

School Improvement Plan

Brown County Schools

March 1, 2016



Brown County High School

Principal, Mr. Shane Killinger

David Shaffer, Superintendent
Deborah Harman, Director of Student Learning
Carol Bowden, School Board President

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CONTINUOUS SCHOOL IMPROVEMENT TEAM

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INTRODUCTION (AdvancED Standards 1-5)

A. Narrative description of the school, the community, and the educational programs

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BCS AdvancED School Level Standards Committee Structure:

Objective: To provide stakeholders at each school (staff, students, parents, and community) the opportunity to participate in a process for continuous school improvement using a shared committee structure aligned to the following five AdvancED Standards for Schools.

- (1) Purpose and Direction;
- (2) Governance and Leadership;
- (3) Teaching and Assessing for Learning;
- (4) Resources and Support Systems; and
- (5) Using Results for Continuous Improvement

School level AdvancED standards committees are listed in the PL221 School Improvement Plan for each school. Each building has a five committees, one for each standard. All staff within the building serve on at least one committee. Each committee has one chairperson or two co-chairs. Committee chairs and co-chairs) also serve on the building’s PL221 team. This structure assures a connection between Indiana’s school improvement process (PL221) and continuous improvement through AdvancED accreditation.

Building Standards Committee Structure					
Role	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Chair(s):	Hannah Newlin	Jake Koressel	Paige Burton Barb Kelp	Moranda Terwilliger	Shane Killinger
Members:	Dean Keefauver	Matt Williams	Julie Miller	Alecia Adams	Angie Evans
	Anna Cassiday	Joey Grissom	Chris Todd	Kristi Billings	Luann Platt
	Angela Miller	Kady Lane	Vince McCann	Kevin Greve	Leann Dinsmore
	Brian Galm	Erich Nolan	Mark White	Matt Roberts	Pam Bond
	Lance Miller	Jay Myers	Cheryl Fox	Hillary Frye	Jenny Bowden
	Rob Abraham	Chris Townsend	Mat Noriega	Kirk Wrightsman	Chris Stoll
	Julie Owens	Sarah Axton	Greg Mosely	Chuck Hutchins	Betsy Parman
	Laurie Godfrey	Margo Seastrom	Gerry Long	Nathan Sudduth	
		Matt Huffman	Tom Baker	Ethan Schrieber	
		Eric Fohl	Alice Mannix	Dustin Robinson	

Building-Level Standards Committee Work (Please duplicate for each Standard Committee)			
Role	Standard #1	Indicator	Evidence/Powerful Practices
Chair(s): Hannah Newlin	Standard 1: Purpose and Direction	Indicator 1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<p>1< xunyZ'y(MZk ZI {y'1'uMj{MIX'uxZyZI { '1z'nV| k ZI {Ml'nl 'nxXZYWu{nl 'n_{aZ' uxuVZyy'nx'wZMl' {aZ'yWannj-y'u| xunyZ' b V| Xb` {aZ'xnjZ'n_y{MIZanjXZxy' '4 nk k | I bMl'nl 'ujM' {n'y{MIZanjXZxy' xZ' M'Xb` {aZ'yWannj-y'u| xunyZ' '1" .Nk ujZyn_Vhk k | I bMl'nl y{n' y{MIZanjXZxy'Nl| {aZ'yWannj-y'u| xunyZ' jZ'a', ZUyGZSI Z., yZ{{ZxySMI | M'ixZunx{S y{| XZI {aMIXUnni A</p>
Members (Teachers, Staff, Parents): Dean Keefauver Anna Cassidy Angela Miller Brian Galm Lance Miller Rob Abraham Julie Owens Laurie Godfrey	The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	Indicator 1.2 The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<p>1AaZ'yWannj-y'y(MZk ZI {n_u| xunyZ'</p>
		Indicator 1.3 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	<p>1AaZ'yWannj'XMlMuxn_bZ'' 1AaZ'yWannj'Vhl {b | n| y'lx uxnfZk ZI { 'ujM''</p>

Building-Level Standards Committee Work (Please duplicate for each Standard Committee)			
Role	Standard #2	Indicator	Evidence/Powerful Practices
Chair(s): Jake Koressel	Standard 2: Governance and Leadership	Indicator 2.1 The governing body establishes policies and supports practices that ensure effective administration of the school.	<ul style="list-style-type: none"> -Governing body policies, procedures and practices -School handbooks -Staff handbooks -Student handbooks -Communications to stakeholder about policy revisions
Members (Teachers, Staff, Parents): Matt Williams Joey Grissom Kady Lane Erich Nolan Jay Myers Chris Townsend Sarah Axton Margo Seastrom Matt Huffman Eric Fohl	The school operates under governance and leadership that promote and support student performance and school effectiveness.	Indicator 2.2 The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> -Governing body policies on roles and responsibilities, conflict of interest -Governing code of ethics -Governing body training plan -Assurances, certifications -Proof of legal counsel -List of assigned staff for compliance -Historical compliance data
		Indicator 2.3 The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none"> -School improvement plan developed by the school -Roles and responsibilities of school leadership -Maintenance of consistent academic oversight, planning and resource allocation

		<p>Indicator 2.4 Leadership and staff foster a culture consistent with the school's purpose and direction.</p>	<ul style="list-style-type: none"> -Examples of collaboration and shared leadership -Examples of decisions aligned with the school's statement of purpose -Examples of decisions in support of the school's continuous improvement plan -Survey Results
		<p>Indicator 2.5 Leadership engages stakeholders effectively in support of the school's purpose and direction.</p>	<ul style="list-style-type: none"> -Survey Responses -Copies of surveys or screen shots from online surveys -Minutes from meetings with stakeholders -Involvement of stakeholders in a school improvement plan
		<p>Indicator 2.6 Leadership and staff supervision and evaluation processes result in improved professional practice and student success.</p>	<ul style="list-style-type: none"> -Job specific criteria -Representative supervision and evaluation reports -Governing body policy on supervision and evaluation -Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation

Building-Level Standards Committee Work (Please duplicate for each Standard Committee)			
Role	Standard #3	Indicator	Evidence/Powerful Practices
Chair(s): Paige Burton Barb Kelp	Standard 3: Teaching and Assessing for Learning	Indicator 3.1 The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	"I xnjjk ZI { 'uM(ZXl y_nx'fMtl y'Vh| xyZy' . † n| xyZ XZYWw{tlnl y' . † n| xyZ yVaZX| jZy' . †ZMl b` Z.uZV{Mtl y_nx'Xb_ZxZl { Vh| xyZy' . †Zyynl 'ujMly'
Members (Teachers, Staff, Parents): Julie Miller Chris Todd Vince McCann Mark White Cheryl Fox Mat Noriega Greg Mosely Gerry Long Tom Baker Alice Mannix	The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	Indicator 3.2 Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	† | xtd| j| k ` | bZY'' . †Zyynl 'ujMly'Njbl ZX' {n' {aZ V| xtd| j| k ' . †<xnX| V(y° y'huZ 'MIX yZw| ZI VZS V| xtd| j| k 'k Mly' . † nk k nl 'MyZyyk ZI {y'
		Indicator 3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	†AZMwaZxZfNj| Mtl VtdZxM . † b Xb` y_xnk 'y| uZxfbnx, Nj| {axn| `ay' MIX nUyZxfMtl y' † . Ml ujZyn_{ZMwaX| yZ'n_{ZVal njn` t'ly' Ml b y{x| V{tl NjixZyn| xVZ' .

			<p>1" .Mk ujZyn_y{| XZI { | yZ'n_{ZVal njn` t'My' MJZMl b` {nnpj`</p> <p>1° | {aZI {b'MyZyyk ZI {y`</p>
		<p>Indicator 3.4 School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p>	<p>1@ uZxfybnl 'MIXZfVj| Mlml 'uxnVZX| xZy`</p> <p>14 | xxb| j| k `k Mly`</p> <p>1<ZZx'nxk ZI {nxb` 'nuunx{| I bZy'MIX' b {ZxWlml y`</p> <p>1° Xk b by{xMlyZ VjMyxnnk 'nUyZxfMlml ' uxn{nVhjy'MIXjn` y`</p>
		<p>Indicator 3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.</p>	<p>14 MyZI XMpyVaZX| jZ'n_jZMl b`</p> <p>Vnk k | I b†k ZZ{b` y`</p>
		<p>Indicator 3.6 Teachers implement the school's instructional process in support of student learning.</p>	<p>1" .Mk ujZyn_jZMl b` Z.uZV{Mlml yMIX' @MIXMxyn_uZx_nxk MIVZ`</p> <p>1" .Mk ujZyn_MyZyyk ZI {y{aM'uxnk u{ZX' k nXbMlml b` b y{x| V{ml`</p>
		<p>Indicator 3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values</p>	<p>-Personnel manuals with information related to new hires including mentoring, coaching and induction practices</p>

		and beliefs about teaching and learning.	-Records of meetings and walkthroughs/feedback sessions
		Indicator 3.8 The school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress.	-List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days
		Indicator 3.9 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience.	-Description of formal adult advocate structures -List of students matched to adult advocate -Curriculum and activities of formal adult advocate structure -Master schedule with time for formal adult advocate structure -Survey results
		Indicator 3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and	-Policies, processes and procedures on grading and reporting -Samples communications to

		are consistent across grade levels and courses.	stakeholders about grading and reporting -Sample report cards for each grade level and for all courses
		Indicator 3.11 All staff members participate in a continuous program of professional learning.	-Evaluation tools for professional learning -Results of evaluation of professional learning program.
		Indicator 3.12 The school provides and coordinates learning support services to meet the unique learning needs of students.	-List of learning support services and student population served by such services -Data used to identify unique learning needs of students

Building-Level Standards Committee Work (Please duplicate for each Standard Committee)

Role	Standard #4	Indicator	Evidence/Powerful Practices
Chair(s): Moranda Terwilliger	Standard 4: Resources and Support Systems	Indicator 4.1 Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support	-Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff

		the school's purpose, direction, and the educational program.	<ul style="list-style-type: none"> -School budgets for the last three years -Documentation of highly qualified staff -Assessments of staffing needs -Survey results
Members (Teachers, Staff, Parents): Alecia Adams Kristi Billings Kevin Greve Matt Roberts Hillary Frye Kirk Wrightsman Chuck Hutchins Nathan Sudduth Ethan Schrieber Dustin Robinson	The school has resources and provides services that support its purpose and direction to ensure success for all students.	Indicator 4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	<ul style="list-style-type: none"> -School calendar -School schedule -Examples of efforts of school leaders to secure necessary material and fiscal resources -Survey results
		Indicator 4.3 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> -Maintenance schedules -System for maintenance requests -Documentation of compliance with local and state inspections requirements -Documentation of emergency procedures such as fire drills,, evacuation and other emergency procedures.
		Indicator 4.4 Students and school personnel use a range of media and information resources to support the school's educational programs.	<ul style="list-style-type: none"> -Data on media and information resources available to students and staff
		Indicator 4.5 The technology infrastructure supports the school's	<ul style="list-style-type: none"> -Technology plan and budget to improve technology services and infrastructure

		teaching, learning, and operational needs.	-Policies relative to technology use -Survey results
		Indicator 4.6 The school provides support services to meet the physical, social, and emotional needs of the student population being served.	-List of support services available to students -Agreements with school community agencies for student-family support -Student assessment system for identifying student needs
		Indicator 4.7 The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	-Description of referral process -Description of IEP process

Building-Level Standards Committee Work (Please duplicate for each Standard Committee)			
Role	Standard #5	Indicator	Evidence/Powerful Practices
Chair(s): Shane Killinger	Standard 5: Using Results for Continuous Improvement	Indicator 5.1 The school establishes and maintains a clearly defined and comprehensive student assessment system.	<p>1. Examine the current state of the school's assessment system and identify areas for improvement.</p> <p>2. Develop a plan for implementing a comprehensive student assessment system that includes all students and is aligned with the school's mission and vision.</p> <p>3. Implement the plan and monitor progress.</p> <p>4. Evaluate the effectiveness of the assessment system and make adjustments as needed.</p> <p>5. Communicate the results of the assessment system to all stakeholders.</p>

Members (Teachers, Staff, Parents): Angie Evans Luann Platt Leann Dinsmore Pam Bond Jenny Bowden Chris Stoll Betsy Parman	The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.	Indicator 5.2 Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	1@ xfZ†xZy|j{y
		Indicator 5.3 Professional and support staff are trained in the evaluation, interpretation, and use of data.	-@ xfZ†xZy|j{y
		Indicator 5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	-" fbxZI VZ'n_y{| XZI {" xn, {a' 1" fbxZI VZ'n_y{| XZI {xZlXb Zy'nx{aZ' l Z. {jZfZj' 1" fbxZI VZ'n_y{| XZI {y| WZyyM}{aZl Z. { jZfZj' 1@| XZI {y| xfZty'
		Indicator 5.5 Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	-2 b | {Zyn_UhMk ZZ{b`y`xZ` MAb` WabZfZk Zl {n_y{| XZI {jZMl b`nlyj' 1@ xfZ†xZy|j{y

STATE OF MISSION, VISION, AND COLLECTIVE COMMITMENTS (Advanced Standards 1-5)

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A. School Vision

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B. School Mission

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C. School's Collective Commitments and Norms

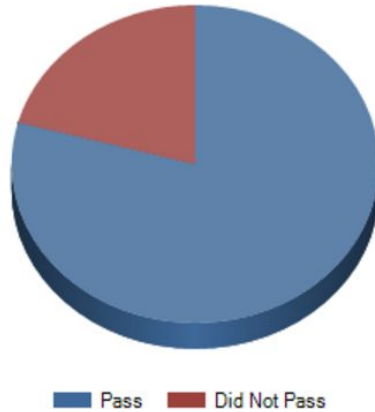
COMPREHENSIVE NEEDS ASSESSMENT OF CURRENT LEARNING ENVIRONMENT (AdvancED Standards 2-5)

A. Summary of data (AdvancED Standards 3, 5)

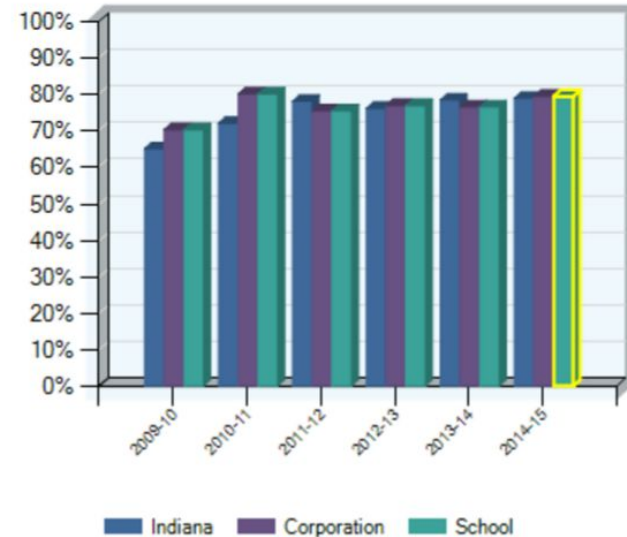
a. Data, including graphs, from the annual performance report

Year: 2014-15 ▾ Subject: English 10 Only ▾ Grade: All Grades ▾

End of Course Assessments 2014-15

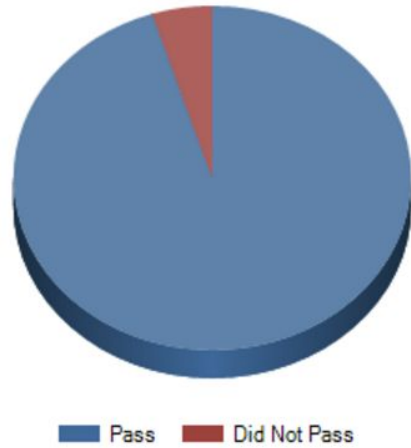


ECA Percent Passing Trend

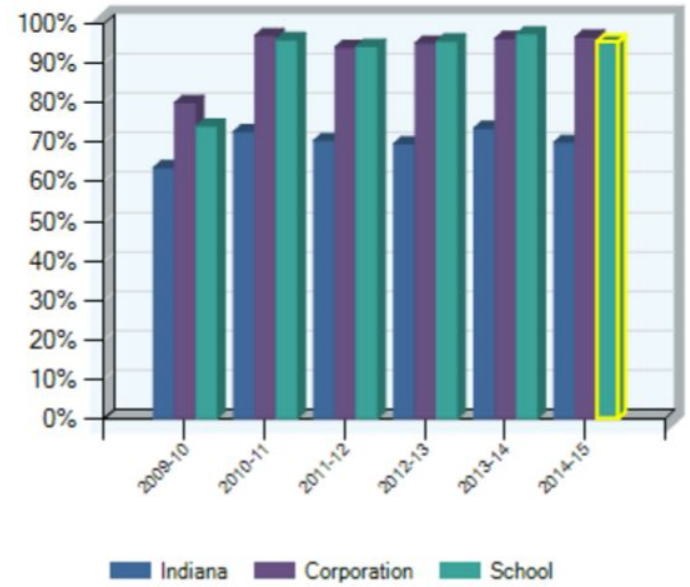


Year: 2014-15 ▾ Subject: Algebra I Only ▾ Grade: All Grades ▾

End of Course Assessments 2014-15

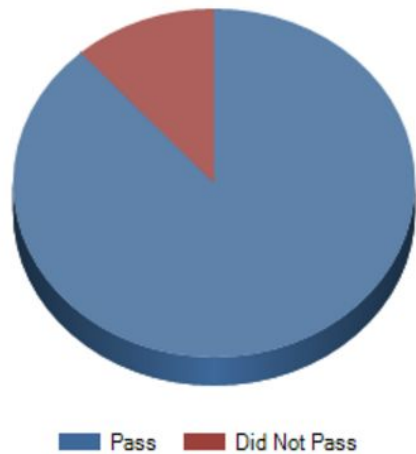


ECA Percent Passing Trend

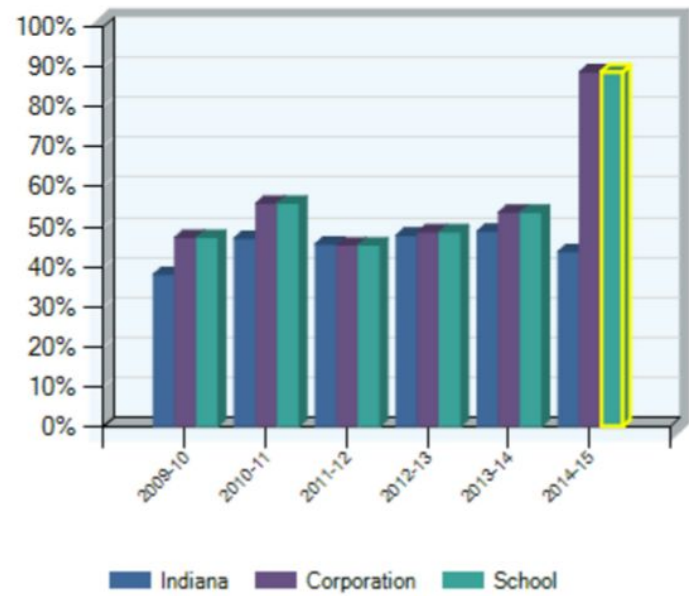


Year: 2014-15 ▾ Subject: Biology I Only ▾ Grade: All Grades ▾

End of Course Assessments 2014-15



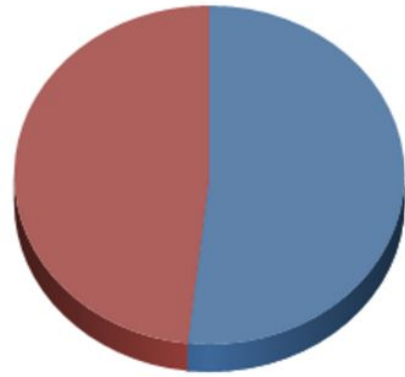
ECA Percent Passing Trend



Year: 2013-14 ▾ Subject: Composite Score ▾

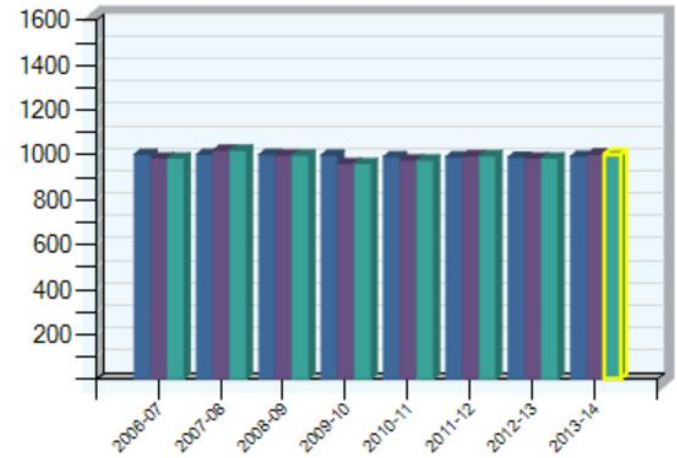
SAT

2013-14 Graduates Taking the SAT



■ Took SAT ■ Did Not Take SAT

SAT Average Composite Score of Graduates



■ Indiana (public schools) ■ Corporation ■ School

ACT

2013-14 Graduates Taking the ACT



■ Took ACT ■ Did Not Take ACT

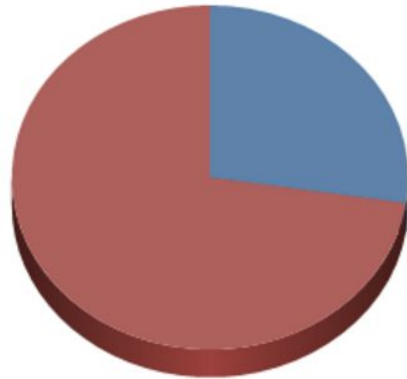
ACT Average Composite Score of Graduates



■ Indiana (public schools) ■ Corporation ■ School

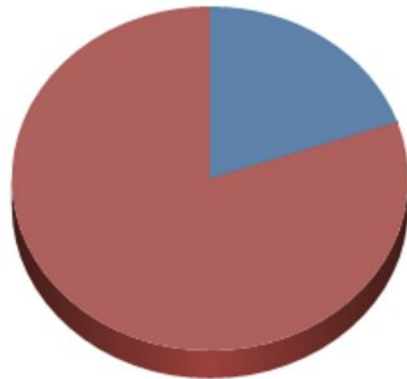
Advanced Placement (AP)

2013-14 Graduates Taking an AP Exam



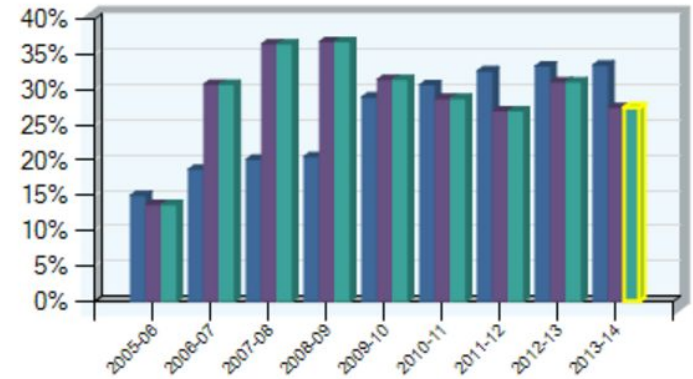
■ Took an AP Exam ■ Did Not Take an AP Exam

2013-14 Graduates Passing an AP Exam



■ Pass ■ Did Not Pass

Graduates Taking an AP Exam Trend



■ Indiana (public schools) ■ Corporation ■ School

Graduates Passing an AP Exam Trend



■ Indiana (public schools) ■ Corporation ■ School

b. Data related to performance indicators other than those included in the annual performance report
 (URN [bNY] R_S_Z N [PR_R] _aP [aM \ NYP_VAPNY] R_S_Z N [PRV] QPNa _ »

c. Other information about educational programming and the learning environment

' abQR [a UNcR'NPPR _ a \ aRNPUR _ N _ R^bR aRO'a' NPPR _ _ b]] _ a _ S _ aURV'NPQRZ VP] b _ bVá » i eaR [_ V [_ _ SaUR'PN _ _ _ Z _ YRN [V _ TR [cV _ [Z R [aN_R] _ _ cVORO'a _ _ abQR [a _ aJ _ bTU'aUR' R _]] _ ab [VAR _ »
) [Vá\$YN [_ ORcRY] RO'Of aRNPUR _] _ _ cVORcR aPNYN [Q'U _ Vg _ aNYNM [Z R [a »
 ' fYNOVN_R _ bOZ VáRO'N [Q] _ _ aRO _ [_ aUR _ PU _ _ » d RO VáR'd UVPUR [P _ b_NTR'dUR _ R^bR [P [T _ N [Q] NP [T _ S
 aUR'Pb _ VPb _ bZ _ »

° ~ NaN'+ NXaJ _ bTU _ SaJR' PU _ _ Y _ _ Z Z b [Vaf °° QcN [P] ~ ' aN [ON_O _ Ø ; ' U »				
° aaR [ON [PR _ R [aR_f				
' abQR [a° PUVrcRZ R [a&R' bYá '				
£ [QPNa _	- RN_f xÖÖx¥xÖÖØ	- RN_f xÖÖØ¥xÖÖÜ	- RN_f xÖÖÜ¥xÖÖÜ	/NPá °° O\ba#b_~ NaN'
' aNaR °° _ R _ Z R [a ~ NaN'				
&RNOV [T	ÜÜ¥	ÜÜØ	ÜP¥	
! NaJ	PÜØ	PÜØ	PÜØ	
' abQR [ai [TNTRZ R [a ~ NaN'				
° cR_NTR ~ NMf °° aaR [ON [PR	PÜ¥e	PÜØe	PÜØe	
\$R_PR [aNTR _ S' abQR [a V [
i ea_NPb _ VPb _ N °° PaC VAR				
\$R_PR [aNTR _ S' abQR [a i [_ YROV [	ØØ¥e	ÜÜØe		
! _ a&M _ _ b _ _ b _ R # SSR_RQ				
\$R_PR [aNTR _ S' abQR [a fi_NObNaV [T	PÖ¥e	P×Øe	PÖØe	

' abQR[a~ VPM] YL R'				
" bZ OR_ \S#baA\$ PUV\Y ' b'] R[`X[``	ÜØ	ÜÖ		
" bZ OR_ \Si e] bYX[``	Ü	Ö		
' abQR[a~ RZ \T_N] UVP~ NaN'				
(\aN" bZ OR_ \S' abQR[a' i [_\YRQ	ÜÜØ	ÜÜÖ	ÜÜÖ	
\$R_PR[a/ _RR'N[Q&RcbPRO	ÜÜÙè	ÜÜÙè	ÜÜ×è	
\$R_PR[a! \OXaf				
\$R_PR[a'] RPWYi ObPNAX[	×ÖÙè	×Öè	××Ùè	
\$R_PR[ai [TWU'N 'N' RP\ [O žN[TbNTR	ÖÙè	ÖÙè	ÖÙè	
\$R_PR[a+ UV&R	pÜÙè	pÜÙè	pÜÙè	
\$R_PR[a" YNPX	ÖÙè	ÖÙè	Ö×è	
\$R_PR[afIV] N[VP	ÖÙè	Ö×è	ÖÙè	
\$R_PR[a" `VN[	ÖÙè	ÖÙè	ÖÙè	
\$R_PR[a" Z R_VN[t[QW[	ÖÙè	ÖÙè	ÖÙè	
\$R_PR[a" NaCR'fInd MWN[_#dJR_ \$NP&SPt YN[OR	ÖÙè	Ö	Ö	
\$R_PR[a! bYV_NPNY	×Ùè	×Ùè	××è	

B. Conclusions about the current educational programming (Advanced Standard 3)

a. Information about how the school's curriculum supports the achievement of Indiana's College and Career Readiness Standards

° YPA_b_`R` Z RRa\`_RePRRQ`[QW[N[\YRTR'N[Q[N_RR_&RNO[R` " aN[QN_Q` ð`

b. Information about how the school's instructional strategies support the achievement of Indiana's College and Career Readiness Standards

' PUV\Yk b[Vá] YN[` ORZ \[` a_NbR'dJR'Pa_b_ Rk` XRF` V[` a_bPaX[NY` a_NbRTVR` S_`RNPUV[QAcVObNYb[Vá`

- c. Conclusions about student achievement, based on information from ISTEP+ and other assessment strategies

" N RO'b] \ [' ONbNS\Z " abOR[a'NPURcRZ R[a'S\Z 'L (i \$éji i . ° j'\$ ' ° (j'N[Q\adJR_N`R`Z R[a' " , fi' " abOR[a' 'N_R' NPURcV[T'NPORZ VPWf " VZ VN_a' dJR" aNbR'NcR_NTRâ "

- d. Parental participation in the school (AdvancED Standards 2, 4, 5)

° aar[QRea_NPb__VPbYN_RcR[a' ! \ [\A_T_NOR' cW'dJR] N_R[a] _aNV[" Xfd N_Q' \$N_R[a(RNPUR_P\ [SR_R[PR' \$N_R[ac\Yb[aRR_`d VdV[dJR" PU\Y , \YRTR'N[Q_ N_RR_] W[[V[T'd _X' U\] " /_R' UZ R[#_VR[aNax[" RZ V[N_ #] R['fi\ b`R'

- e. Technology as a learning tool (AdvancED Standards 3, 4)

° WN`_\VZ 'PN_a' \SQRcVPR' V[" \Z R'PN`_\VZ `° N[cN' žRN_[V[T! N[NTRZ R[a' f` aRZ ' 'L (i ' \ [SR_R[PR' *N_Vb` \ [W[R'YRN_[V[T` bO' P_V] aX[` ' \PNYZ RQW' 'L[P_RN RQ[bZ OR_\Sd V_RYR` `NPPR` `] \V[a'

- f. Safe and disciplined learning environment (AdvancED Standard 4)

Safety Committee exists on the district level and includes administrators from across the corporation.

Bullying is addressed annually at the school level. There is a plan in place for students and teachers to report bullying.

g. Professional development (Advanced Standard 3, 4)

- (i) [SR] PR
- ! NU (Rea\X; N;NcN)
- 'PU\Y] \[_RQ; aRNPUR_YRO; aRPU[\Y Tf 'a;M; V; T
- N; cN; d; RO; N;
- QcN; P; Q; \[SR] PR
- \$; \[SR] PR
- \$; RZ; V; N; (;M; V; T
- b; V; P; b; Z; ¥;] RP; S; P; P; \[SR] PR; N; Q; d; \; X; U; \;
- Pa; c; R; ¥; U; \; a; R; a; M; V; T

Name of Activity	Date(s)	Participants
RAISE Cohort 4	Summer '14	Classroom/Sp Ed Teachers/admin.
RAISE Cohort 4 meetings	'14-'15	RAISE participants/teachers/admin.
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RAISE-merging of the cohorts	'15-'17	All RAISE trained staff
ISTE Conference	Summer '15 & '16	Classroom teachers/staff
NCTE, NCTM, & other dept. specific conferences	Ongoing	Classroom teachers/admin.

C. Specific areas where improvement is needed immediately (AdvancED Standards 3, 5)

" \ "] RP&PN_RN [RRO'Z Z RQW'R'Z] _\cRZ R[aNa'aUV 'aZ Rã

GOALS AND PLANS FOR CONTINUOUS SCHOOL IMPROVEMENT (AdvancED Standards 3, 5)

A. Benchmarks for Progress (AdvancED Standards 3, 5)

Goals and plans for continuous school improvement should align to the following **five core principles** of professional development cited in the 2013 Center for Public Education Report, "Teaching The Teachers; Effective Professional Development in an Era of High Stakes Accountability".

Principle 1: The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with issues of implementation.

Principle 2: There must be support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice.

Principle 3: Teachers' initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate actively in making sense of a new practice.

Principle: 4 Modeling has been found to be a highly effective way to introduce a new concept and help teachers understand a new practice.

Principle: 5 The content presented to teachers shouldn't be generic, but instead grounded in the teacher's discipline (for middle school and high school teachers) or grade-level (for elementary school teachers).

B. Academic Honors Diploma and Core 40 (AdvancED Standard 3)

a. Provisions to offer courses that allow all students to become eligible to earn the Academic Honors Diploma

° cN_VRaf \SPab_R` V[RNPUOR] N_aZ R[aN_R\SSR_RQaUNaPN[~ NaV S' aUR_R^bV_RZ R[a `S_`aUR`° PNQRZ VPfi\[_`

~ V] YZ N`

b. Provisions to encourage all students to earn an Academic Honors Diploma or to complete the Core 40 curriculum.

' abOR[a `N_R[\a] R_Z VbROa\ \] aV[a\ N'fiR[R_NY` V] YZ N'b[aW' RP\ [Q` RZ R' aR_\SaURV_WV[V_\fRN_N&R_NY N&R_[N&R'NcR[bR' UNcR'ORR[Re] Y_RQd` abOR[a `N_R` PURObYRO'd V&U'aURT\N\SNY` abOR[a `RN_[V[T'N` _R'UÖOM] YZ N&

C. Proposed Interventions and Strategies (AdvancEd Standard 3)

° PU\ \Yd VQR'fi\NY °° QcN[P[~ ° aN[QN_Q'Ø»	
, _] _NaX['fi\NY E	" _\d [; \b[af " PU\ \Y 'd WY_RNPU'N] N` ~ _NaR\SPÖÇ` \['NY` aNaR' N` R` Z R[a` ä
	" _\d [; \b[af " PU\ \Y 'd WYZ NM[aNM['af] VPNYa\ 'UMTU'T_\d aU V[` abOR[a'NPUVRcRZ R[a'b[OR_`aUR`[QN[N'fi_\d aU! \ORYä
	" _\d [; \b[af " PU\ \Y 'd WY_RNPU'N'P\Z OM[RO'xÚç] N_aPM] NaX[[_NaR' V[° \$'N[Q` \YRTR'P\ P_ROVaP\ab_R` ä
	" _\d [; \b[af " PU\ \Y 'd WY_RNPU'NT_NObNaX[[_NaR\SÖÖÖÇ` ä
" bVQM[T'fi\NY E	Ö# b_ T\NYNa` , fi' V` a\ 'NPUVRcR' \[aR[a° _RNz VaR_NPF äfi NcV[T'NT\N\AS , \[aR[a° _RNz VaR_NPF Z RN[` aUNa'N' N` PU\ \Yd R'd WYd _X'a\ld N_Q` URY] V[T` abOR[a `ORP\Z R'VaR_N&R'N[Q\Z] _\cR'aUR` XWY` \S_RNOV[Tj' d_VaV[Tj'aUV[XV[Tj`] RNXV[Tj'N[Q'W aR[V[T'V['NY` bOMPa_N_RN` Of b' V[T'N' cN_VRaf \SN]] _\NPUR` ä

fi\NY	' a_NaRTVR` N[Q ° PaW[" aR]`	+ U\ V `&R`] \[`VOYR`	(N_TRa~ NaR\`_ (VZ RY[R`	I cVQR[PR\`S I SSRPaC[R` R`
#b_T\NYNa` fi' V`a` NPURcR` \[aR[a` _RN žVÉR_NPF`	Öä fiNcV[T`NT\N\`S \[aR[a` _RN žVÉR_NPF` Z RN[` aUNa` N` N` PU\Yd Rd WY d _X`a`d N_Q` UR[V[T` abQR[a` ORP\Z R`YÉR_NaR`N[Q` VZ] _cR`aUR` XWY \S _RNO[Tj`d _V[Tj` aUV X[Tj`N[Q` W`aR[V[T` V[NY `bO\PaN`RN` Of` b` V[T`NcN`Vaf` \S N]] _NPUR` ä`	Öä ° Y` PU\Y] R` \[[RYä`	Öä	Öä

D. Professional Development (aligned with Benchmarks for Progress and Strategies/Proposed Interventions)
(AdvancED Standards 3, 4)

° Y`aRNPUR` d WY] N`aP[N`aR`V[] _\SR` `W[NYQRcRY] Z R[a\ [`OV`a`V`ad`VOR] _\SR` `W[NYQRcRY] Z R[aONF` ä` (UR`S`Pb`
 `U\`b`Y`OR`\ [VZ] YRZ R[aNAX [`SP`_R`Pb`_V`Pb`bZ` N[Q`_Rc`Vrd` V[T` PU\YONaNS`_`b`_` PU\Y` NPP`_R`O\N`aX [ä`

E. Aligns with the core principles of professional development (AdvancED Standards 3, 4)

#b_] _\SR` `W[NYQRcRY] Z R[ad WY`Z] _cR`aUR`YRN[V[T`\SNY` abQR[a` ä` (NXR) YNPR`V[`N] _\SR` `W[NYRN[V[T`R[cV\ [Z R[ä`
 " Rd` (RNPUR`_] _\SR` `W[NYQRcRY] Z R[ad WY`SZ` W\N`VGR[Rd` aRNPUR`_` d` VU`OV`a`V`a] \YPAR` j] _\PROb`_R` j`RZ` NY[N[QT`_NO[T`ä`

F. Includes methods to improve the cultural competency of teachers, administrators, staff, parents, and students (AdvancED Standards 3, 4)

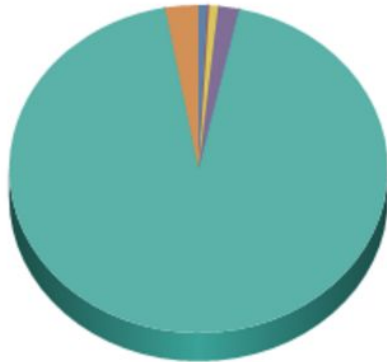
fi

° PPAZ Z \ONbRV, OvObNYaRNPUR_ PU\YiN[QOV a_VPaT\NY 'N[Q] b_] \`R' N[Qa`R[`b_RRSSPAR[aN[Q`SSRPacR`b`R`S_R`b_PR`
E[S_Z `aRNPUR_`N[Q` aSS\SNPPAZ] WUZ R[a`i] _\T_R` `iN[Q_RcVW[` [RPR` `N_f`a` _RNPUR`URT\NY`R` aNOWURO`
P\YNO_\NaX[`(_N[N[Q`b]] _a[Rd `aRNPUR_`a`R[`b_R`dURV`RSSRPacR[R` V[`dUR`PN` _\Z `N[Q`d WY_R`b`V[`UTU`RY`S
`abOR[a`NPURcRZ R[a`

CULTURAL COMPETENCY COMPONENT OF SCHOOL PLAN (AdvancED Standards 3, 4, 5)

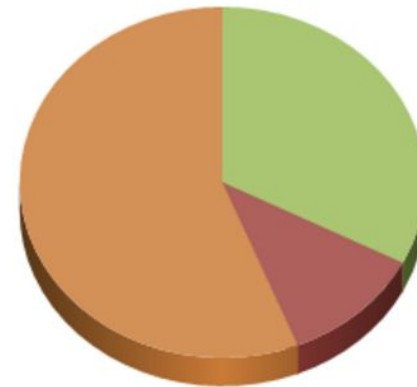
A. Identification: Racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups included in the school's student population (updated annually).

Enrollment 2015-16 by Ethnicity



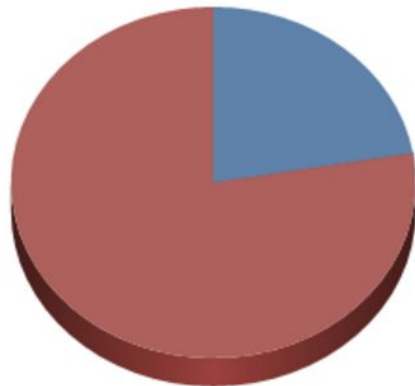
American Indian Asian White Multiracial
Black Hispanic

Enrollment 2015-16 by Free/Reduced Price Meals



Free meals Reduced price meals Paid meals

Enrollment 2014-15 by Special Education



Special Education General Education

Enrollment 2014-15 by English Language Learners



English Language Learner Non-English Language Learner

B. Culturally appropriate strategies for increasing educational opportunities and educational performance for each identified group.

° YN_TR[bZ OR_ \S\b_ abOR[a' O\ [\aUNcR'NPPR' ` a\ a'RPu[\Y Tf V\ 'aURV_ UNZ R; j\ a' N ` Va` abOR[a' P\Z] baR_ YNO' N_R' \] R['a' ` abOR[a' ORS_ R' PUA\ YN[O'Na'aZ R' 'dJ_ \bTU' dJR' PUA\ YONF' ð' (_N[`] _ a' NaX[V] _ cVORO' Na' Na' aZ R' YNaR_ dJN[_ b_ O' O' O' VZ V' NYaUNa' a_N[`] _ a' ` abOR[a' 'a' \[R\ S\ b_ dJ_ RR\ baf V\ T' RYZ R[aN_f ` PUA\ Y' ð' ' abOR[a' V\ [RRO\ SON' VP; j' bPU' N' 'a\ \dJ] N' aRj' UNZ] \ \j' \ Nj; j' RaPj' N_R'] _ cVORO' dJR' R' ON' VP[RRO' ð' .

C. Professional development necessary to increase cultural competency in the school's educational environment.

(RNPUR_ ` P\ YNO\ Na' cRf' YRN[' NO\ ba` abOR[a' Pb' Yab_ R' dJ_ \bTU' O\ \X' ` abOR[N[O\ \dJR_] RR_ \a\ \] RR_ V\ aR_ NPax[` ` _RTN_ O\ T' ` abOR[a'] _ cR_ af; U\ Z R' YSR' N[O\ \dJR_ PV_ PbZ ` aN[PR' ð' .

STATUTES AND RULES TO BE WAIVED (Section 4 Executive Summary ASSIST)

" _ bYR' _ ` a' NbaR' [RRO' d' M' cRO' ð' .

THREE-YEAR TIMELINE FOR IMPLEMENTATION, REVIEW, AND REVISION (Goals and Plan Builder)

Name of Activity	Date(s)	Participants
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