent Involvement: Harmony E-mail

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- All students taking the ISTEP assessment (across grades) -- % passing ISTEP Eng/LA
- All Students taking the ISTEP assessment (across grades) -- % passing ISTEP Math test

Strategies to Impact This Concern:

- B. Technology Coordination: Harmony Grade Book

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- All students -- % graduating

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment: Saturday School

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- All students -- % graduating

Strategies to Impact This Concern:

- D. Attendance

E. Offer Core 40 / Honors Courses (PL221)

Data Targets Influenced by This Concern:

- Algebra II Students -- % earning Core 40 diploma
- Free and Reduced Students -- % earning Core 40 Diplomas
- Problem Solving - Math -- ISTEP (Mastery of Standards)

Strategies to Impact This Concern:

- E. Offer Core 40 / Honors Courses: Algebra II

F. Encourage Core 40 / Honors Courses (PL221)

Data Targets Influenced by This Concern:

- Algebra II Students -- % earning Core 40 diploma

Strategies to Impact This Concern:

- F. Encourage Core 40 / Honors Courses: Student Scheduling

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- 3.4 cumulative GPA -- % scoring at or above national average on SAT
- AP student test-takers -- % Scoring 3 or higher on AP exams

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted: AP - Weighted Grades

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- All students -- % graduating

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- Free and Reduced Students -- % earning Core 40 Diplomas

Strategies to Impact This Concern:

- H. Cultural Competency

Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	Brownstown Central High School Website/Guidance Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	YES! ISTEP is given to all 9th graders. ISTEP/GQE is given to all 10th graders and all students in grades 11 and 12 that need to be retested.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	Force Field Report G: Environment Additional Data #2

To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

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

Exceptional Learners - Gifted

Feb 1, 2008: AP teachers discuss classroom strategies and policies
Person: AP teachers
Activity: AP Professional Development Days

Mar 31, 2008: Access guidance listserve
Person: Guidance
Activity: Gather information on AP weighted grades

Apr 4, 2008: AP committee draft new policy on AP weighted grades
Person: Committee
Activity: Draft a policy

May 7, 2008: Present at teacher's meeting
Person: Committee Member
Activity: Inform teachers of new policy

May 13, 2008: InSAI report
Person: Mr. Sheffer
Activity: Inform school board of new policy

May 23, 2008: Explain policy during annual scheduling
Person: Guidance
Activity: Inform parents of new GPA system

Aug 1, 2008: AP teachers will attend AP summer workshops
Person: AP teachers
Activity: AP Workshops

Aug 13, 2008: Explain policy opening day convocation
Person: Guidance
Activity: Inform students of new GPA system

Oct 1, 2008: Guidance department will change curriculum
Person: Guidance
Activity: Update curriculum guide

Nov 1, 2008: Review AP course audit
Person: AP teachers
Activity: AP curriculum development

Nov 1, 2008: Notify parents of new policy in newsletter
Person: Guidance
Activity: Inform parents of new GPA system

Nov 30, 2008: Attend AP teachers will AP conferences throughout the school year
Person: AP teachers
Activity: AP Workshops

Offer Core 40 / Honors Courses

Apr 15, 2008: Meet with teachers & administrators and discuss class size

Person: Administration

Activity: Math Department Meeting

May 15, 2008: Discuss and share ideas of new math placement test and testing out of Algebra procedures

Person: Math Department

Activity: Meet with Middle School

Aug 1, 2008: Align curriculum with Middle School teachers during one professional day during the summer

Person: Administration

Activity: Curriculum Alignment

Aug 1, 2008: Curriculum Alignment (Summer)

Person: Administration

Activity: Meet with Middle School

Sep 1, 2008: Get current guide

Person: Sandra Warren

Activity: Update Curriculum Guide

Sep 1, 2008: Change in Harmony diploma tracks

Person: Guidance

Activity: Update diploma tracks

Sep 1, 2008: Get current tracks

Person: Andrea Pendleton

Activity: Update Math Tracks

Sep 1, 2008: Rewrite tracks

Person: Math Department

Activity: Update Math Tracks

Sep 1, 2008: Get current forms

Person: Guidance

Activity: Update Student Registration Sheets

Sep 1, 2008: Rewrite forms

Person: Guidance

Activity: Update Student Registration Sheets

Sep 15, 2008: Meet with Middle School twice during year. The meetings will be to discuss strategies of 8th grade students and future of ISTEP/ECA and the middle schools role

Person: Administration

Activity: Meet with Middle School

Sep 15, 2008: Develop agenda

Person: Math Department

Activity: PDD/Department Meetings

Sep 15, 2008: Discuss Pro's and Con's

Person: Math Department

Activity: PDD/Department Meetings

Oct 1, 2008: Write curriculum

Person: Math department

Activity: Curriculum development for math tracks

Oct 1, 2008: Rewrite guide

Person: Math Department

Activity: Update Curriculum Guide

Oct 1, 2008: Identify Core 40 students

Person: Guidance

Activity: Update diploma tracks

Oct 20, 2008: During professional development days the Math department will meet and refine the Algebra II strategy that will be implemented.

Person: Math Department

Activity: PDD/Department Meetings

Dec 4, 2008: Copy and Distribute curriculum

Person: Guidance

Activity: Curriculum development for math tracks

Safe and Disciplined Learning Environment

Aug 23, 2008: Pay stipend of \$30 each to two Saturday School supervisors

Person: Greg Walker

Activity: Saturday School

Aug 23, 2008: Teachers tutor individuals on homework

Person: Saturday School supervisors

Activity: Saturday School

Aug 23, 2008: Teachers work on professional development activities during Saturday School

Person: Saturday School supervisors

Activity: Saturday School

Technology Coordination

Aug 4, 2008: Give parents login passwords for Harmony program

Person: Technology Committee

Activity: Inform parents

Aug 4, 2008: Have demonstration of Harmony program during open house

Person: Technology Committee

Activity: Inform parents

Aug 5, 2008: Train Mentors

Person: Harmony Training Representatives

Activity: Harmony Student Management System Training

Aug 5, 2008: Teachers will sign up before the 08-09 school year

Person: Administration

Activity: Identifying Mentor Teachers

Aug 13, 2008: Demonstrate Program

Person: Technology Committee

Activity: Informing staff

Aug 13, 2008: Point out positives of Harmony program

Person: Technology Committee

Activity: Informing staff

Aug 14, 2008: Stipend paid to Mentors

Person: Administration

Activity: Harmony Student Management System Training

Aug 15, 2008: Mentors will divide up staff to train

Person: Technology Committee

Activity: Harmony Student Management System Training

Sep 15, 2008: Have additional Harmony training available during PDD days

Person: Administration

Activity: Harmony Student Management System Training

Sep 15, 2008: All parents will be mailed login password information and given the opportunity for a demonstration

Person: Melissa Hogan

Activity: Inform parents

Nov 15, 2008: Gather data for teachers utilizing Harmony program

Person: Technology Coordination Committee

Activity: Collect baseline data

Feb 15, 2009: Gather data for teachers utilizing Harmony program

Person: Technology Coordination Committee

Activity: Collect first semester/trimester follow up data

May 28, 2009: Gather data for teachers utilizing Harmony program

Person: Technology Coordination Committee

Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

The table below shows the timeline we will follow in reviewing and revising our School Improvement Plan each year.

	First Year Schools	Second Year Schools	Third Year and Beyond Schools
Oct	Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i>	<u>New Steering Team Member</u> (optional) Session 1: <u>Improvement Plan Implementation</u>	<u>New Steering Team Member</u> (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u>
Nov	<u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i>
Dec	Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i>		Session 2: <u>SIP Evaluation & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>
Jan	Session 4: <u>Areas of Concern & Research Assignments</u> <i>Local Mtgs: Areas of Concern</i>	Session 2: <u>SIP Review & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>	
Jan 31	Session 5: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i>	<u>InSAI Conference on Learning</u> (optional)	<u>InSAI Conference on Learning</u> (optional)
Feb / Mar	Session 6: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i>	Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i>	Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i>
Apr	<i>1st Fri. in April: All submissions due online</i> Session 7: <u>Strategy Plan Review:</u> One hour individual appointment	<i>1st Fri. in April: All submissions due online</i> Session 4: <u>Strategy Plan Review:</u> One hour individual appointment	<i>1st Fri. in April: All submissions due online</i> Session 4: <u>Strategy Plan Review:</u> One hour individual appointment
May	<i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i>	<i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i>	<i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i>