

## **School Improvement Plan - PL221 Version - 2008-2011**

**May 16, 2008 16:03:54**

### **Boonville High School (8789)**

**Warrick County School Corp**

**Boonville, 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

Boonville 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
- 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

- Sara Bertram - Teacher
- Shelly Dooley - Parent/Guardian
- Pam Koleszar - Teacher
- Joann Krantz - Community
- Tim Nurrenbern - Teacher
- Abbie Redmon - School Counselor
- Mike Whitten - Administrator

## Strategy Chairs

- Clint Claypool
- Dirk Conner
- Mary Cox
- Marla Hendrickson
- Connie Martin
- Aaron Mayes
- Tim Nurrenbern
- Keith Paige
- Abbie Redmon

## Community Council

- Megann Broshears
- Kirby Dawson
- Paul Foley
- Sarah Foley
- Robert Forbes
- Ann Hachmeister
- David Hyndman
- Erika Katterjohn
- Sharon Katterjohn
- JoAnn Krantz - Deputy Prosecutor
- Gary Michel
- Matt Miller
- Jessica Short
- Ralph Turpen
- Jared VanWinkle
- Caleb Vile
- Sam Wathen
- Kendall Wentzel
- Haley Wilson
- David Zengler

# 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:**

to be surrounded by adults who value their worth and have high expectations for their success in life whether at school, within the community, at their workplace, or at home. We believe that Boonville High School needs to create a safe and caring, structured environment that will increase academic performance and stimulate a higher level of learning while taking into consideration individual differences. We believe that Boonville High School needs to promote critical thinking and problem solving while utilizing cooperative learning strategies to promote teambuilding. We believe that we need to value better performance on students' written products. We believe that all students and staff need to incorporate more technology in student and faculty presentations and projects. We believe that the staff needs to engage in professional development and continuous learning to enrich the lives of our students. We believe Boonville High School needs to utilize ongoing evaluation to ascertain if improvement is being achieved, which is necessary to insure the academic and personal success of our students. We believe that we need to prepare students for life beyond Boonville so that our students can compete in a global economy. We believe that every child deserves educational and career guidance to assist them to reach their full potential, as they become lifelong learners and contributing members of society.

## **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 is successful and high achieving and expects the same from our students. All teachers are actively engaged in community activities rejuvenating the school and community bond. All teachers are knowledgeable about current educational practices and are prepared for every class with authentic and hands-on learning. All teachers spend extra time with students helping them to accomplish dreams so that all students experience success. All educators are energized by work and create an enthusiastic, charged atmosphere of inquisitive learners. All parents and community members take an active role in the school with 100% attendance at Open House. School and business partnerships flourish and mentorships abound. Parents reinforce education at home, support school academic and behavior policies, and expect perfect attendance. Respect for staff, students, and community members is evident.

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

demand a rigorous and challenging curriculum. All students model good citizenship, live in a drug- and alcohol-free environment, and volunteer in the community regularly. All students have a good work ethic and are valuable assets to the community and workplace. All students are happy, eager to learn, creative, industrious, supportive, and responsible. They expect rigorous content and hold themselves personally accountable for their continuing education and success. Each student possesses the education and career awareness skills to make academic and vocational choices that will enable them to achieve their ultimate goals. All students expect to partake of post-secondary education. All students are globally focused and prepared for challenges in a competitive world. The student body shows school spirit and extra-curricular involvement is practiced by all. All students feature strong self-esteem, are goal-oriented, and accept ownership and responsibility for their own education.

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

- % of students who pass ISTEP as sophomores: 100%
- % of students who have an IEP and pass ISTEP in 10th grade: 100%
- % of students who earn Core 40 diplomas: 100%
- % of students who earn Honors diplomas: 100%
- % of students who graduate: 100%
- % of students who earn 3 or better on AP exams: 100%
- % of students who earn postsecondary credit: 100%
- % of students who earn 4.0 GPA on 4.0 scale: 100%
- % of students who score 2400 on SAT: 100%
- % of students who score 36 on ACT: 100%
- % of students who score 30 on ASVAB: 100%
- % of students who pass all classes every semester: 100%
- % of students who read and write at grade level: 100%

- % of students who demonstrate computer literacy by passing digital communication tools class: 100%
- % of students who pass 1st year Algebra: 100%
- % of students who pass Geometry: 100%
- % of students who pass most rigorous English courses: 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.

## 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	
68	64.7	70	64.1	68	67.9	70		72		74		100

## 10th Graders - ISTEP Algebra & Functions Mastery

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	
na	65	70	59	66	66	70		74		78		100

## 10th Graders - ISTEP Data Analysis & Probability Mastery

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	
na	64	71	60	68	66	70		72		74		100

## 10th Graders - ISTEP 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	
na	61	65	65	68	71	73		78				100

## 10th Graders - ISTEP Math

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	
na	64	67	60	68	64	70		72		74		100



**10th Graders - ISTEP Reading Comprehension Mastery**

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	
na	65	68	67	70	74	74		78				100

**10th Graders - ISTEP Writing Applications Mastery**

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	
na	66	66	67	70	72	72		74				100

**Male Gen Ed 10th Graders - ISTEP Algebra & Functions Mastery**

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	
na	80.2	82	78	81	72	75		78		81		100

**Male Gen Ed 10th Graders - ISTEP Data Analysis & Probability Mastery**

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	
na	78.1	80	81	83	76	80		83		86		100

**Male Gen Ed 10th Graders - ISTEP Reading Comprehension Mastery**

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	
na	76.6	78	74	80	84	84		86		88		100

**Male Gen Ed 10th Graders - ISTEP Writing Applications Mastery**

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	
na	76.9	79	72	80	83	84		86		88		100

**Male Spec Ed 10th Graders - ISTEP Algebra & Functions Mastery**

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	
na	22.9	24	16	23	33	33		35		37		100

**Male Spec Ed 10th Graders - ISTEP Data Analysis & Probability Mastery**

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	
na	20	22	19	25	37	37		39		41		100

**Male Spec Ed 10th Graders - ISTEP Reading Comprehension Mastery**

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	
na	19.4	22	13	20	25	25		27		29		100

**Male Spec Ed 10th Graders - ISTEP Writing Applications Mastery**

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	
na	19.4	22	13	20	15	17		19		21		100

**Senior Diplomas - Diplomas Awarded - DOE Graduation Rate**

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	
84	81.1	82	79.4	80		82		84		86		100

**Total Diplomas Awarded - Core 40 Diplomas Including Honors**

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	
61	58	61	61	65		70		75		80		100

**Total Diplomas Awarded - Indiana Academic Honors Diploma as % of total 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	
21	28	23	25	25		25		25		25		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: Student Goal-Setting

63% of parents, and 71% of faculty, were undecided or disagreed with Q59: "Students have high expectations of themselves." Only 43% of freshmen, 48% of sophomores, 46% of juniors, and 40% of seniors agreed with Q8: "I use good time management skills."

### Concern: LA Curriculum Rigor

Student performance on standardized tests is increasing, but could increase at a faster pace, especially in sub-groups. PL221

### Concern: Math Curriculum Rigor

Student performance on standardized tests has a slow rate of improvement, and sometimes drops. PL221

## 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

### Improving Writing Process Across the Curriculum

All students will participate in writing activities at least once every nine weeks and be assigned a designated rubric to be conscious of when writing for that period of time. All English teachers will include explaining the rubric as part of their curriculum. Teachers will continue to require students to utilize technology as part of the research, writing, and presentation of these assignments.

### ISTEP+ Incentives Advertising

The committee will develop, administer and advertise incentives for students who pass the ISTEP+. This will be completed before September 15, 2008 and will be completed at Boonville High School. In our quest to motivate students who have historically scored lower (special education), we will advertise more widely the rewards for passing this test.

### Math ISTEP Bell Ringers

During the fall, leading up to the administration of the ISTEP, math teachers will begin each class with ISTEP type bell ringers. A bell ringer is an activity that students do first thing in the period immediately after the bell rings. The teachers will use these problems to emphasize the importance of the ISTEP, and to help students raise their personal expectations of passing. The bellringers will use a variety of problems. The chosen problems will be geared toward raising the gifted students to Pass Plus status, and raising the special education students to Pass. In addition, with math teachers and special education teachers available when the bellringers are done, special education students will have more support.

### Reading Strategies for Comprehension

All teachers will use a reading strategy in their classes once per semester using their own curriculum or textbook. For special education students, who struggle with reading comprehension, these strategies will be emphasized and taught by both their general education and special education teachers.

### Student Goal-Setting

9th and 10th graders will participate in goal-setting lessons monthly and set short-term and long-term goals during the Individual Resource Period. Goals will include behavior modification/maintenance, attendance, course enrollment/curriculum, and classroom achievement. In addition, parents will be notified at beginning of the year meetings that these goal-setting activities will occur. Parents will be asked to help their students monitor progress outside the school day. We will introduce the goal-setting strategy for incoming freshman during the annual freshman orientation.

## Required Strategies

### A. Parent Involvement

Teachers will be aware of parent e-mail via the Gradebook system and will contact parents regularly through either e-mail or phone.

### B. Technology Coordination

Computer coordinator will maintain current technology level while exploring new opportunities continuously. Faculty members will continue to incorporate technology into their classroom curriculum through semester projects and daily activities.

### C. Safe and Disciplined Learning Environment

Administrators and faculty members will continuously maintain a safe and disciplined environment through daily supervision of hallways, classrooms, and other areas.

#### **D. Attendance: Attendance Incentives**

Committee members will track student attendance by individual, class, and the student body. Good attendance will be rewarded by class each six weeks, as well as by individual at the end of each semester. Students with perfect attendance will be eligible for rewards each six weeks.

#### **E. Offer Core 40 / Honors Courses**

Boonville High School will continue to offer Core 40 and Honors courses need to complete both course paths every semester. The guidance department will continue to provide faculty members with those requirements and updated course availability listings prior to enrollment in the spring.

#### **F. Encourage Core 40 / Honors Courses**

The guidance department and IRP (homeroom) teachers will continue to work together to help students with their four-year course plans prior to enrollment in the spring semester. Classroom teachers will encourage students to enroll in courses that will challenge them.

#### **G1. Exceptional Learners - Gifted**

The guidance department will continue to research and develop new opportunities for gifted students, including AP courses and dual-credit courses where available. These courses will be offered to all students, and encouraged for identified students as they enroll each spring.

#### **G2. Exceptional Learners - Special Education**

Individualized Education Plans will be distributed to appropriate faculty members for identified students to assist in curriculum adjustment. Aides will be assigned to classrooms based on need, and co-teaching will continue for students with special needs in Math and English.

#### **H. Cultural Competency**

Students of lower socio-economic status will be identified based on their free/reduced lunch status, and will be targeted for programs such as Scientific Calculator Training during the Individual Resource Period second semester. ISTEP scores and classroom performance of this group will be noted and monitored throughout the year in order to make teachers aware of the academic effect of this social difference.

## Professional Development

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

### Improving Writing Process Across the Curriculum

Professional Development Activity	Funding	Activity Purpose
<i>Writing Folders and Rubric</i>	Source: DOE Prof Dev Grant Amount: \$20.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Writing folders are given to all teachers showing the dates of writing collection and the appropriate rubrics to use.	Teachers	Other

### ISTEP+ Incentives Advertising

No professional development is needed for this strategy.

### Math ISTEP Bell Ringers

No professional development is needed for this strategy.

### Reading Strategies for Comprehension

Professional Development Activity	Funding	Activity Purpose
<i>Choosing the Strategy</i>	Source: Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
Teachers on the committee will meet to discuss their research into best practices for reading strategies across the curriculum. The most effective strategies will be chosen for implementation.	Teachers	Presentation/Workshop Professional Reading Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Strategy Explanation</i>	Source: Amount: \$0	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Committee members will model lessons for various subjects in which reading strategies can be implemented.	Teachers	Presentation/Workshop Peer Coaching



## Student Goal-Setting

No professional development is needed for this strategy.

## A. Parent Involvement

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>Peer coaching for teachers on e-mail usage</i>	Source: Amount: \$0	Information Skill Building Feedback/Support Refinement
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Computer-savvy teachers will assist others on a teacher work-day in setting up e-mail contact lists, folders, preferences, and more to increase comfort levels with e-mail.	Teachers	Presentation/Workshop Peer Coaching Collaborative Problem Solving

## D. Attendance: Attendance Incentives

No professional development is needed for this strategy.

# 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: Student Goal-Setting

#### Data Targets Influenced by This Concern:

- Senior Diplomas -- Diplomas Awarded - DOE Graduation Rate

#### Strategies to Impact This Concern:

- Student Goal-Setting
- D. Attendance: Attendance Incentives

### Concern: LA Curriculum Rigor

#### Data Targets Influenced by This Concern:

- 10th Graders -- ISTEP LA
- 10th Graders -- ISTEP Reading Comprehension Mastery
- 10th Graders -- ISTEP Writing Applications Mastery
- Male Gen Ed 10th Graders -- ISTEP Reading Comprehension Mastery
- Male Gen Ed 10th Graders -- ISTEP Writing Applications Mastery
- Male Spec Ed 10th Graders -- ISTEP Reading Comprehension Mastery
- Male Spec Ed 10th Graders -- ISTEP Writing Applications Mastery

#### Strategies to Impact This Concern:

- Improving Writing Process Across the Curriculum
- Reading Strategies for Comprehension

### Concern: Math Curriculum Rigor

#### Data Targets Influenced by This Concern:

- 10th Graders -- ISTEP Algebra & Functions Mastery
- 10th Graders -- ISTEP Data Analysis & Probability Mastery
- 10th Graders -- ISTEP Math
- Male Gen Ed 10th Graders -- ISTEP Algebra & Functions Mastery
- Male Gen Ed 10th Graders -- ISTEP Data Analysis & Probability Mastery
- Male Spec Ed 10th Graders -- ISTEP Algebra & Functions Mastery
- Male Spec Ed 10th Graders -- ISTEP Data Analysis & Probability Mastery

#### Strategies to Impact This Concern:

- Math ISTEP Bell Ringers
- H. Cultural Competency

## Required Areas of Concern

### A. Parent Involvement (PL221)

**Data Targets Influenced by This Concern:**

- Senior Diplomas -- Diplomas Awarded - DOE Graduation Rate

**Strategies to Impact This Concern:**

- Student Goal-Setting
- A. Parent Involvement

### B. Technology Coordination (PL221)

**Data Targets Influenced by This Concern:**

- Male Gen Ed 10th Graders -- ISTEP Writing Applications Mastery
- Male Spec Ed 10th Graders -- ISTEP Writing Applications Mastery

**Strategies to Impact This Concern:**

- Improving Writing Process Across the Curriculum
- B. Technology Coordination

### C. Safe and Disciplined Learning Environment (PL221)

**Data Targets Influenced by This Concern:**

- Senior Diplomas -- Diplomas Awarded - DOE Graduation Rate

**Strategies to Impact This Concern:**

- C. Safe and Disciplined Learning Environment

### D. Attendance (PL221)

**Data Targets Influenced by This Concern:**

**Strategies to Impact This Concern:**

- ISTEP+ Incentives Advertising
- Student Goal-Setting
- D. Attendance: Attendance Incentives

### E. Offer Core 40 / Honors Courses (PL221)

**Data Targets Influenced by This Concern:**

- Total Diplomas Awarded -- Core 40 Diplomas Including Honors
- Total Diplomas Awarded -- Indiana Academic Honors Diploma as % of total diplomas

**Strategies to Impact This Concern:**

- E. Offer Core 40 / Honors Courses

## **F. Encourage Core 40 / Honors Courses (PL221)**

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

- Total Diplomas Awarded -- Core 40 Diplomas Including Honors
- Total Diplomas Awarded -- Indiana Academic Honors Diploma as % of total diplomas

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

- Student Goal-Setting
- F. Encourage Core 40 / Honors Courses

## **G1. Exceptional Learners - Gifted (PL221)**

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

- Total Diplomas Awarded -- Indiana Academic Honors Diploma as % of total diplomas

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

- Math ISTEP Bell Ringers
- G1. Exceptional Learners - Gifted

## **G2. Exceptional Learners - Special Education (PL221)**

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

- Male Spec Ed 10th Graders -- ISTEP Algebra & Functions Mastery
- Male Spec Ed 10th Graders -- ISTEP Data Analysis & Probability Mastery
- Male Spec Ed 10th Graders -- ISTEP Reading Comprehension Mastery
- Male Spec Ed 10th Graders -- ISTEP Writing Applications Mastery

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

- ISTEP+ Incentives Advertising
- Math ISTEP Bell Ringers
- Reading Strategies for Comprehension
- G2. Exceptional Learners - Special Education

## **H. Cultural Competency (PL221)**

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

- Male Gen Ed 10th Graders -- ISTEP Writing Applications Mastery
- Male Spec Ed 10th Graders -- ISTEP Writing Applications Mastery

### **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:	BHS School Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	No	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	We would like to use a student's identified IEP to assist him on standardized tests.	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.

## Attendance

**Aug 14, 2008:** Solicit prizes

**Person:** Stephanie Simpson

**Activity:** Award prizes to individuals

**Sep 19, 2008:** Track attendance

**Person:** Barb Helfert

**Activity:** Award prizes to individuals

**Sep 22, 2008:** Award attendance prizes

**Person:** Mike Wilson

**Activity:** Award prizes to individuals

**Sep 22, 2008:** Draw attendance prize winners

**Person:** Keith Paige

**Activity:** Award prizes to individuals

**Oct 31, 2008:** Post attendance

**Person:** Mike Wilson

**Activity:** Award attendance by class

**Oct 31, 2008:** Track attendance

**Person:** Ann Ahrens

**Activity:** Award attendance by class

**Nov 2, 2008:** Award attendance prizes

**Person:** Mike Wilson

**Activity:** Award prizes to individuals

**Nov 2, 2008:** Draw attendance prize winners

**Person:** Keith Paige

**Activity:** Award prizes to individuals

**Nov 14, 2008:** Award winning class with "fun Friday"

**Person:** Keith Paige

**Activity:** Award attendance by class

**Dec 13, 2008:** Award attendance prizes

**Person:** Mike Wilson

**Activity:** Award prizes to individuals

**Dec 13, 2008:** Draw attendance prize winners

**Person:** Keith Paige

**Activity:** Award prizes to individuals

**Jan 24, 2009:** Award attendance prizes

**Person:** Mike Wilson

**Activity:** Award prizes to individuals

**Jan 24, 2009:** Draw attendance prize winners

**Person:** Keith Paige

**Activity:** Award prizes to individuals

**Mar 7, 2009:** Award attendance prizes  
**Person:** Mike Wilson  
**Activity:** Award prizes to individuals

**Mar 7, 2009:** Draw attendance prize winners  
**Person:** Keith Paige  
**Activity:** Award prizes to individuals

## Improving Writing Process Across the Curriculum

**Aug 8, 2008:** English teachers will be available to explain the rubric.  
**Person:** Janet Metzger  
**Activity:** Writing Folders and Rubric

**Aug 8, 2008:** New teachers will receive information for writing assignments.  
**Person:** Connie Martin  
**Activity:** Writing Folders and Rubric

**Aug 25, 2008:** All teachers required to do the writing assignments will be given a folder with name, date assignments are due, rubric to use and class period.  
**Person:** Sam Spence  
**Activity:** Writing Folders

**Sep 2, 2008:** Black Day classes will write using Idea & Word Choice  
**Person:** Faculty  
**Activity:** Continue Writing based on rubric.

**Oct 2, 2008:** Collect Writing based on rubric  
**Person:** Mr. Whitten, Sam Spence  
**Activity:** Continue Writing based on rubric.

**Oct 7, 2008:** Gold Day classes will write using Organization & Sentence Fluency  
**Person:** Faculty  
**Activity:** Continue Writing based on rubric.

**Dec 4, 2008:** Collect Writing based on rubric  
**Person:** Mr. Whitten, Sam Spence  
**Activity:** Continue Writing based on rubric.

**Jan 5, 2009:** Black Day classes will write using Conventions & Voice  
**Person:** Faculty  
**Activity:** Continue Writing based on rubric.

**Feb 19, 2009:** Collect Writing based on rubric  
**Person:** Mr. Whitten, Sam Spence  
**Activity:** Continue Writing based on rubric.

**Feb 21, 2009:** Gold Day classes will write using Idea & Organization  
**Person:** Faculty  
**Activity:** Continue Writing based on rubric.

**Apr 30, 2009:** Collect Writing based on rubric  
**Person:** Mr. Whitten, Sam Spence  
**Activity:** Continue Writing based on rubric.

## ISTEP+ Incentives Advertising

**May 12, 2008:** Create and copy classroom signs

**Person:** Marla Hendrickson

**Activity:** Daily activities for passing the ISTEP+

**Aug 14, 2008:** Committee chair will address resistant staff.

**Person:** Marla Hendrickson

**Activity:** Talk with faculty

**Aug 15, 2008:** Arrange announcement to be viewed by student body.

**Person:** Marla Hendrickson

**Activity:** Daily activities for passing the ISTEP+

**Aug 15, 2008:** Provide script to IRP and Tested subject teachers of incentives earned by passing ISTEP. They will read the script to the students.

**Person:** Marla Hendrickson

**Activity:** Daily activities for passing the ISTEP+

**Aug 22, 2008:** Arrange announcement to be viewed by student body.

**Person:** Marla Hendrickson

**Activity:** Daily activities for passing the ISTEP+

**Aug 22, 2008:** Provide script to IRP and Tested subject teachers of incentives earned by passing ISTEP. They will read the script to the students.

**Person:** Marla Hendrickson

**Activity:** Daily activities for passing the ISTEP+

**Aug 29, 2008:** Arrange announcement to be viewed by student body.

**Person:** Marla Hendrickson

**Activity:** Daily activities for passing the ISTEP+

**Aug 29, 2008:** Post signs in classrooms.

**Person:** Marla Hendrickson

**Activity:** Daily activities for passing the ISTEP+

**Aug 29, 2008:** Provide script to IRP and Tested subject teachers of incentives earned by passing ISTEP. They will read the script to the students.

**Person:** Marla Hendrickson

**Activity:** Daily activities for passing the ISTEP+

**Sep 5, 2008:** Arrange announcement to be viewed by student body.

**Person:** Marla Hendrickson

**Activity:** Daily activities for passing the ISTEP+

**Sep 5, 2008:** Provide script to IRP and Tested subject teachers of incentives earned by passing ISTEP. They will read the script to the students.

**Person:** Marla Hendrickson

**Activity:** Daily activities for passing the ISTEP+

**Sep 12, 2008:** Arrange announcement to be viewed by student body.

**Person:** Marla Hendrickson

**Activity:** Daily activities for passing the ISTEP+

**Sep 12, 2008:** Coordinate daily testing prizes.

**Person:** Marla Hendrickson

**Activity:** Daily activities for passing the ISTEP+

**Sep 12, 2008:** Provide script to IRP and Tested subject teachers of incentives earned by passing ISTEP. They will read the script to the students.

**Person:** Marla Hendrickson

**Activity:** Daily activities for passing the ISTEP+



- Sep 17, 2008:** Arrange blood drive occurring for students who have passed ISTEP and are of age, during ISTEP test days.  
**Person:** Brenda Hachmeister  
**Activity:** Daily activities for passing the ISTEP+
- Sep 17, 2008:** Chaperone IMAX Theatre trip for students who have passed ISTEP, during ISTEP test days.  
**Person:** Don Crane  
**Activity:** Daily activities for passing the ISTEP+
- Sep 17, 2008:** Schedule job shadowing for students who have passed ISTEP, during ISTEP test days.  
**Person:** Keith Paige  
**Activity:** Daily activities for passing the ISTEP+
- Sep 18, 2008:** Chaperone recreation day for students who have passed ISTEP, during ISTEP test days.  
**Person:** Keith Paige  
**Activity:** Daily activities for passing the ISTEP+
- Dec 12, 2008:** Survey affected teachers about their advertising of incentives.  
**Person:** Committee  
**Activity:** Collect first semester/trimester follow up data

## Math ISTEP Bell Ringers

- Apr 1, 2008:** Analyze freshmen ISTEP scores from the fall of 2007 and identify the areas where the most improvement is needed.  
**Person:** Alan Collins and Jimmy Williams  
**Activity:** Identify areas of our math scores where the most improvement is needed.
- Apr 1, 2008:** Report findings to Strategy Chair.  
**Person:** Alan Collins and Jimmy Williams  
**Activity:** Identify areas of our math scores where the most improvement is needed.
- Apr 14, 2008:** Gather practice ISTEP problems from multiple sources including Textbooks, publicly released ISTEP problems, department of education website, etc.  
**Person:** Dirk Conner and Greg Wilson  
**Activity:** Select problems to be used as bellringers.
- May 1, 2008:** Using the data received in our previous implementation activity, select problems from our areas of need to be used as bellringers  
**Person:** Dirk Conner and Greg Wilson  
**Activity:** Select problems to be used as bellringers.
- Aug 8, 2008:** Copy bellringers for each math teacher  
**Person:** Denise Harris  
**Activity:** Copy and distribute Bellringers.
- Aug 11, 2008:** Distribute copied bellringers to math teachers  
**Person:** Denise Harris  
**Activity:** Copy and distribute Bellringers.
- Aug 13, 2008:** Begin each period with 2 bellringers  
**Person:** All Math Teachers  
**Activity:** Use problems as bellringers

## Parent Involvement

- Apr 1, 2008:** E-mail how to get PIV info through Sharon's contact list in office  
**Person:** Sharon Feagley  
**Activity:** Grade reports through Parent Internet Viewer (PIV)

- May 2, 2008:** Get Link to PIV on Boonville Public Library homepage.  
**Person:** Jeff Kranning  
**Activity:** Grade reports through Parent Internet Viewer (PIV)
- May 15, 2008:** Survey staff to see who has contacted parents  
**Person:** Debbie Alvey  
**Activity:** Collect baseline data
- Aug 13, 2008:** Article in paper to talk about PIV  
**Person:** Judy McNeely  
**Activity:** Grade reports through Parent Internet Viewer (PIV)
- Aug 14, 2008:** E-mail how to get PIV info through Sharon's contact list in office  
**Person:** Sharon Feagley  
**Activity:** Grade reports through Parent Internet Viewer (PIV)
- Aug 18, 2008:** PIV--get e-mail links to work. (contact Kelley Winsett)  
**Person:** Scheryl Shirley  
**Activity:** Grade reports through Parent Internet Viewer (PIV)
- Aug 18, 2008:** Send out PIV to parents again  
**Person:** office  
**Activity:** Grade reports through Parent Internet Viewer (PIV)
- Aug 25, 2008:** Print teacher e-mails on the monthly newsletter.  
**Person:** Janet Metzger  
**Activity:** Publication of teacher e-mails
- Aug 29, 2008:** Share ideas on how to collect email address of parents with all teachers at a faculty meeting  
**Person:** Mary Cox  
**Activity:** Computer training
- Aug 29, 2008:** Print mid-term reports  
**Person:** Diane Maday  
**Activity:** Mid-term reports to all students.
- Aug 29, 2008:** Provide information to all teachers on how to make a distribution list for parent contact.  
**Person:** Scheryl Shirley  
**Activity:** Peer coaching for teachers on e-mail usage
- Sep 5, 2008:** Distribute mid-terms  
**Person:** IRP teachers  
**Activity:** Mid-term reports to all students.
- Sep 5, 2008:** Place mid-terms in IRP teacher mailboxes  
**Person:** Brenda Hachmeister  
**Activity:** Mid-term reports to all students.
- Sep 22, 2008:** Print teacher e-mails on the monthly newsletter.  
**Person:** Janet Metzger  
**Activity:** Publication of teacher e-mails
- Sep 25, 2008:** Article in School Newspaper about students getting PIV  
**Person:** Judy McNeely  
**Activity:** Grade reports through Parent Internet Viewer (PIV)
- Oct 8, 2008:** Peer train teachers on how to use e-mail more effectively through group e-mails and flagging.  
**Person:** Scheryl Shirley  
**Activity:** Peer coaching for teachers on e-mail usage

- Oct 16, 2008:** Print mid-term reports  
**Person:** Diane Maday  
**Activity:** Mid-term reports to all students.
- Oct 23, 2008:** Distribute mid-terms  
**Person:** IRP teachers  
**Activity:** Mid-term reports to all students.
- Oct 23, 2008:** Place mid-terms in IRP teacher mailboxes  
**Person:** Brenda Hachmeister  
**Activity:** Mid-term reports to all students.
- Oct 27, 2008:** Print teacher e-mails on the monthly newsletter.  
**Person:** Janet Metzger  
**Activity:** Publication of teacher e-mails
- Nov 23, 2008:** Print teacher e-mails on the monthly newsletter.  
**Person:** Janet Metzger  
**Activity:** Publication of teacher e-mails
- Nov 26, 2008:** Print mid-term reports  
**Person:** Diane Maday  
**Activity:** Mid-term reports to all students.
- Dec 2, 2008:** Distribute mid-terms  
**Person:** IRP teachers  
**Activity:** Mid-term reports to all students.
- Dec 2, 2008:** Place mid-terms in IRP teacher mailboxes  
**Person:** Brenda Hachmeister  
**Activity:** Mid-term reports to all students.
- Dec 15, 2008:** Survey staff to see who has contacted parents  
**Person:** Debbie Alvey  
**Activity:** Collect first semester/trimester follow up data
- Dec 22, 2008:** Print teacher e-mails on the monthly newsletter.  
**Person:** Janet Metzger  
**Activity:** Publication of teacher e-mails
- Jan 12, 2009:** E-mail how to get PIV info through Sharon's contact list in office  
**Person:** Sharon Feagley  
**Activity:** Grade reports through Parent Internet Viewer (PIV)
- Jan 23, 2009:** Print mid-term reports  
**Person:** Diane Maday  
**Activity:** Mid-term reports to all students.
- Jan 26, 2009:** Print teacher e-mails on the monthly newsletter.  
**Person:** Janet Metzger  
**Activity:** Publication of teacher e-mails
- Jan 27, 2009:** Distribute mid-terms  
**Person:** IRP teachers  
**Activity:** Mid-term reports to all students.
- Jan 27, 2009:** Place mid-terms in IRP teacher mailboxes  
**Person:** Brenda Hachmeister  
**Activity:** Mid-term reports to all students.

**Feb 23, 2009:** Print teacher e-mails on the monthly newsletter.

**Person:** Janet Metzger

**Activity:** Publication of teacher e-mails

**Mar 6, 2009:** Print mid-term reports

**Person:** Diane Maday

**Activity:** Mid-term reports to all students.

**Mar 11, 2009:** Distribute mid-terms

**Person:** IRP teachers

**Activity:** Mid-term reports to all students.

**Mar 11, 2009:** Place mid-terms in IRP teacher mailboxes

**Person:** Brenda Hachmeister

**Activity:** Mid-term reports to all students.

**Mar 23, 2009:** Print teacher e-mails on the monthly newsletter.

**Person:** Janet Metzger

**Activity:** Publication of teacher e-mails

**Apr 27, 2009:** Print mid-term reports

**Person:** Diane Maday

**Activity:** Mid-term reports to all students.

**Apr 27, 2009:** Print teacher e-mails on the monthly newsletter.

**Person:** Janet Metzger

**Activity:** Publication of teacher e-mails

**Apr 29, 2009:** Distribute mid-terms

**Person:** IRP teachers

**Activity:** Mid-term reports to all students.

**Apr 29, 2009:** Place mid-terms in IRP teacher mailboxes

**Person:** Brenda Hachmeister

**Activity:** Mid-term reports to all students.

**May 1, 2009:** Survey staff to see who has contacted parents

**Person:** Debbie Alvey

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

**May 25, 2009:** Print teacher e-mails on the monthly newsletter.

**Person:** Janet Metzger

**Activity:** Publication of teacher e-mails

## **Reading Strategies for Comprehension**

**Aug 29, 2008:** Meet to discuss research and best practices.

**Person:** Clint Claypool

**Activity:** Choosing the Strategy

**Aug 29, 2008:** Select the strategy to use across the curriculum.

**Person:** Clint Claypool

**Activity:** Choosing the Strategy

**Sep 1, 2008:** Collect Survey

**Person:** Dave Wolf

**Activity:** Collect baseline data

**Sep 1, 2008:** Pre-Survey

**Person:** Clint Claypool

**Activity:** Collect baseline data

- Sep 1, 2008:** Talley Survey  
**Person:** James Blankenship  
**Activity:** Collect baseline data
- Sep 1, 2008:** Copy strategy  
**Person:** Gay Weir  
**Activity:** Implement Reading Comprehension Strategy
- Sep 1, 2008:** Distribute strategy to teachers  
**Person:** Debbie Hein  
**Activity:** Implement Reading Comprehension Strategy
- Sep 12, 2008:** Introduce strategy for semester  
**Person:** Clint Claypool  
**Activity:** Strategy Explanation
- Sep 16, 2008:** Model strategy lesson and provide examples.  
**Person:** Clint Claypool  
**Activity:** Strategy Explanation
- Oct 1, 2008:** Send e-mail reminder to all teachers about collection dates.  
**Person:** Dave Wolf  
**Activity:** Remind teachers to use strategy
- Dec 14, 2008:** Distribute Survey  
**Person:** Debbie Hein  
**Activity:** Collect first semester/trimester follow up data
- Dec 19, 2008:** Collect Survey  
**Person:** Dave Wolf  
**Activity:** Collect first semester/trimester follow up data
- Dec 19, 2008:** Talley Survey  
**Person:** James Blankenship  
**Activity:** Collect first semester/trimester follow up data
- Dec 19, 2008:** Solicit rewards and award them to teachers who complete the lessons and turn in requested data.  
**Person:** Dick Wilhelmus  
**Activity:** Initiate Acceptance
- Jan 13, 2009:** Copy Strategy  
**Person:** Gay Weir  
**Activity:** Implement Reading Comprehension Strategy
- Jan 15, 2009:** Distribute strategy to teachers  
**Person:** Debbie Hein  
**Activity:** Implement Reading Comprehension Strategy
- Jan 15, 2009:** Introduce strategy for semester  
**Person:** Clint Claypool  
**Activity:** Strategy Explanation
- Jan 21, 2009:** Model strategy lesson and provide examples.  
**Person:** Clint Claypool  
**Activity:** Strategy Explanation
- Mar 5, 2009:** Send e-mail reminder to all teachers about collection dates.  
**Person:** Dave Wolf  
**Activity:** Remind teachers to use strategy

**Apr 25, 2009:** Distribute Survey  
**Person:** Debbie Hein  
**Activity:** Collect final semester/trimester follow up data

**Apr 30, 2009:** Talley Survey  
**Person:** James Blankenship  
**Activity:** Collect final semester/trimester follow up data

## **Student Goal-Setting**

**Aug 8, 2008:** Cards for Teachers to Record Goals  
**Person:** Kieth McKinney  
**Activity:** Implementation Tools

**Aug 8, 2008:** Copies of goal sheets for Freshman Orientation and 9th and 10th grade Irp teachers.  
**Person:** Julia Schu  
**Activity:** Implementation Tools

**Aug 18, 2008:** Skits on the morning announcements by P-KOM students  
**Person:** Steve Altstadt  
**Activity:** Announcements and Encouragement

**Aug 22, 2008:** Collect goals sheets  
**Person:** 9th grade homeroom teachers  
**Activity:** Collect baseline data

**Aug 25, 2008:** Collect and tally data  
**Person:** Denise Wathen  
**Activity:** Collect baseline data

**Dec 12, 2008:** Collect goal sheets  
**Person:** 9th and 10th grade IRP teachers  
**Activity:** Collect first semester/trimester follow up data

**Dec 15, 2008:** Collect and tally data  
**Person:** Denise Wathen  
**Activity:** Collect first semester/trimester follow up data

**Apr 17, 2009:** Collect goal sheets  
**Person:** 9th and 10 th grade IRP teachers  
**Activity:** Collect final semester/trimester follow up data

**Apr 20, 2009:** Collect and tally data  
**Person:** Denise Wathen  
**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.

	<b>First Year Schools</b>	<b>Second Year Schools</b>	<b>Third Year and Beyond Schools</b>
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 &amp; Responsibilities</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles &amp; Responsibilities</i>
Dec	Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i>		Session 2: <u>SIP Evaluation &amp; Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>
Jan	Session 4: <u>Areas of Concern &amp; Research Assignments</u> <i>Local Mtgs: Areas of Concern</i>	Session 2: <u>SIP Review &amp; 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>