

## **School Improvement Plan - PL221 Version - 2009-2012**

**May 22, 2009 12:38:07**

### **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](http://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 <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
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 <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
	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](http://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

- Tim Perry
- Jade Peters
- 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
- Alicia McCrary - College Student
- Brad Napier - Presb. Church Minister
- Robin Perry - Teacher
- 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%

## 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.

### Algebra II students - % of students passing Algebra II

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	n/a	n/a	n/a	75	n/a	80		85		90		100

### All AP SAT test takers - % scoring 500 or above on all sections

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				25	n/a	35		45		55		100

### All Project Lead the Way students - % on track earning Core 40 with Technical Honors

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				n/a	n/a	75		85		95		100

### All seniors who are/have been enrolled in 1 or more AP courses - % earning AHD

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				90	n/a	92		94		96		100

### All Students - % graduating

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
89	89	90	84	91		92		94		97		100

**All students taking Algebra I ECA - % mastering problem solving**

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	n/a	77	77	78	64	80		85		90		100

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	n/a	50	25	60		70		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

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**U. Focused Student Group**

# 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 will strive to foster real-life projects where students work with a small group of peers. Teachers will 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 will 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

### F. Encourage Rigorous Curriculum: AP Weighted Grades —

To encourage the gifted exceptional learners we implemented a weighted grade point average system for the AP courses. When students schedule in March, guidance counselors encourage exceptional learners to enroll in AP courses.

### I. Focused Academic Area: Project Lead the Way (PLTW) —

PLTW's goal is to increase the number, quality, and diversity of the engineers and technologists graduating from Brownstown Central High School. Students enrolled will apply math and science concepts to real-world projects. Through projects, students will improve problem-solving skills. The first class for the Project Lead the Way program will be implemented during the 2009-2010 school year and will take four years to fully implement the program.

### U. Focused Student Group: Algebra II Core 40 —

The math department will create a two-trimester Algebra II course in addition to our Algebra II honors class. This Algebra II class will focus on males who have struggled with math to help them earn their Core 40 diploma. The course will be offered during the 2009-2010 school year and again each following year.

# Professional Development

**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 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.

## Real-life Projects

Professional Development Activity	Funding	Activity Purpose
<i>Real-life project teacher workshop</i>	Source: PL221 Amount: \$100	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Teachers will attend real-life project workshop and then present to the full faculty	Teachers	Study Group Peer Coaching Action Research

## F. Encourage Rigorous Curriculum: 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 Workshops</i>	Source: PL221 Amount: \$750	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers attending AP workshops.	Teachers	Presentation/Workshop Action Research

## I. Focused Academic Area: Project Lead the Way (PLTW)

Professional Development Activity	Funding	Activity Purpose
<i>Teacher Training</i>	Source: Grant/PL221 Amount: \$2000	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Teacher will attend Purdue University to receive Project Lead the Way training.	Teachers	Presentation/Workshop Professional Reading Reflective Writing Other

Professional Development Activity	Funding	Activity Purpose
<i>Workshops</i>	Source: PL221 Amount: \$100	Information Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teacher/Guidance/Administration/Students will attend the state sponsored Project Lead the Way workshop.	Teachers Counselors Administrators Students	Presentation/Workshop Action Research Networking/Site Visit

## U. Focused Student Group: Algebra II Core 40

Professional Development Activity	Funding	Activity Purpose
<i>Math Department Meetings</i>	Source: Amount: \$0	Information Refinement
Brief Description	Intended Participants	Activity Format
The math department will continue to review the progress of the Algebra II strategy and to monitor the impact on males.	Teachers Counselors Administrators	Professional Reading Other

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>Curriculum development for math tracks</i>	Source: PL221 Amount: \$100	Information Skill Building Feedback/Support Refinement
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
The curriculum tracks for the math department will be redesigned for all parents/students/community to view	Teachers Administrators	Reflective Writing Other

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>Meet with middle school</i>	Source: PL221 Amount: \$100	Information Feedback/Support Refinement
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
The math department will meet with the middle school to discuss the new ECA and other math issues.	Teachers Counselors Administrators	Talk to Presentation/Workshop Study Group Peer Coaching Collaborative Problem Solving

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

#### Strategies to Impact This Concern:

- Real-life Projects

## Required Areas of Concern

### F. Encourage Rigorous Curriculum (PL221)

#### Data Targets Influenced by This Concern:

- All AP SAT test takers -- % scoring 500 or above on all sections
- All seniors who are/have been enrolled in 1 or more AP courses -- % earning AHD

#### Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: AP Weighted Grades

### I. Focused Academic Area (PL221)

#### Data Targets Influenced by This Concern:

- All Project Lead the Way students -- % on track earning Core 40 with Technical Honors

#### Strategies to Impact This Concern:

- I. Focused Academic Area: Project Lead the Way (PLTW)

### U. Focused Student Group (PL221)

#### Data Targets Influenced by This Concern:

- Algebra II students -- % of students passing Algebra II
- All Students -- % graduating
- All students taking Algebra I ECA -- % mastering problem solving
- Free and Reduced Students -- % earning Core 40 Diplomas

#### Strategies to Impact This Concern:

- U. Focused Student Group: Algebra II Core 40



## 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:	Guidance office/online school website	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Yes - ISTEP(GQE)/ECA exams	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	NONE. We would not like any rules or statues waived at this time to promote student learning.	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.

## Encourage Rigorous Curriculum

**Aug 1, 2009:** AP teachers will attend summer workshops

**Person:** AP Teachers

**Activity:** AP Workshops

**Aug 17, 2009:** Explain policy opening day convocation

**Person:** Guidance

**Activity:** Inform students of GPA system

**Nov 1, 2009:** Review AP course audit

**Person:** AP Teachers

**Activity:** AP curriculum development

**Nov 17, 2009:** Number of students enrolling in AP courses

**Person:** Guidance

**Activity:** Collect baseline data

**Nov 30, 2009:** AP teachers will attend AP conferences throughout school year

**Person:** AP Teacher

**Activity:** AP Workshops

**Feb 16, 2010:** Number of students enrolling in AP courses

**Person:** Guidance

**Activity:** Collect first semester/trimester follow up data

**May 1, 2010:** Explain policy during annual scheduling

**Person:** Guidance

**Activity:** Inform parents of GPA system

**May 23, 2010:** Number of students enrolling in AP courses

**Person:** Guidance

**Activity:** Collect final semester/trimester follow up data

## Focused Academic Area

**Jul 20, 2009:** Teacher will attend Purdue in summer to get certification

**Person:** Joe Sheffer

**Activity:** Teacher Training

**Aug 1, 2009:** Mail out letter and brochure to all incoming 8th graders

**Person:** Joe Sheffer

**Activity:** Explain Program

**Aug 1, 2009:** Electric work

**Person:** Mark Meadows

**Activity:** Have room prepared

**Aug 1, 2009:** Order computers

**Person:** Tony Dittmer

**Activity:** Have room prepared

- Aug 1, 2009:** Order Desk  
**Person:** Joe Sheffer  
**Activity:** Have room prepared
- Aug 1, 2009:** Site visit to other schools  
**Person:** Jade Peters  
**Activity:** Workshops
- Nov 16, 2009:** Number of students enrolling in PLTW course  
**Person:** Guidance  
**Activity:** Collect baseline data
- Dec 1, 2009:** Attend PLTW workshops  
**Person:** Jade Peters  
**Activity:** Workshops
- Feb 17, 2010:** Number of students enrolling in PLTW course  
**Person:** Guidance  
**Activity:** Collect first semester/trimester follow up data
- May 23, 2010:** Number of students enrolling in PLTW course  
**Person:** Guidance  
**Activity:** Collect final semester/trimester follow up data

## Focused Student Group

- Sep 1, 2009:** Copy and distribute curriculum  
**Person:** Guidance  
**Activity:** Curriculum development for math tracks
- Sep 1, 2009:** Review and revise curriculum if needed  
**Person:** Math Department  
**Activity:** Curriculum development for math tracks
- Sep 1, 2009:** Discuss and share ideas of new math placement test and testing out of Algebra procedures  
**Person:** Math Department  
**Activity:** Meet with middle school
- Sep 1, 2009:** Meet with new 8th grade math teachers  
**Person:** Math Department  
**Activity:** Meet with middle school
- Sep 1, 2009:** Get current guide  
**Person:** Sandra Warren  
**Activity:** Update Curriculum Guide
- Sep 1, 2009:** Revise guide if needed  
**Person:** Math Department  
**Activity:** Update Curriculum Guide
- Sep 1, 2009:** Identify Core 40 Male Students  
**Person:** Guidance  
**Activity:** Update diploma tracks
- Sep 1, 2009:** Review diploma tracks in Harmony  
**Person:** Guidance  
**Activity:** Update diploma tracks

**Oct 1, 2009:** Math department will meet and refine the Algebra II strategy

**Person:** Math Department

**Activity:** Math Department Meetings

**Oct 1, 2009:** Review and revise if needed

**Person:** Math Department

**Activity:** Math Department Meetings

**Nov 17, 2009:** Percentage of males passing Algebra II

**Person:** Guidance

**Activity:** Collect baseline data

**Feb 16, 2010:** Percentage of males passing Algebra II

**Person:** Guidance

**Activity:** Collect first semester/trimester follow up data

**May 23, 2010:** Percentage of males passing Algebra II

**Person:** Guidance

**Activity:** Collect final semester/trimester follow up data

## Real-life Projects

**Aug 17, 2009:** Have teachers share with colleagues what real-life project(s) they plan to specify on goal statements

**Person:** Joe Sheffer

**Activity:** Real-life project brainstorming session

**Aug 17, 2009:** Distribute goal statement sheets for all faculty on first teacher day.

**Person:** Joe Sheffer

**Activity:** Real-life project goal statements

**Aug 28, 2009:** Completed goal statement sheets with specified Real-life project(s) to building principal within 2 weeks of school

**Person:** Joe Sheffer

**Activity:** Real-life project goal statements

**Aug 28, 2009:** Create Real-life project rubric that can be utilized by teachers of any subject area

**Person:** Tim Perry

**Activity:** Real-life project rubric development

**Sep 14, 2009:** Invite members of Brownstown and surrounding communities from occupations that closely match subjects taught @ BCHS

**Person:** Tim Perry

**Activity:** Real-life guest speakers for various subject areas

**Nov 9, 2009:** Teacher documentation of completed Real-life project(s) at the end of trimester one

**Person:** Joe Sheffer

**Activity:** Collect baseline data

**Feb 5, 2010:** Teacher discussions of what real life projects have and have not worked up to this point in academic year

**Person:** Joe Sheffer

**Activity:** Real-life project teacher workshop

**Feb 6, 2010:** Teacher documentation of completed Real-life project(s) at the end of trimester two

**Person:** Joe Sheffer

**Activity:** Collect first semester/trimester follow up data

**May 24, 2010:** Teacher documentation of completed Real-life project(s) at the end of trimester three

**Person:** Joe Sheffer

**Activity:** Collect final semester/trimester follow up data

## Continuous Improvement Timeline

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