

School Improvement Plan - PL221 Version - 2009-2012

May 22, 2009 12:29:31

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:



Indiana Student Achievement Institute
931 25th Street
Columbus, IN 47201
Phone: 812-669-0009
Email: asai@asainstitute.org
Website: <http://www.asainstitute.org>

Table of Contents

- School Improvement Plan Introduction 3
- Reviewer Guide 4
- Who Wrote this School Improvement Plan? 5
- Vision Statement 6
- Academic Goals 8
- Areas of Concern 11
- Strategies 13
- Professional Development 15
- Relationship Report -- Areas of Concern / Strategies / Data Targets 18
- Force Field Excerpt 21
- To-Do List 22
- Continuous Improvement Timeline 34

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. 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

- Sara Bertram - Teacher
- Robert Dave Heuring - Community Representative (Business)
- Pam Koleszar - Teacher
- Tim Nurrenbern - Teacher
- Abbie Redmon - School Counselor
- Shelly Volz - Parent/Guardian
- Mike Whitten - Administrator

Strategy Chairs

- Randy Bailey
- Dirk Conner
- Brenda Hachmeister
- Alex Howell
- Aaron Mayes
- Keith McKinney
- Tim Nurrenbern
- Abbie Redmon
- Chad Sickbert
- Greg Wilson
- Dave Wolf
- Jeff Yando

Community Council

- Megann Broshears
- Kirby Dawson
- Paul Foley
- Sarah Foley
- Robert Forbes
- Ann Hachmeister
- David Hyndman
- Sharon Katterjohn
- JoAnn Krantz - Deputy Prosecutor
- Gary Michel
- Kellie Noe
- Ralph Turpen
- Jared VanWinkle
- Caleb Vile
- Shelly Volz - Education
- Denise Wathen - Education
- Sam Wathen
- Kendall Wentzel
- Haley Wilson
- Judy Wynn - Education
- 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:

a free education, including a challenging curriculum and access to appropriate technology for all. We believe that all students deserve to be surrounded by adults who actively support and recognize their academic and extracurricular efforts in all ways, including financially, structurally, physically, and emotionally. We believe that all students deserve to be held to high standards in education and discipline, and to be graded based truly on what they learn. We believe that all students deserve appropriate remediation in areas where standards are not met. We believe that all students deserve to graduate with a basic skill set that equips them to be contributing members of society, as well as the knowledge necessary to follow their chosen educational and career paths. We believe that all students deserve the opportunity to earn respect, and to improve their behavior and grades without the stigma of prior actions. We believe that all students deserve a voice in their education, and appropriate alternatives to the traditional high school course path. We believe that all students deserve a safe, structured, and caring environment free of distractions.

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

all adults are positive role models who strive to recognize students's maximum potential and challenge them to live up to it, while working together to do what is best for each student. All teachers are active in the local community, and every day are present, prepared with authentic activities, and enthusiastic about teaching all students. All teachers are highly qualified in their teaching areas, trained to use appropriate technology, and willing to change ineffective teaching methods. All teachers engage in ongoing professional development and continuous learning to enrich their teaching and the entire learning experience. All teachers provide ample opportunities for student success, and are available for student help as needed. All parents and community members support educators by reinforcing education and responsibility outside of the school building. All parents provide the basic needs for their students as well as nurturing home environments where education is a priority. All community members are involved in the school through community partnerships, volunteering, donations, mentoring, and attendance at school functions. All adults accept, support, and enforce the established academic and behavior policies, applying them as equitably as possible to all students in all situations.

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

are enthusiastic about learning, make their education a top priority, and have a strong desire to succeed in school and beyond. All students expect a challenging curriculum, monitor their progress, and communicate with adults to find ways to improve. All students are aware of current technology and use it appropriately to enhance their education. All students maintain a healthy lifestyle, and are well-rested, well-fed, and dressed appropriately when they arrive at school on time each day with the necessary supplies. All students exhibit integrity and strong character, respecting themselves, others, authority, and property. All students are alert, attentive, and creative, and work well with peers and educators to complete assigned work and learn a variety of study skills, including using time wisely. All students understand that their behavior and choices today will shape their future, and so use critical-thinking skills to resolve conflicts and make good decisions. All students are involved in extra-curricular activities, and display school spirit in school, at events, and through participation in school clubs. All students participate in volunteering programs, philanthropic activities, and other community service projects.

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

- % 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 pass Algebra I ECA: 100%
- % of students who pass English 10 ECA: 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.

10th Graders - Core 40 Language Arts - % passing ECA - English 10

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	
65	65	68	71	73	62	68		70		72		100

All Algebra I students - % passing Core 40 Math ECA for Algebra I

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	
67	60	68	64	70	61	66		70		72		100

All Students - % earning Indiana Academic Honors Diploma

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	
23	25	25		25		25		25		25		100

All 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	
61	61	65		70		75		80		85		100

All Students - Graduation Rate (DOE)

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	
82	79.4	80	80.3	82		84		86		88		100

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

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	
70	64.1	68	67.9	70	63.8	72		74		76		100

Female 10th Graders - % Mastery Core 40 Language Arts

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	
	73		79		70	75		78		81		100

Free / Reduced Lunch 10th Graders - % Mastery Core 40 Language Arts

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	
	53		54		49	52		55		58		100

Male Gen Ed 10th Graders - % Mastery Core 40 Algebra & Functions

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	
82	78	81	72	75	71	75		79		83		100

Male Gen Ed 10th Graders - % Mastery Core 40 Data Analysis & Probability

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	
80	81	83	76	80	73	78		82		84		100

Male Gen Ed 10th Graders - % Mastery Core 40 Reading Comprehension

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	
78	74	80	84	84	76	80		84		86		100

Male Gen Ed 10th Graders - % Mastery Core 40 Writing Applications

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	
79	72	80	83	84	57	65		70		75		100

Male Spec Ed 10th Graders - % Mastery Core 40 Reading Comprehension

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	
22	13	20	25	25	32	35		37		40		100

Male Spec Ed 10th Graders - % Mastery Core 40 Writing Applications

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	
22	13	20	15	17	19	21		23		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: Students need to learn how to set a goal, including the steps need to reach it.

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: Parent involvement needs to reach the classroom as well as extracurricular activities.

Our invitation to parents each year is met with fewer than 10 responses to participate in the school improvement process. Our Open House has a less than 40% attendance rate.

Concern: Safe and Disciplined Learning Environment

Nearly half of all students, especially upperclassmen, said they felt that the behavior of other students disrupted their learning. In addition, the number of demerits assigned is astronomical.

Concern: Parents and students need to understand the importance of daily attendance.

Our school attendance rate is the lowest in our corporation for a high school, hovering around 95%.

Concern: Our teachers should be involved in our community, and our community should be involved with our curriculum and activities.

Students, faculty, parents, and community members agree that school communication needs improvement (Parent/Guardian - Student/Teacher discussions question). Over half of all students, parents, and faculty disagreed that communication existed or was effective. Teachers and students need to be involved in community activities and groups, and community groups need to be involved in school activities. This will help teachers develop real-world applications of material and allow students to apply their knowledge in real-world situations.

Concern: Teachers need to provide ample opportunities and methods for students to ask questions.

22% of students say they do not ask questions in class, even when they know they need to.

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

Community Communication —

Faculty members will research opportunities to participate in community events and activities, such as partnerships, and find ways to bring the community into the school, as well as getting information about school activities to the community. In addition, a sub-committee will focus on these same issues specifically involving parents.

Improving Attendance —

Committee members will encourage better student attendance through parent and student education on the importance of good attendance. In addition, they will track student attendance by individual 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. This committee will also work with the finals exemption task force to coordinate the finals exemptions program.

Maintaining Discipline in the Classroom and Schoolwide —

Administrators and faculty members will continuously maintain a safe and disciplined environment through daily supervision of hallways, classrooms, and other areas. This committee will examine classroom management methods, as well as schoolwide discipline practices.

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. We will introduce the goal-setting strategy for incoming freshman during the annual freshman orientation.

Required Strategies

F. Encourage Rigorous Curriculum: Guidance —

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.

I. Focused Academic Area: Building Vocabulary for Comprehension —

All 2nd period teachers will display vocabulary words to the students on a daily basis. Biweekly, IRP teachers will administer and grade the vocabulary enrichment activity.

I. Focused Academic Area: Improving Writing Process Across the Curriculum —

All teachers will assign writing activities at least once every nine weeks graded with a designated rubric. 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.

I. Focused Academic Area: Math Progress and Success —

Math teachers will research and develop best practices for student success with Algebra I standards and the End-of-Course Assessment (ECA) during common planning periods. Specifically, teachers will look for methods to improve the performance of special education / IEP students taking the T1-T4 series of Algebra I.

U. Focused Student Group: Calculator Training for Special Education and Free/Reduced Lunch Students —

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. Special Education students will receive extra help and time from the co-teacher. 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.

U. Focused Student Group: Creating Opportunities for Questions —

Teachers will develop and implement methods for students to ask questions without recourse during class. Methods will help all students, but may give special education / IEP students a way to ask questions without fear of humiliation or negative feedback from other students.

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.

Community Communication

Professional Development Activity	Funding	Activity Purpose
<i>Reaching Out - Contacts and Tips</i>	Source: Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
Committee members will share contact information for media outlets and how to provide information about activities that will inform the community. In addition, committee members will give tips on community projects that may mesh with standards or subjects to involve students and teachers in the community.	Teachers Counselors Administrators Community Members	Talk to

Improving Attendance

No professional development is needed for this strategy.

Maintaining Discipline in the Classroom and Schoolwide

Professional Development Activity	Funding	Activity Purpose
<i>Discipline Methods Presentation</i>	Source: Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
Committee members will present their findings regarding discipline policies in place and enforcement. Discussions will be initiated regarding possible changes in individual classroom rules as well as methods of enforcement of corporation policies.	Teachers Counselors Administrators	Talk to Presentation/Workshop

Student Goal-Setting

Professional Development Activity	Funding	Activity Purpose
<i>Model goal-setting.</i>	Source: Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will use the proposed goal-setting sheet to set an appropriately written goal, with an intended plan of action, during the first full faculty meeting of the year.	Teachers Counselors Administrators	Talk to Peer Coaching

I. Focused Academic Area: Building Vocabulary for Comprehension

No professional development is needed for this strategy.

I. Focused Academic Area: Improving Writing Process Across the Curriculum

Professional Development Activity	Funding	Activity Purpose
<i>Training for New People</i>	Source: Amount: \$0	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
On the first teacher day, English teachers and selected content teachers will be made available to help explain the Write Traits rubric and our process to new teachers through collaborative grading and review.	Teachers	Talk to Presentation/Workshop Peer Coaching Collaborative Problem Solving

I. Focused Academic Area: Math Progress and Success

Professional Development Activity	Funding	Activity Purpose
<i>Review and adopt new class materials.</i>	Source: Amount: \$	Information
Brief Description	Intended Participants	Activity Format
Math teachers will review all class materials received and collaborate to discover the series that best suits our standards and students.	Teachers	Study Group Professional Reading Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Explore Student Success Process.</i>	Source: PL221 Amount: \$200	Information
Brief Description	Intended Participants	Activity Format
Math teachers will schedule a site visit with a school that has implemented SSP and watch the process in action, exploring the necessary technology and materials.	Teachers	Networking/Site Visit

U. Focused Student Group: Creating Opportunities for Questions

Professional Development Activity	Funding	Activity Purpose
<i>Modeling Strategies</i>	Source: Amount: \$	Information Skill Building
Brief Description	Intended Participants	Activity Format
The committee members will use the entrance question method to begin the SPD meeting. They will use the exit question method as we go to break. Then they will use the random box/hat method as we return from break, with the previous exit slips, so that all methods are modeled for the entire staff.	Teachers Counselors Administrators	Talk to Presentation/Workshop Peer Coaching

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: Students need to learn how to set a goal, including the steps need to reach it.

Data Targets Influenced by This Concern:

- All Students -- Graduation Rate (DOE)

Strategies to Impact This Concern:

- Improving Attendance
- Student Goal-Setting

Concern: Parent involvement needs to reach the classroom as well as extracurricular activities.

Data Targets Influenced by This Concern:

- All Students -- Graduation Rate (DOE)

Strategies to Impact This Concern:

- Community Communication

Concern: Safe and Disciplined Learning Environment

Data Targets Influenced by This Concern:

- All Students -- Graduation Rate (DOE)

Strategies to Impact This Concern:

- Maintaining Discipline in the Classroom and Schoolwide

Concern: Parents and students need to understand the importance of daily attendance.

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Improving Attendance
- Student Goal-Setting

Concern: Our teachers should be involved in our community, and our community should be involved with our curriculum and activities.

Data Targets Influenced by This Concern:

- Male Gen Ed 10th Graders -- % Mastery Core 40 Algebra & Functions
- Male Gen Ed 10th Graders -- % Mastery Core 40 Data Analysis & Probability

Strategies to Impact This Concern:

- Community Communication

Concern: Teachers need to provide ample opportunities and methods for students to ask questions.

Data Targets Influenced by This Concern:

- Female 10th Graders -- % Mastery Core 40 Language Arts
- Free / Reduced Lunch 10th Graders -- % Mastery Core 40 Language Arts
- Male Gen Ed 10th Graders -- % Mastery Core 40 Algebra & Functions
- Male Gen Ed 10th Graders -- % Mastery Core 40 Data Analysis & Probability
- Male Spec Ed 10th Graders -- % Mastery Core 40 Reading Comprehension

Strategies to Impact This Concern:

- U. Focused Student Group: Creating Opportunities for Questions

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All Algebra I students -- % passing Core 40 Math ECA for Algebra I
- All Students -- % earning Indiana Academic Honors Diploma
- All students -- % earning Core 40 Diplomas
- Male Gen Ed 10th Graders -- % Mastery Core 40 Algebra & Functions
- Male Gen Ed 10th Graders -- % Mastery Core 40 Data Analysis & Probability

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Guidance
- I. Focused Academic Area: Math Progress and Success

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- 10th Graders -- Core 40 Language Arts - % passing ECA - English 10
- Female 10th Graders -- % Mastery Core 40 Language Arts
- Free / Reduced Lunch 10th Graders -- % Mastery Core 40 Language Arts
- Male Gen Ed 10th Graders -- % Mastery Core 40 Reading Comprehension
- Male Gen Ed 10th Graders -- % Mastery Core 40 Writing Applications
- Male Spec Ed 10th Graders -- % Mastery Core 40 Reading Comprehension
- Male Spec Ed 10th Graders -- % Mastery Core 40 Writing Applications

Strategies to Impact This Concern:

- I. Focused Academic Area: Improving Writing Process Across the Curriculum
- I. Focused Academic Area: Math Progress and Success
- I. Focused Academic Area: Building Vocabulary for Comprehension

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- Female 10th Graders -- % Mastery Core 40 Language Arts
- Free / Reduced Lunch 10th Graders -- % Mastery Core 40 Language Arts

Strategies to Impact This Concern:

- I. Focused Academic Area: Math Progress and Success
- U. Focused Student Group: Creating Opportunities for Questions
- U. Focused Student Group: Calculator Training for Special Education and Free/Reduced Lunch Students

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 Office - Mike Whitten	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	PSAT, PLAN, SAT, ACT - Standardized tests which measure achievement in English, math, social studies, and science Write Traits rubrics - Grading rubric for all types of writing AP Tests - Tests which measure achievement in a college-level course	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	ISTEP Instructions prohibit reading the reading comprehension passages to students. We would like to use a student's IEP-designated assistance on standardized tests, such as reading the test passages to him. Students who cannot read well are being punished even in tests over other subjects because they cannot read well. We would see a jump in the standardized test scores if students were permitted a reader, or to have an audio version of a text available via mp3 or other audio file.	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.

Community Communication

Aug 1, 2009: Make a positive phone call home before school begins.

Person: Classroom teachers

Activity: Making Incoming Students Welcome

Aug 10, 2009: Conduct freshman orientation / parent night.

Person: Abbie Redmon

Activity: Making Incoming Students Welcome

Aug 11, 2009: Talk to the staff about the importance of building community (and parent) support before a crisis occurs. (digging a well instead of digging a hole)

Person: Randy Bailey

Activity: Digging a Well

Aug 11, 2009: Work with teachers and administrators to schedule events and refreshments for Open House.

Person: Mr. Whitten and committee

Activity: Open House Activities

Aug 21, 2009: Present a tip for how to involve or inform the community with classroom activities, including contact information for media outlets, at each monthly faculty meeting.

Person: Committee

Activity: Reaching Out - Contacts and Tips

Sep 10, 2009: Provide assistance and supervision at Open House.

Person: All teachers (voluntary)

Activity: Open House Activities

Sep 11, 2009: Communicate classroom activities and achievements to outside sources such as the local newspaper. (ongoing)

Person: Committee members / classroom teachers

Activity: Raising Public Awareness through Media

Oct 7, 2009: Invite community members to participate in classroom activities and events.

Person: Classroom teachers

Activity: Raising Public Awareness through Media

Oct 23, 2009: Communicate classroom activities and achievements to outside sources such as the local newspaper. (ongoing)

Person: Committee members / classroom teachers

Activity: Raising Public Awareness through Media

Oct 23, 2009: Present a tip for how to involve or inform the community with classroom activities, including contact information for media outlets, at each monthly faculty meeting.

Person: Committee

Activity: Reaching Out - Contacts and Tips

Nov 17, 2009: Research opportunities to make school facilities and abilities available for community organizations.

Person: Judy McNeely

Activity: Raising Public Awareness through Partnerships

Nov 18, 2009: Invite community members to participate in classroom activities and events.

Person: Classroom teachers

Activity: Raising Public Awareness through Media

- Dec 4, 2009:** Communicate classroom activities and achievements to outside sources such as the local newspaper. (ongoing)
Person: Committee members / classroom teachers
Activity: Raising Public Awareness through Media
- Dec 25, 2009:** Present a tip for how to involve or inform the community with classroom activities, including contact information for media outlets, at each monthly faculty meeting.
Person: Committee
Activity: Reaching Out - Contacts and Tips
- Dec 30, 2009:** Invite community members to participate in classroom activities and events.
Person: Classroom teachers
Activity: Raising Public Awareness through Media
- Jan 15, 2010:** Communicate classroom activities and achievements to outside sources such as the local newspaper. (ongoing)
Person: Committee members / classroom teachers
Activity: Raising Public Awareness through Media
- Jan 19, 2010:** Research opportunities to make school facilities and abilities available for community organizations.
Person: Judy McNeely
Activity: Raising Public Awareness through Partnerships
- Feb 10, 2010:** Invite community members to participate in classroom activities and events.
Person: Classroom teachers
Activity: Raising Public Awareness through Media
- Feb 26, 2010:** Communicate classroom activities and achievements to outside sources such as the local newspaper. (ongoing)
Person: Committee members / classroom teachers
Activity: Raising Public Awareness through Media
- Feb 26, 2010:** Present a tip for how to involve or inform the community with classroom activities, including contact information for media outlets, at each monthly faculty meeting.
Person: Committee
Activity: Reaching Out - Contacts and Tips
- Mar 4, 2010:** Organize and establish BHS Ambassador program for students, teachers, and graduates.
Person: Fran Vile / Administration
Activity: Raising Public Awareness through Ambassadors
- Mar 24, 2010:** Invite community members to participate in classroom activities and events.
Person: Classroom teachers
Activity: Raising Public Awareness through Media
- Apr 9, 2010:** Communicate classroom activities and achievements to outside sources such as the local newspaper. (ongoing)
Person: Committee members / classroom teachers
Activity: Raising Public Awareness through Media
- Apr 16, 2010:** Train Ambassadors / provide information to Ambassadors. (ongoing)
Person: Fran Vile / Committee
Activity: Raising Public Awareness through Ambassadors
- Apr 30, 2010:** Present a tip for how to involve or inform the community with classroom activities, including contact information for media outlets, at each monthly faculty meeting.
Person: Committee
Activity: Reaching Out - Contacts and Tips
- May 5, 2010:** Invite community members to participate in classroom activities and events.
Person: Classroom teachers
Activity: Raising Public Awareness through Media

Focused Academic Area

- Apr 16, 2009:** Survey teachers regarding student participation.
Person: Dave Wolf & Stephanie France
Activity: Collect final semester/trimester follow up data
- May 6, 2009:** Tally writings turned in by faculty.
Person: Mr. Whitten / Mr. Howell
Activity: Collect baseline data
- May 7, 2009:** Compile a list of vocabulary words and definitions to be used.
Person: Etymology Class
Activity: Collect and broadcast words for use.
- Aug 10, 2009:** Make AV equipment available to classroom teachers. (ongoing as needed)
Person: Gay Weir
Activity: Incorporating Technology
- Aug 10, 2009:** Make computer labs available to teachers / classes. (ongoing as needed)
Person: Scheryl Shirley
Activity: Incorporating Technology
- Aug 11, 2009:** Meet to organize research.
Person: Greg Wilson
Activity: Best Practice Research
- Aug 11, 2009:** Survey math teachers regarding research already completed / in progress.
Person: Carmen Wilson
Activity: Collect baseline data
- Aug 12, 2009:** Reward students for participating and achieving at least 80% on quizzes.
Person: Mike Metzger
Activity: Reward student performance.
- Aug 19, 2009:** Compile biweekly quizzes.
Person: Pam Koleszar
Activity: Administer vocabulary quizzes.
- Aug 19, 2009:** Copy quizzes for IRP teachers and distribute to mailboxes.
Person: Stephanie Brown
Activity: Administer vocabulary quizzes.
- Aug 19, 2009:** Broadcast "Word of the Day" on the daily morning announcements.
Person: Janet Metzger
Activity: Collect and broadcast words for use.
- Aug 20, 2009:** English teachers available to explain rubric
Person: Mrs. Metzger
Activity: Training for New People
- Aug 20, 2009:** Offer training on Write Traits
Person: Mr. Whitten
Activity: Training for New People
- Aug 20, 2009:** Print up submission folders and distribute to teachers
Person: Mrs. Metzger
Activity: Writing Collection Folders
- Aug 28, 2009:** Administer and grade quizzes.
Person: IRP teachers
Activity: Administer vocabulary quizzes.

- Aug 28, 2009:** Survey teachers regarding student participation.
Person: Dave Wolf & Stephanie France
Activity: Collect baseline data
- Aug 28, 2009:** Give prizes to IRP teachers for distribution.
Person: Mike Metzger
Activity: Provide prizes.
- Sep 3, 2009:** Black Day classes write using IDEA & WORD CHOICE.
Person: Faculty
Activity: Assigning Writing Exercises
- Sep 9, 2009:** Reward students for participating and achieving at least 80% on quizzes.
Person: Mike Metzger
Activity: Reward student performance.
- Sep 16, 2009:** Compile biweekly quizzes.
Person: Pam Koleszar
Activity: Administer vocabulary quizzes.
- Sep 16, 2009:** Copy quizzes for IRP teachers and distribute to mailboxes.
Person: Stephanie Brown
Activity: Administer vocabulary quizzes.
- Sep 22, 2009:** Schedule computer labs for writing work. (ongoing as needed)
Person: Classroom teachers
Activity: Incorporating Technology
- Sep 25, 2009:** Give prizes to IRP teachers for distribution.
Person: Mike Metzger
Activity: Provide prizes.
- Oct 2, 2009:** Collect writing based on rubric.
Person: Alex Howell
Activity: Monitoring Writing Assignments
- Oct 7, 2009:** Hold meetings to discuss findings.
Person: Math department
Activity: Best Practice Research
- Oct 8, 2009:** Gold Day classes write using ORGANIZATIONS & SENTENCE FLUENCY
Person: Faculty
Activity: Assigning Writing Exercises
- Oct 9, 2009:** Administer and grade quizzes.
Person: IRP teachers
Activity: Administer vocabulary quizzes.
- Oct 14, 2009:** Reward students for participating and achieving at least 80% on quizzes.
Person: Mike Metzger
Activity: Reward student performance.
- Oct 21, 2009:** Compile biweekly quizzes.
Person: Pam Koleszar
Activity: Administer vocabulary quizzes.
- Oct 21, 2009:** Copy quizzes for IRP teachers and distribute to mailboxes.
Person: Stephanie Brown
Activity: Administer vocabulary quizzes.

- Oct 22, 2009:** Review all textbook samples / materials.
Person: Math department
Activity: Review and adopt new class materials.
- Oct 23, 2009:** Give prizes to IRP teachers for distribution.
Person: Mike Metzger
Activity: Provide prizes.
- Nov 4, 2009:** Hold meetings to discuss findings.
Person: Math department
Activity: Best Practice Research
- Nov 11, 2009:** Reward students for participating and achieving at least 80% on quizzes.
Person: Mike Metzger
Activity: Reward student performance.
- Nov 17, 2009:** Review previous visit and SSP details.
Person: Math department
Activity: Explore Student Success Process.
- Nov 18, 2009:** Compile biweekly quizzes.
Person: Pam Koleszar
Activity: Administer vocabulary quizzes.
- Nov 18, 2009:** Copy quizzes for IRP teachers and distribute to mailboxes.
Person: Stephanie Brown
Activity: Administer vocabulary quizzes.
- Nov 20, 2009:** Administer and grade quizzes.
Person: IRP teachers
Activity: Administer vocabulary quizzes.
- Nov 27, 2009:** Give prizes to IRP teachers for distribution.
Person: Mike Metzger
Activity: Provide prizes.
- Dec 2, 2009:** Hold meetings to discuss findings.
Person: Math department
Activity: Best Practice Research
- Dec 3, 2009:** Tally writings turned in by faculty.
Person: Mr. Whitten/Mr. Howell
Activity: Collect first semester/trimester follow up data
- Dec 3, 2009:** Collect writing based on rubric.
Person: Alex Howell
Activity: Monitoring Writing Assignments
- Dec 4, 2009:** Survey teachers regarding student participation.
Person: Dave Wolf & Stephanie France
Activity: Collect first semester/trimester follow up data
- Dec 4, 2009:** Survey teachers regarding teacher participation.
Person: Dave Wolf & Stephanie France
Activity: Collect first semester/trimester follow up data
- Dec 9, 2009:** Survey math teachers regarding research completed / in progress.
Person: Carmen Wilson
Activity: Collect first semester/trimester follow up data

- Dec 9, 2009:** Reward students for participating and achieving at least 80% on quizzes.
Person: Mike Metzger
Activity: Reward student performance.
- Dec 16, 2009:** Compile biweekly quizzes.
Person: Pam Koleszar
Activity: Administer vocabulary quizzes.
- Dec 16, 2009:** Copy quizzes for IRP teachers and distribute to mailboxes.
Person: Stephanie Brown
Activity: Administer vocabulary quizzes.
- Dec 25, 2009:** Give prizes to IRP teachers for distribution.
Person: Mike Metzger
Activity: Provide prizes.
- Jan 1, 2010:** Administer and grade quizzes.
Person: IRP teachers
Activity: Administer vocabulary quizzes.
- Jan 5, 2010:** Black Day classes write using CONVENTIONS & VOICE
Person: Faculty
Activity: Assigning Writing Exercises
- Jan 6, 2010:** Hold meetings to discuss findings.
Person: Math department
Activity: Best Practice Research
- Jan 13, 2010:** Reward students for participating and achieving at least 80% on quizzes.
Person: Mike Metzger
Activity: Reward student performance.
- Jan 14, 2010:** Arrange school visit as needed.
Person: Tim Nurrenbern
Activity: Explore Student Success Process.
- Jan 20, 2010:** Compile biweekly quizzes.
Person: Pam Koleszar
Activity: Administer vocabulary quizzes.
- Jan 20, 2010:** Copy quizzes for IRP teachers and distribute to mailboxes.
Person: Stephanie Brown
Activity: Administer vocabulary quizzes.
- Jan 22, 2010:** Give prizes to IRP teachers for distribution.
Person: Mike Metzger
Activity: Provide prizes.
- Feb 3, 2010:** Attend Jasper math caravan.
Person: Mark Meier
Activity: Review and adopt new class materials.
- Feb 9, 2010:** Set up screens and projectors for presentations. (ongoing as needed)
Person: Classroom teachers
Activity: Incorporating Technology
- Feb 10, 2010:** Collect writing based on rubric.
Person: Alex Howell
Activity: Monitoring Writing Assignments

- Feb 10, 2010:** Reward students for participating and achieving at least 80% on quizzes.
Person: Mike Metzger
Activity: Reward student performance.
- Feb 12, 2010:** Administer and grade quizzes.
Person: IRP teachers
Activity: Administer vocabulary quizzes.
- Feb 17, 2010:** Compile biweekly quizzes.
Person: Pam Koleszar
Activity: Administer vocabulary quizzes.
- Feb 17, 2010:** Copy quizzes for IRP teachers and distribute to mailboxes.
Person: Stephanie Brown
Activity: Administer vocabulary quizzes.
- Feb 22, 2010:** Gold Day classes write using IDEA & ORGANIZATION
Person: Faculty
Activity: Assigning Writing Exercises
- Feb 26, 2010:** Give prizes to IRP teachers for distribution.
Person: Mike Metzger
Activity: Provide prizes.
- Mar 3, 2010:** Hold meetings to discuss findings.
Person: Math department
Activity: Best Practice Research
- Mar 4, 2010:** Attend new book adoption meeting for the corporation.
Person: Math department
Activity: Review and adopt new class materials.
- Mar 10, 2010:** Reward students for participating and achieving at least 80% on quizzes.
Person: Mike Metzger
Activity: Reward student performance.
- Mar 17, 2010:** Compile biweekly quizzes.
Person: Pam Koleszar
Activity: Administer vocabulary quizzes.
- Mar 17, 2010:** Copy quizzes for IRP teachers and distribute to mailboxes.
Person: Stephanie Brown
Activity: Administer vocabulary quizzes.
- Mar 26, 2010:** Administer and grade quizzes.
Person: IRP teachers
Activity: Administer vocabulary quizzes.
- Mar 26, 2010:** Give prizes to IRP teachers for distribution.
Person: Mike Metzger
Activity: Provide prizes.
- Apr 14, 2010:** Reward students for participating and achieving at least 80% on quizzes.
Person: Mike Metzger
Activity: Reward student performance.
- Apr 16, 2010:** Survey teachers regarding teacher participation.
Person: Dave Wolf & Stephanie France
Activity: Collect final semester/trimester follow up data

- Apr 23, 2010:** Give prizes to IRP teachers for distribution.
Person: Mike Metzger
Activity: Provide prizes.
- Apr 30, 2010:** Survey math teachers regarding methods / materials discovered and research completed.
Person: Carmen Wilson
Activity: Collect final semester/trimester follow up data
- Apr 30, 2010:** Tally writings turned in by faculty.
Person: Mr. Whitten/Mr. Howell
Activity: Collect final semester/trimester follow up data
- Apr 30, 2010:** Collect writing based on rubric.
Person: Alex Howell
Activity: Monitoring Writing Assignments
- May 12, 2010:** Reward students for participating and achieving at least 80% on quizzes.
Person: Mike Metzger
Activity: Reward student performance.

Focused Student Group

- May 1, 2009:** Survey teachers regarding current use of questioning methods.
Person: Chad Sickbert
Activity: Collect baseline data
- Sep 11, 2009:** Write up a description of entrance/exit questioning method.
Person: Judy McNeely
Activity: Modeling Strategies
- Sep 18, 2009:** Provide teachers a paper example of an entrance/exit slip.
Person: Judy McNeely
Activity: Modeling Strategies
- Sep 25, 2009:** Implement an entrance or exit question, for points, if possible.
Person: Classroom teachers
Activity: Implementing Questioning Methods
- Oct 2, 2009:** Encourage teachers in fellow departments / hallways to try questioning methods.
Person: Committee / Faculty
Activity: Encouragement / Modeling
- Oct 2, 2009:** Implement an entrance or exit question, for points, if possible.
Person: Classroom teachers
Activity: Implementing Questioning Methods
- Oct 7, 2009:** Model random box/hat questioning method at monthly faculty meeting.
Person: Judy McNeely
Activity: Modeling Strategies
- Oct 9, 2009:** Implement an entrance or exit question, for points, if possible.
Person: Classroom teachers
Activity: Implementing Questioning Methods
- Oct 23, 2009:** Implement a random choice question (out of a hat/box), for points if possible.
Person: Classroom teachers
Activity: Implementing Questioning Methods
- Oct 30, 2009:** Implement a random choice question (out of a hat/box), for points if possible.
Person: Classroom teachers
Activity: Implementing Questioning Methods

Nov 6, 2009: Implement a random choice question (out of a hat/box), for points if possible.

Person: Classroom teachers

Activity: Implementing Questioning Methods

Dec 4, 2009: Survey teachers regarding implementation of modeled questioning methods.

Person: Chad Sickbert

Activity: Collect first semester/trimester follow up data

Apr 9, 2010: Survey teachers regarding implementation of modeled questioning methods.

Person: Chad Sickbert

Activity: Collect final semester/trimester follow up data

Improving Attendance

Apr 10, 2009: Include a flyer in the August Newsletter regarding the importance of daily attendance.

Person: Laura Copeland

Activity: Parent Education

Apr 10, 2009: Include a flyer in the May Newsletter regarding the importance of daily attendance.

Person: Laura Copeland

Activity: Parent Education

Apr 24, 2009: Make signs for each homeroom about the importance of daily attendance.

Person: Art George

Activity: Student Education

May 21, 2009: Award exceptional semester attendance with a large prize.

Person: Jeff Yando / Committee

Activity: Student Rewards

Aug 11, 2009: Speak to parents at Freshman Orientation about the importance of daily attendance.

Person: Jeff Yando

Activity: Parent Education

Aug 14, 2009: Arrange for speakers in homerooms to explain how daily attendance at school becomes a habit that turns into daily job attendance.

Person: Barb Helfert

Activity: Student Education

Sep 25, 2009: Award perfect attendance for each six weeks with a small prize.

Person: Committee

Activity: Student Rewards

Nov 6, 2009: Award perfect attendance for each six weeks with a small prize.

Person: Committee

Activity: Student Rewards

Dec 18, 2009: Award perfect attendance for each six weeks with a small prize.

Person: Committee

Activity: Student Rewards

Jan 7, 2010: Award exceptional semester attendance with a large prize.

Person: Jeff Yando / Committee

Activity: Student Rewards

Jan 29, 2010: Award perfect attendance for each six weeks with a small prize.

Person: Committee

Activity: Student Rewards

Mar 12, 2010: Award perfect attendance for each six weeks with a small prize.

Person: Committee

Activity: Student Rewards

Maintaining Discipline in the Classroom and Schoolwide

Aug 11, 2009: Review of corporation and building level policies and implementation by administration and teachers.

Person: committee

Activity: Policy Review

Sep 10, 2009: Research classroom management methods in use. (ongoing)

Person: Committee

Activity: Examining Classroom Management Methods

Oct 7, 2009: Review of corporation and building level policies and implementation by administration and teachers.

Person: committee

Activity: Policy Review

Oct 8, 2009: Research proven, effective classroom management methods. (ongoing)

Person: Committee

Activity: Examining Classroom Management Methods

Nov 17, 2009: Review of corporation and building level policies and implementation by administration and teachers.

Person: committee

Activity: Policy Review

Dec 9, 2009: Review of corporation and building level policies and implementation by administration and teachers.

Person: committee

Activity: Policy Review

Jan 14, 2010: Present classroom methods used vs. proven methods to faculty for examination and discussion.

Person: Committee

Activity: Examining Classroom Management Methods

Jan 14, 2010: Review of corporation and building level policies and implementation by administration and teachers.

Person: committee

Activity: Policy Review

Feb 3, 2010: Review of corporation and building level policies and implementation by administration and teachers.

Person: committee

Activity: Policy Review

Mar 4, 2010: Review of corporation and building level policies and implementation by administration and teachers.

Person: committee

Activity: Policy Review

May 26, 2010: Present study of corporation, building level, and classroom policies to all faculty and staff for discussion and possible implementation.

Person: Committee

Activity: Discipline Methods Presentation

Student Goal-Setting

Aug 11, 2009: Model goal-setting for all teachers using the goals sheet.

Person: Julia Schu

Activity: Model goal-setting.

- Aug 11, 2009:** Present goal sheet to all teachers for review.
Person: Julia Schu
Activity: Teacher Information
- Sep 2, 2009:** Copy and distribute pre-surveys for students.
Person: Aaron Mayes / 9th and 10th grade homeroom teachers
Activity: Collect baseline data
- Sep 2, 2009:** Tally data.
Person: Jim Miller
Activity: Collect baseline data
- Sep 9, 2009:** Model goal-setting for students and help them complete sheets.
Person: 9th and 10th grade IRP Teachers
Activity: Goal Sheets
- Sep 9, 2009:** Pass out IRP tally sheets.
Person: Julia Schu
Activity: Goal Sheets
- Sep 9, 2009:** Pass out student goal sheets to IRP teachers.
Person: Julia Schu
Activity: Goal Sheets
- Nov 30, 2009:** Include announcement to remind IRP teachers to complete tally sheets.
Person: Julia Schu
Activity: Teacher Information
- Dec 1, 2009:** Copy and distribute post-surveys to students.
Person: Aaron Mayes / 9th / 10th IRP Teachers
Activity: Collect first semester/trimester follow up data
- Dec 1, 2009:** E-mail survey to all teachers.
Person: Aaron Mayes
Activity: Collect first semester/trimester follow up data
- Dec 1, 2009:** Tally data.
Person: Jim Miller
Activity: Collect first semester/trimester follow up data
- Dec 1, 2009:** Collect IRP tally sheets.
Person: Julia Schu
Activity: Goal Sheets
- Feb 2, 2010:** Model goal-setting for students and help them complete sheets.
Person: 9th and 10th grade IRP Teachers
Activity: Goal Sheets
- Feb 2, 2010:** Pass out IRP tally sheets.
Person: Julia Schu
Activity: Goal Sheets
- Feb 2, 2010:** Pass out student goal sheets to IRP teachers.
Person: Julia Schu
Activity: Goal Sheets
- Apr 12, 2010:** Include announcement to remind IRP teachers to complete tally sheets.
Person: Julia Schu
Activity: Teacher Information

Apr 14, 2010: Copy and distribute post-surveys to students.

Person: Aaron Mayes / 9th / 10th IRP Teachers

Activity: Collect final semester/trimester follow up data

Apr 14, 2010: E-mail survey to all teachers.

Person: Aaron Mayes

Activity: Collect final semester/trimester follow up data

Apr 14, 2010: Tally data.

Person: Jim Miller

Activity: Collect final semester/trimester follow up data

Apr 14, 2010: Collect IRP tally sheets.

Person: Julia Schu

Activity: Goal Sheets

Continuous Improvement Timeline

	First Year Schools	Second Year Schools	Third Year and Beyond Schools
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 & Responsibilities</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & 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 & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>
Jan	<p>Session 4: <u>Areas of Concern & Research Assignments</u> <i>Local Mtgs: Areas of Concern</i></p>	<p>Session 2: <u>SIP Review & 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>