<u>Bloomington High School South</u>
We are what we monitor, honor and pay attention to . . .

Professional Learning Community National Model School that Works
4-Star School 2013—2015 and 2017—2019
IN DoE "A" School from DOE 2012—2019
<u>National and State Recognition for AP Scores</u>

Formula for Learning at Bloomington South

Time + Instruction = **Learning**
(*Variable*) + *(Variable)* = *(Constant)*

<u>Snapshot of 2019 Graduating Class</u>

- *Graduation rate* 96.5% --state average is 86%
- *AP Exams:* Record number 450 students took AP Exams
  - Record number of 882 exams taken
  - 73% scored 3 or above
- *SAT:* 75% class of 2019 took SAT—state average is 61%
  - 1186 average score on SAT—state average is 1085
- *Honor Diplomas*: 65% class—state average is 40%
- *College and Career Readiness*: 88%--state average is 68%

<u>**Topics**</u>   <u>**Page Number**</u>

<u>**Preface: Bloomington South Strategies and Practices that Support School Goals**</u>

<u>Bloomington South School Goals:</u>
> ***I. Improve Failure Rates in All Classes***
> ***II. Improve College and Career Readiness***

<u>**I. Improve Failure Rates in All Classes**</u>
- **Passing rates above 90% in all classes**

II. Improve College and Career Readiness
1. *Results of ISTEP/ ECA Efforts*
2. *AP Participation and Performance*
3. *SAT or ACT participation and performance*
4. *Honors Diploma Performance*

1. Results of ISTEP/ECA Efforts
    ● **Highest scores for students passing both English and math**

2. AP and Dual Credit Participation and Performance

3. SAT Performance

4. Honors Diploma Performance

IV. Appendix

Preface: Bloomington South Strategies and Practices that Support School Goals

1. Professional Learning Communities: (Appendix, p.27)

4 Guiding Questions have been driving our continuous improvement efforts since 2001.

1. **What do we want students to learn?**
   Agreeing to essential skills and mapping curriculum
2. **How do we know they have learned it?**
   Creating common assessments and using common rubrics to measure students' proficiency on essential skills
3. **What do we do when they don't learn it?**
   Timely, systemic and direct support when students struggle
4. **What do we do when they do learn it?**
   Celebration and differentiated instruction

Wednesday morning meetings during the school day in 2010 lead to our full implementation of highly functioning PLC's in our building.

The lengthening of the school day in 2011 provided even more time for teachers to modify assessments, analyze data, create supports and ensure all students were learning.

2. RTI Practices: *(Appendix, p 28)*

We have significantly adjusted the variables in the educational equation from learning to instruction and time:

- o **Traditional practice**
  - ▪ Time   + Instruction   = **Learning**
    (*Constant*) + (*Constant*)   = ***(Variable)***

- o **South's practice**
  - ▪ Time   + Instruction   = **Learning**
    (*Variable*) + (*Variable*)   = ***(Constant)***

3. Panther Plus Time: (A*ppendix, p. 29*)

There was a significant, focused commitment made by all of us starting in the 2011 school year, in every department, to **guarantee what students need to learn in each of our courses**.

We became clear on **"what" skills students must master in each course** through our work, and at the same time, we created a **framework for "how" to provide support when students need it**. This framework is a flexible, fluid system that allows each teacher to provide timely, systemic and direct support "by the student and by the skill".

4. PACE: *(Appendix, p.29)*

In the fall of 2008, South created **PACE (Panthers Achieving Credits and Enrichment)** to address our intentional non-learners.

PACE is a mandatory after school tutoring program for students who are struggling to complete and turn in their work. PACE is offered three days a week and we provide a basic transportation route (usually taking students to the elementary school closest to their house) to support students who need a ride home after school.

While the primary focus of PACE is intentional non-learners, tutors are present in the PACE program to provide support to any student at every level.

Students are assigned to PACE for missing three assignments in one class and earning a grade lower than a C. They are required to get their work turned in by the end of the week.

5. Smaller Learning Communities

Given that student social needs greatly affect learning, we firmly believe that we have to support students through their personal hardships before we can get them to focus on their own academic future. SRT was just one step to create Smaller Learning Communities.

Co-curricular, extracurricular, athletic teams and clubs along with a variety of elective classes that have been expanded are all efforts to create stronger relationships and opportunities for students.

Opportunities for South students to make connections:
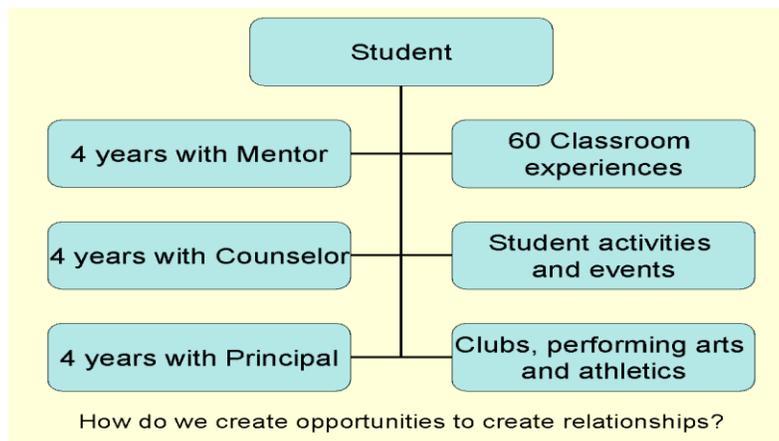
6. Student Resource Time (SRT)

Every student at South is paired with a mentor teacher during SRT to build stronger, quicker, relationships when students transition to the high school. Students meet in SRT every week and are linked with their mentor for four years, and because of this frequency, the mentors become another trustworthy resource for students.

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                         ┌─────────────────┐
                         │  1700 Students  │
                         │   Principal     │
                         └─────────────────┘

┌──────────────┐   ┌──────────────┐   ┌──────────────┐   ┌──────────────┐
│ Purple Block │   │ South Block  │   │ Bloomington  │   │ Panther Block│
│  Principal   │   │  Principal   │   │  Principal   │   │  Principal   │
│  Counselor   │   │  Counselor   │   │  Counselor   │   │  Counselor   │
│ SRT Mentors  │   │ SRT Mentors  │   │ SRT Mentors  │   │ SRT Mentors  │
│              │   │              │   │              │   │              │
│  20 Mentors  │   │              │   │              │   │              │
└──────────────┘   └──────────────┘   └──────────────┘   └──────────────┘

┌──────────────┐   ┌──────────────┐   ┌──────────────┐   ┌──────────────┐
│ 425 students │   │ 425 students │   │ 425 students │   │ 425 students │
│Interdiscipli-│   │Interdiscipli-│   │Interdiscipli-│   │Interdiscipli-│
│  nary        │   │  nary        │   │  nary        │   │  nary        │
│ Grades 9-12  │   │ Grades 9-12  │   │ Grades 9-12  │   │ Grades 9-12  │
└──────────────┘   └──────────────┘   └──────────────┘   └──────────────┘
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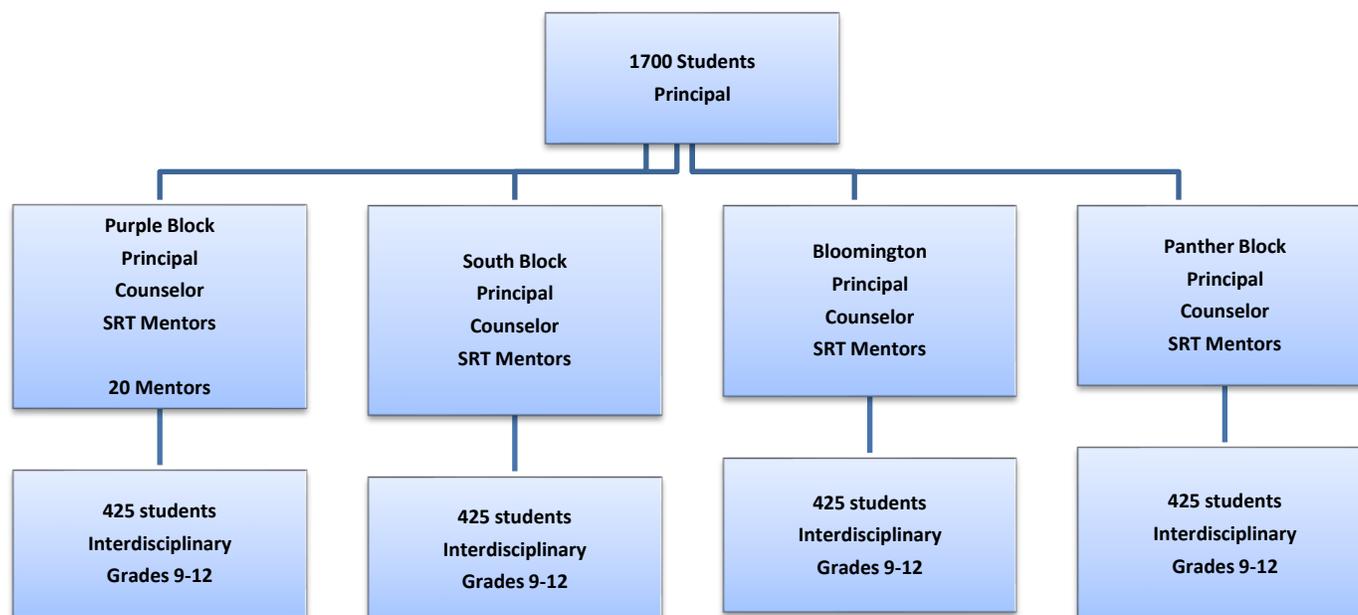
SRT is also the time we schedule school meetings. Examples include:
- Class meetings with principals and counselors
- Financial aid presentations
- College presentations and Career fairs
- Groups meetings through guidance
- Check and connect with graduation coach
- Volunteer discussions
- Panel discussions with community members

2012 saw the expansion of upperclassmen **peer mentors** who routinely visit freshmen in SRT each month to provide a student view of the support available to them. SRT provides time for students to create relationships with teachers in an environment that is not connected to academic success or failure. Every student at South knows that they have three resources before ever meeting their teachers who provide even more support:

Mentor teachers are a weekly "go to" person for general questions. The mentor facilitates information to students and is always aware of students' academic standing.

Counselors are the first line of support for personal conflict or crisis that students might be trying to solve. They also work with students to create a four-year plan for course work, which includes a post-secondary plan.

Principals monitor students' behavior and provide positive reinforcement when needed. While the primary role is attendance and behavior support, principals also serve as mentors as they spend a great deal of time with some of their students.

7. Results of stronger relationships on school culture

Since the implementation of SLC's, trimester and SRT in 2001, student faculty relationships are stronger and discipline is improved.

Suspensions have been reduced significantly.

Any expulsion in recent years has been **mandatory based on MCCSC policy**.

Creating new opportunities and alternative placements is becoming more difficult as we do not have an alternative placement for students who repeatedly fight, sell drugs or participate in other illegal, destructive activity at school, which severely, negatively impacts the climate for others.
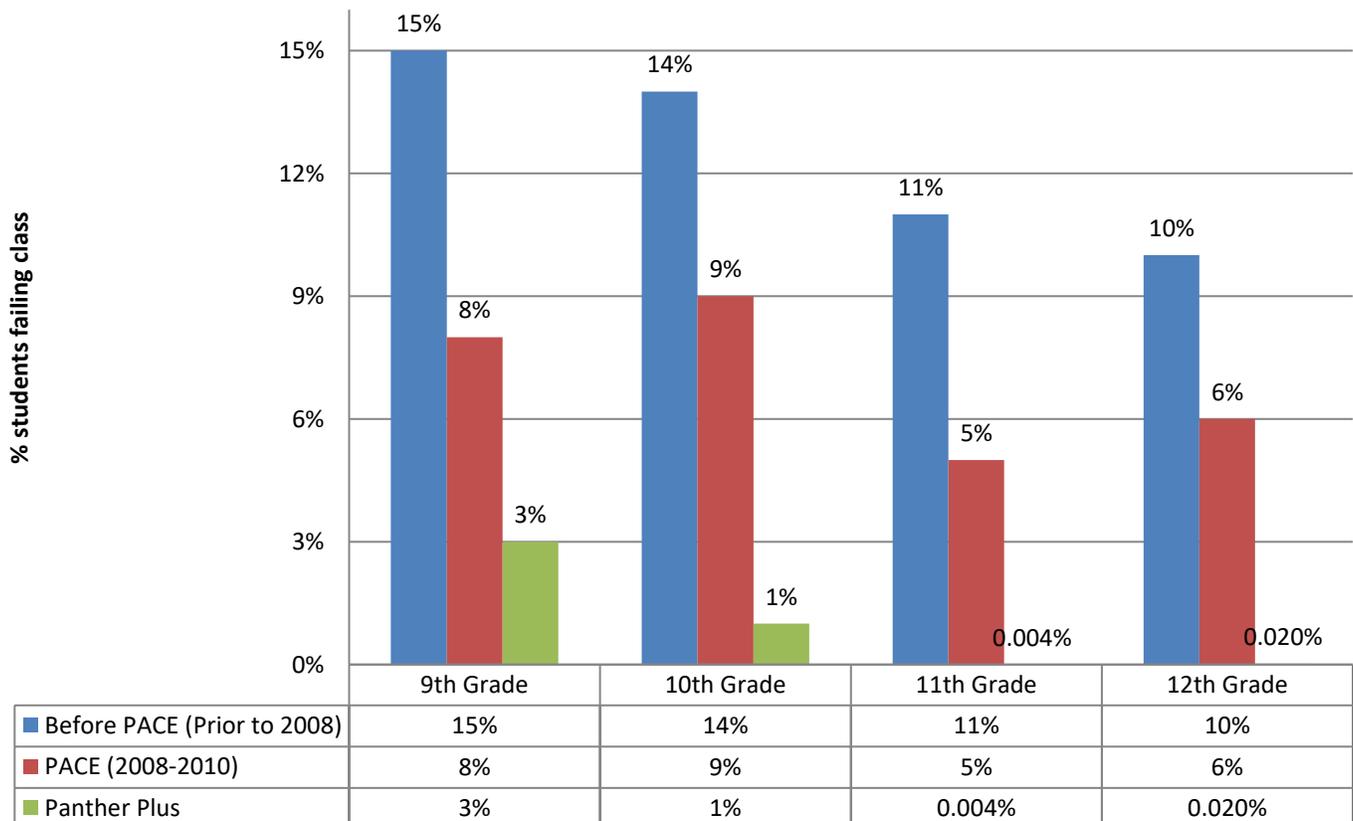
I. IMPROVE FAILURE RATES in ALL CLASSES

The collective efforts of Panther Plus and PACE along with our teachers' collective commitment to the Four Guiding Questions of our PLC have led to a measured improvement in our first school goal, improving student failure.

In the simplest terms, Panther Plus and PACE have provided a structure to ensure every student receives timely, systemic and direct supports.

- Every student that is missing work gets attention
- All work that is assigned is expected to be turned in for credit
- Every student that is failing a course gets attention
- All major tests and papers are allowed to be redone for an improved score
- Students are given the supports they need as soon as they are struggling
- Students that are performing well are given choices about their enrichment time
- Opportunities for support exists across the continuum of courses

Failure Reductions
English Courses
Percentage of F's at Term 1

% students failing class

	9th Grade	10th Grade	11th Grade	12th Grade
Before PACE (Prior to 2008)	15%	14%	11%	10%
PACE (2008-2010)	8%	9%	5%	6%
Panther Plus	3%	1%	0.004%	0.020%

Failure Reductions
Math Courses
Percentage of F's at Term 1

	9th Grade	10th Grade	11th Grade	12th Grade
■ Before PACE (Prior to 2008)	28%	23%	14%	5%
■ PACE (2008-2010)	12%	15%	11%	5%
■ Panther Plus	6%	3%	6%	1%

% Students failing a class
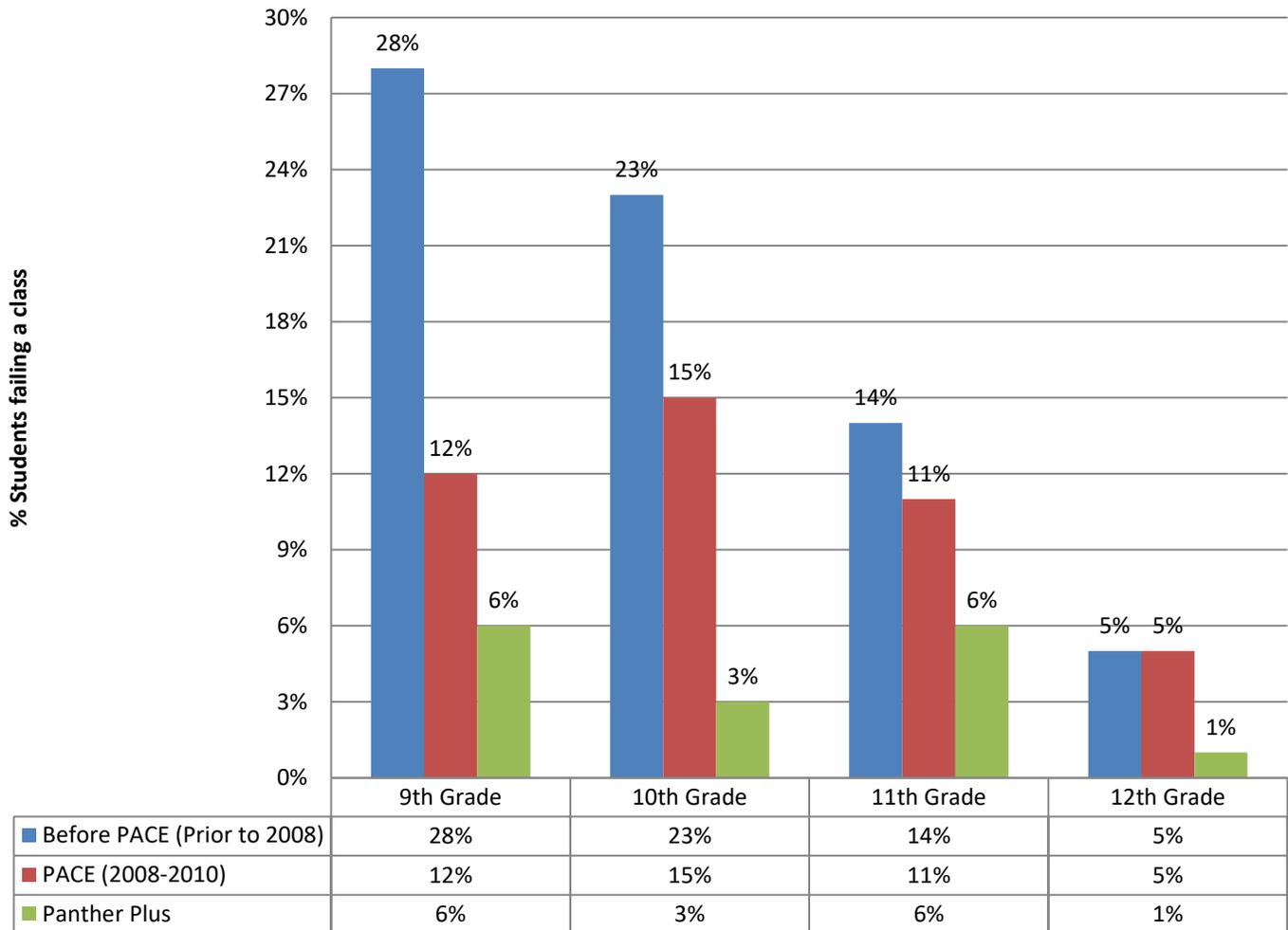
A more specific look at the senior class using data from a recent spring shows the following consistent trend:

- 0 failures in Senior English
- 3 failures in math
- 4 failures in science

II. IMPROVE COLLEGE and CAREER READINESS

With local, state and national emphasis being centered on students achieving post-secondary education, Bloomington High School South intensified our focus on making sure the steps necessary to graduate and attend post-secondary school were aligned. These steps include:
- Passing ECA
- Taking an AP course
- Performing well on SAT
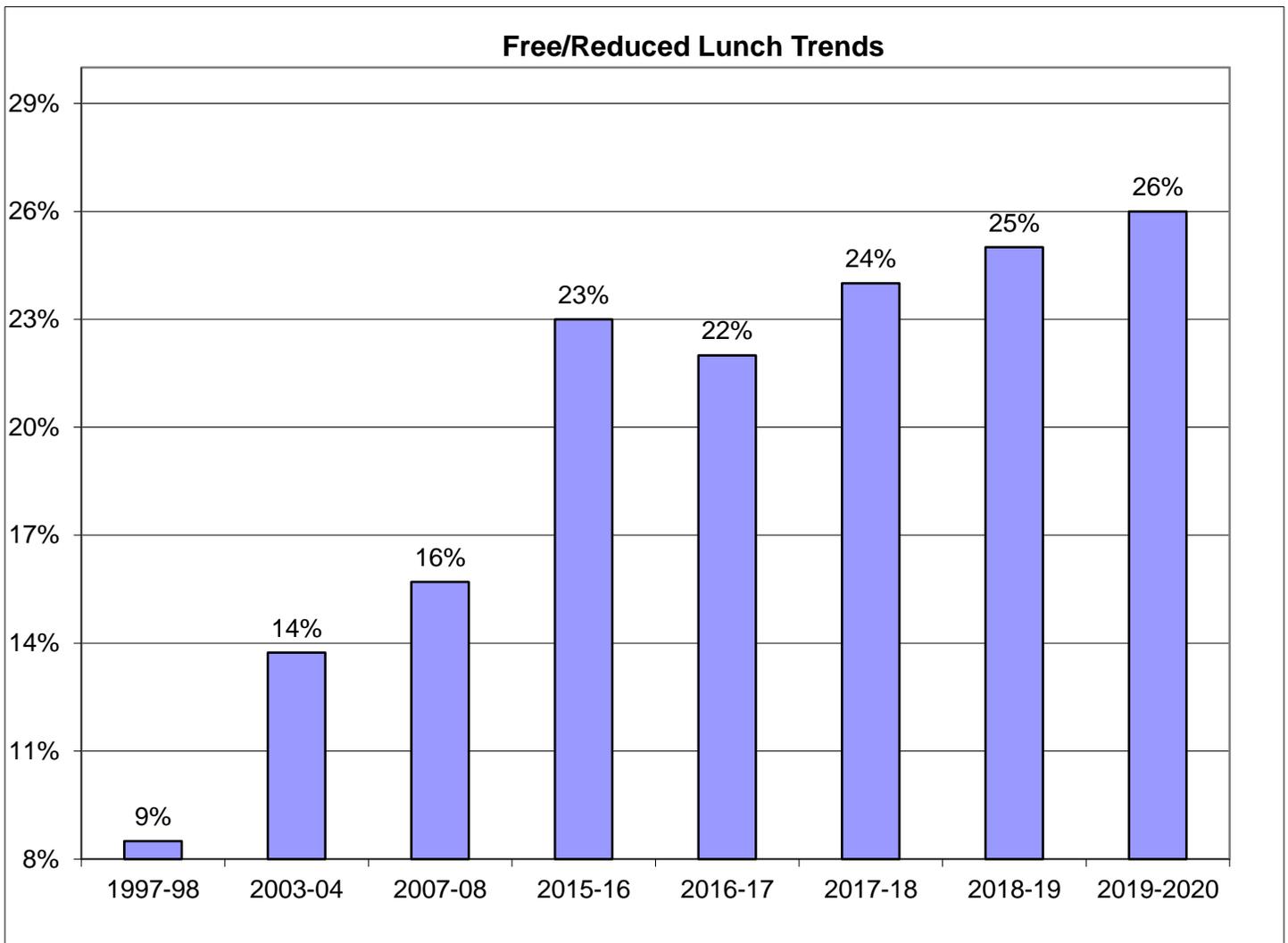- Graduating with an Honors Diploma

We then began expanding initiatives to prepare students for choices after their four years in high school. Initiatives include: **PRIDE, trimester scheduling, three terms provided for keystone courses, open enrollment in all courses, expansion in AP and dual credit offerings, Panther Plus supports for all courses and PACE.**

1. ECA PERFORMANCE

A. Demographics

Standardized test scores can be correlated with several factors outside the control/influence of the school. Factors such as family income, receiving special education services, and parents' educational attainment affect access to support outside of school and influence the goals students set for themselves after high school.

- The depleting employment landscape of Bloomington has had a great effect on our economic climate. Our free and reduced lunch rate has increased from 8.5% 1998 to nearly 26.5% in 2020. This increase in socio-economic diversity has led to the implementation of several new academic supports that we did not provide ten years ago including Early College, multi-term classes, Panther Plus, and PACE.

- While we are a college town, Bloomington still has community members who did not enjoy their high school experience, who do not value a high school education, and who live in generational poverty.

- This increase in generational poverty is also apparent with the increase in financially struggling families who relocate to Bloomington to participate in housing programming that Bloomington offers, including the Shalom Center and other programs from the city trustees.

- Homelessness in general is also on the rise for students in Bloomington, and the lack of a stable environment makes it difficult for students to focus on their education.

Free/Reduced Lunch Trends

1997-98	2003-04	2007-08	2015-16	2016-17	2017-18	2018-19	2019-2020
9%	14%	16%	23%	22%	24%	25%	26%

- The **special education population** of Bloomington South continues to **remain at 12%.** However, we are noticing more students receiving special education services for needs that are behavior related, which then affect student learning as opposed to learning disabilities that might affect their behavior.

    o   The number of students receiving services for behavioral disabilities including emotional handicapped, conduct disorder, oppositional defiant or other health impaired (ADD) tends to be higher than the students we are serving for general learning disability, dyslexia, mildly mentally handicapped, etc.

    o   This distinct difference in the needs of students qualifying for services puts a burden on our limited resources for things like providing aids for discipline, expanding our work-study transitional support, community-based work support, transitional programming, Boy's Town, co-teaching and inclusion.

B. Systemic Efforts to Improve ECA Scores

ECA scores should reflect how students are performing in class. We believe there should be a high level of correlation and few surprises about students who pass/fail the ECA. Therefore, we have tried to embed as much support as possible into the class that drive ECA English and Algebra I.

- Prior to taking the exam in English, all students receive an additional term of instruction in the 9th grade to create a strong foundation.

- Additionally, students in the 10th grade Core 40 English course receive an additional trimester to provide time to prepare for the ECA. Given that nearly 100% of our honors English students passed the ECA for the last four years, we offer a two- term course for honors.

- Student scores on NWEA align well with student success on the ECA, thus making predicting a target audience for students who will succeed/struggle quite accurate. Recently, with changes to the ISTEP and ECA, we have tried to predict remediation needs with SRI scores as well. However, 6th grade NWEA scores continue to be a more reliable predictor of who needs support.

- All students taking Algebra are given an additional term. Students who are struggling with the course are given a fourth term to make sure there is time to master all the standards.

- We have had several discussions about what type of academic goals should be prescribed for the students who are historically in the bottom 10% of the national norm from NWEA. While passing the ECA isn't a realistic option for this group, a consensus can't be reached yet about alternative courses of action.

- Students who are struggling in Algebra I receive an additional trimester (4 trimesters) during the beginning of their sophomore year. These students then move into Geometry I, which allows them to still earn an Honors Diploma

- Our most academically under-resourced students receive support for reading in **Read 180** and many of those same students participate in **PRIDE Algebra.**

C. Trimester Schedule

- The trimester schedule was chosen by South staff after looking at other scheduling options (*Appendix, p. 35).* It best met the criteria teachers deemed most important:
    - o **Teachers meet students every day.**
    - o The number of classes for student (5 per day) was conducive to **students having the time to deeply engage in their work.**
    - o The number of students for teachers to instruct per term (4 x 32=128) was most manageable for teachers compared to other options.
    - o The length of time in each period (65 minutes) was long enough for labs but not so long that "study time" became the daily norm.

	Total # classes taught per year per teacher	Classes taken per semester / trimester	# of students taught per semester / trimester **(32-1 ratio)**	Class period length	Teacher Prep time per day	Total # of classes taken per student per year	Total # of instructional minutes per class
Trimester	12	5	128	65	65	15	4020
Block 8	12	7/8	192	85	85	16	3735
7 pd. Day	12	6/7	192	43	43	14	3870

- The **additional time created by the trimester** has allowed teachers to provide students with the necessary additional supports as students push themselves with more difficult course work. Examples include:
    - o 3 terms of Algebra I and Algebra II
    - o 3 terms of 9th grade English
    - o 3 terms of 10th grade Core 40 English
    - o 3 terms of various AP courses (US History, Calculus and science courses)
    - o 3 terms of band, orchestra and choir

- Even with the addition of three-term courses, **South's trimester schedule provides more opportunities for students to take courses that will fulfill Academic Honors and Core 40 diplomas compared to a traditional schedule.**

- South students can take 15 courses a year while a traditional seven-period day offers 14. To that end, only taking five classes in a trimester means **fewer students take study halls then in other scheduling options.**

1. Results of ECA Efforts

Despite the indicators that a decline is inevitable, our ECA scores have remained above 85% in English for four years, and we have surpassed the 85% mark in Algebra. ECA was adjusted for 2015 and scores were marginalized due to drastic standards in testing and all schools were held "harmless" by the state. **However, our 2015 scores still earning an "A".**

ISTEP began in 2016 and we remain near the top 10 schools of the state in both English and math while also having the best scores in the state for schools with similar populations.

BHSS ECA

	English	Math
2009-10	69%	71%
2010-11	85%	76%
2011-12	88%	84%
2012-13	87%	88%
2013-14	91%	92%
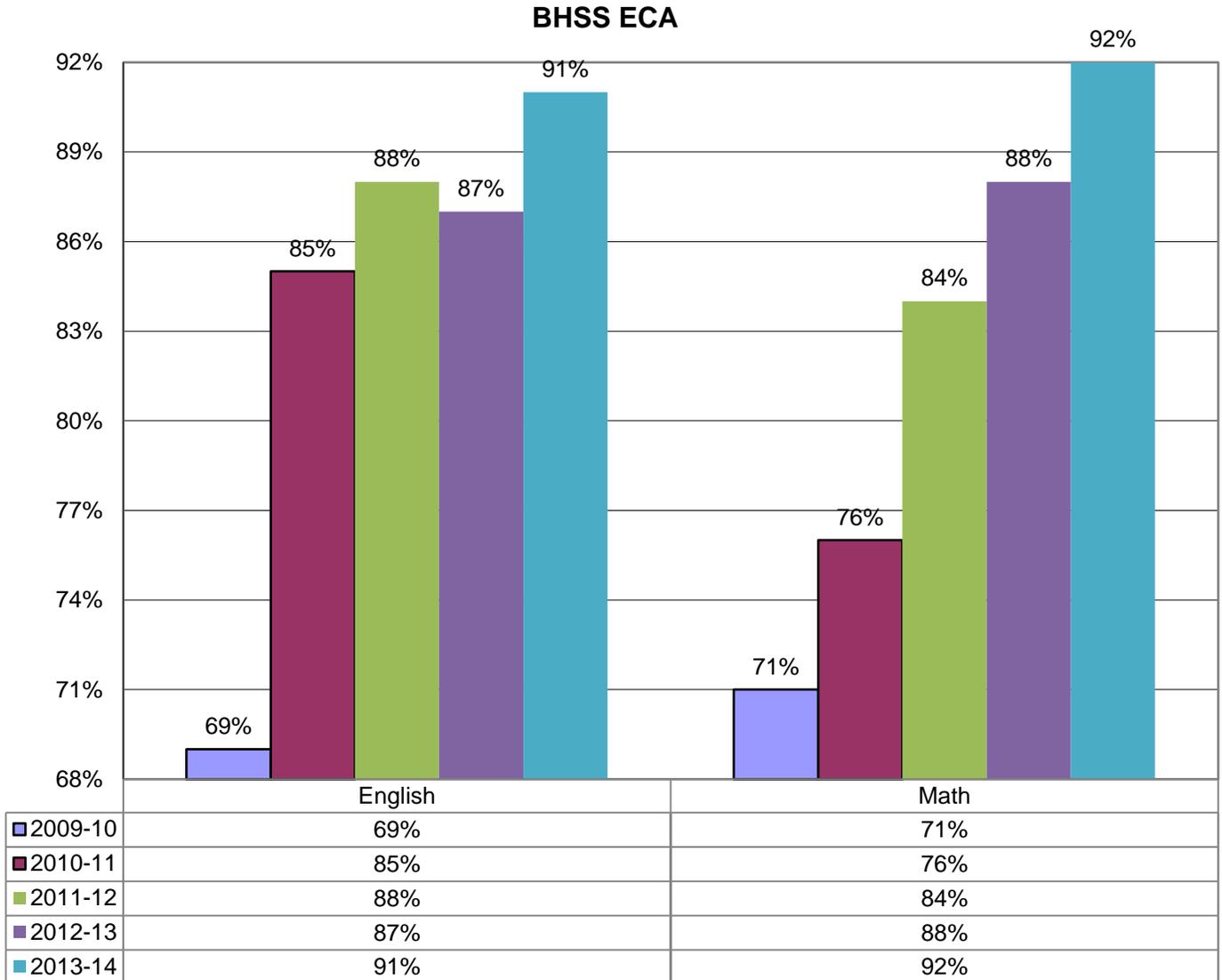
ISTEP Historical Results:

2018-2019: We were the highest performing school with 23% or higher paid lunch.
- **1st English (81.7% passing)**
- **1st in Math (54.8% passing)**
- **1st in Passing Both (54.6% passing)**

2018-2019 summary for schools with more than 150 students testing
- 11th highest English percentage passing
- 12th highest math percentage passing
- 11th highest math percentage passing both English and math
- Above state average in every sub group

2017-2018 summary for schools with more than 150 students testing
- 4th highest English percentage passing
- 11th highest math percentage passing
- 10th highest math percentage passing both English and math
- Above state average in every sub group

2016—2017 ISTEP summary for schools with more than 150 students testing
- 4th highest English percentage passing
- 9th highest math percentage passing
- 9th highest math percentage passing both English and math
- Above state average in every sub group

2015—2016 ISTEP summary for schools with more than 150 students testing
- 3rd highest English percentage passing
- 10th highest math percentage passing
- 9th highest math percentage passing both English and math
- Above state average in every sub group

2. AP and Dual Credit Participation and Performance

To attend post-secondary opportunities, students must take an AP exam, reach a cut score on SAT, take a dual credit class, or achieve a combination of the options. We provide options for students to do all three. Therefore, we have provided a number of systemic efforts to improve dual credit and AP scores.

A. Open Enrollment

- **AP and Honors courses are open to all students at Bloomington South.** All students may choose to enroll in upper level college prep courses but must maintain a C average to remain in them.

- Our students are able to choose from a wide variety of academic and traditional electives which provides for more authentic engagement. We have added AP courses in elective areas like Spanish, Latin, 2-D art, 3-D art, and computer programming. We have also added new dual credit opportunities in Psychology and Anatomy through Ivy Tech.

- Because the trimester builds in extra time for struggling students, we are able to keep students engaged with their elective choices while still providing remediation when needed.
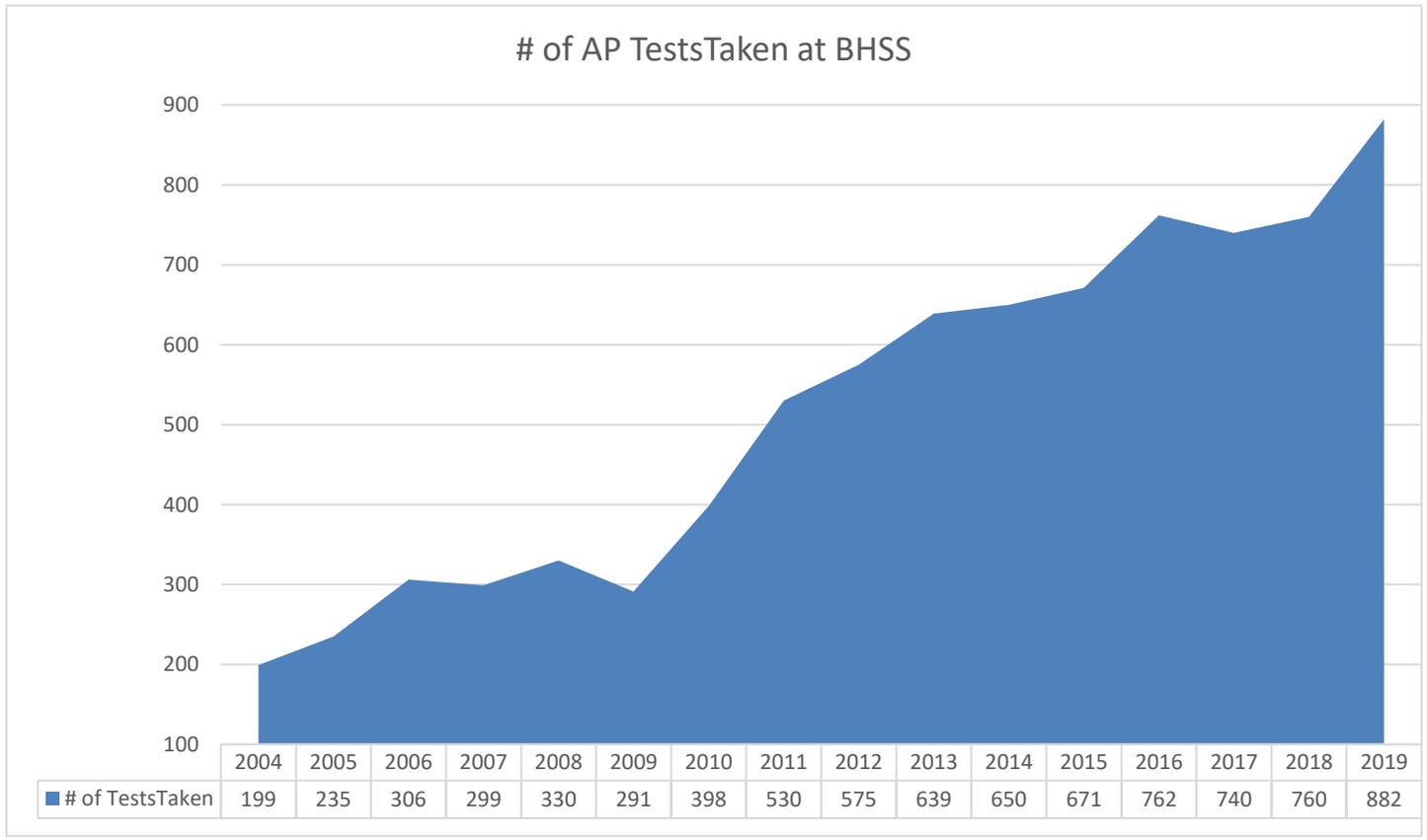
B. AP Participation

AP Courses: Currently 18 courses are available to all students. We continually add to this list.

Computer Science	European History	Physics C Mechanics
Language & Composition	Government	Physics C Electricity
Literature & Composition	US History	Latin
Calculus AB	Biology	Spanish
Calculus BC	Chemistry	2D Art
Statistics	Environmental Science	3D Art

C. Results for AP
Our record number of students taking AP exams is the result of a concerted effort to make sure every possible student can earn at Honors Diploma and be eligible for a four-year college. This trend of increasing the number of students taking tests is also supported by adding new AP offerings. This jump in students taking exams correlates to the increase in exams taken. However, it would be expected that such an increase in test takers and tests would lower the overall score. However, our scores for students scoring 3 or above is at a 5-year high. This is due in large part to the supports we provide students through Panther Plus.

- Record high of 450 students taking an AP exam
- Record number of 882 AP exams taken
- 71% students scoring 3 or above

Number of Students Taking an AP Exam

Legend: # Students…

Year	# Students
2003-04	119
2004-05	135
2005-06	149
2006-07	174
2007-08	181
2008-09	156
2009-10	258
2010-11	319
2011-12	328
2012-13	353
2013-14	355
2014-15	345
2015-16	379
2016-17	384
2017-18	383
2018-19	451

of AP TestsTaken at BHSS

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
# of TestsTaken	199	235	306	299	330	291	398	530	575	639	650	671	762	740	760	882

% AP Exams 3 or Higher

State Average

Bloomington High School
South

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
State Average	43%	46%	48%	50%	51%	51%	51%	60%	59%	59%
Bloomington High School South	56%	56%	57%	62%	61%	75%	68%	67%	72%	71%

3. SAT Performance

Participating in the SAT and earning a combined score of 1250 is another requirement for the Honors Diploma, which is required for achieving a four-year degree.

● Over the past ten years, South's **SAT scores** have risen to **Top 10 in the state for public schools.** During this time, the percentage of students taking the SAT continued to increase as well. The class of **2020 had 72%** of the seniors **take the SAT.**

% 12th Graders Taking the SAT
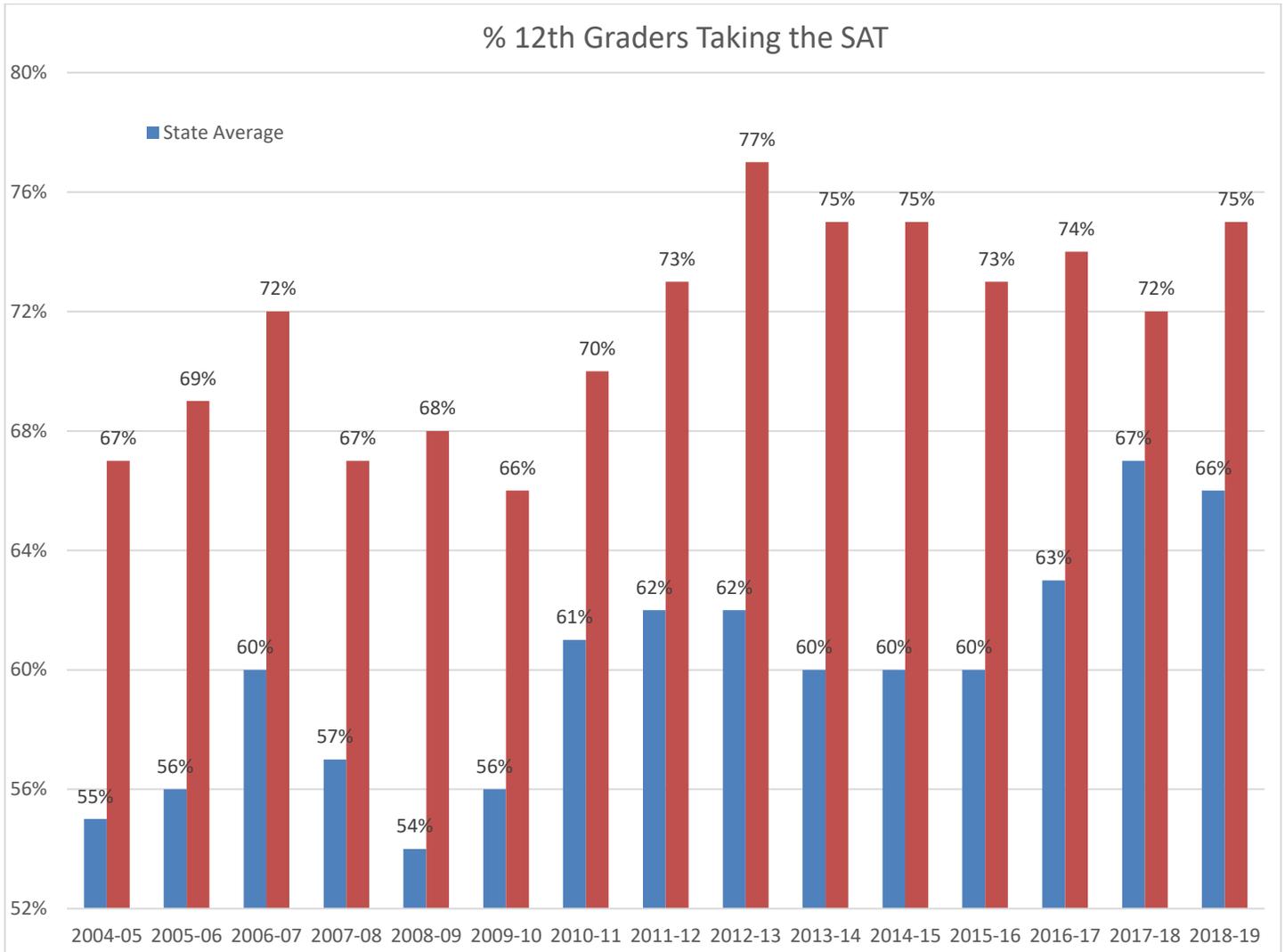
- While the number of students taking the SAT goes up, the general correlation is that scores go down due to the variety in ability increasing as the number of students' score increases. To the contrary, South's scores continue to increase or remain steady.

SAT Scores

Chart legend: IN, Avg

Values by year:
- 2005-06: IN 1007, Avg 1059
- 2006-07: IN 1004, Avg 1077
- 2007-08: IN 1004, Avg 1085
- 2008-09: IN 1003, Avg 1084
- 2009-10: IN 1005, Avg 1087
- 2010-11: IN 990, Avg 1087
- 2011-12: IN 994, Avg 1074
- 2012-13: IN 993, Avg 1106
- 2013-14: IN 991, Avg 1099
- 2014-15: IN 989, Avg 1102
- 2015-16: IN 989, Avg 1115
- 2016-17: IN 1071, Avg 1168
- 2017-18: IN 1086, Avg 1177
- 2018-19: IN 1104, Avg 1186
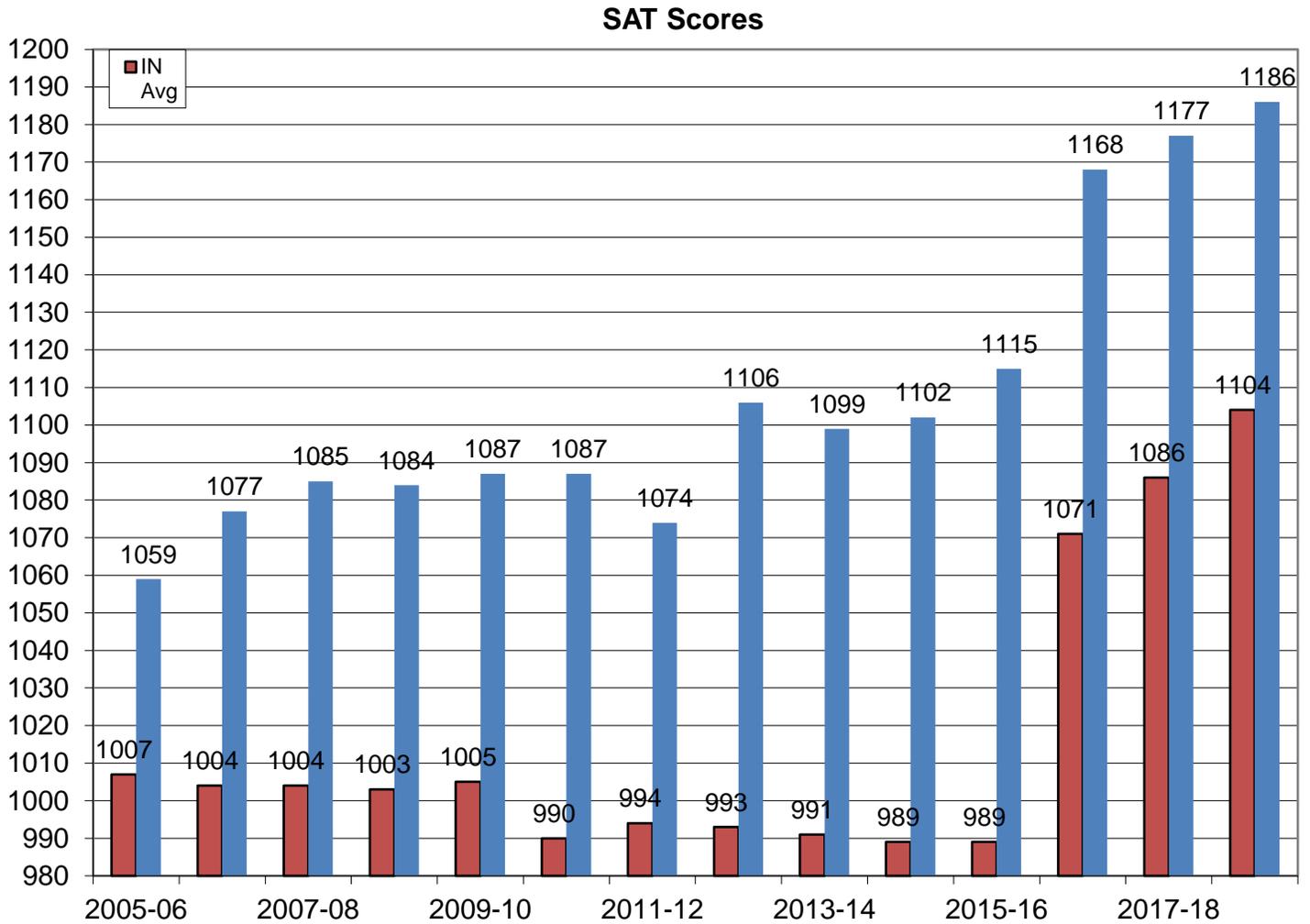
ACT Performance
Scoring a 26 on the ACT is another option for Honors Diplomas. Not as many of our seniors take the ACT, (135 in 2015, which was a record high). Generally, our students who take the ACT are those who did not meet the criterion for the SAT, as the SAT is the preferred test in Indiana. Also, schools are not allowed to give the SAT so students have to go off-site to take the exam.

- Considering that our best students aren't taking it, we are pleased with our composite score average of 25.9, which is significantly above Indiana's average.
- All of our scores are up over the last five years and we have remained 2-3 points above the state average in each area.

Mean ACT Scores for College Bound Seniors

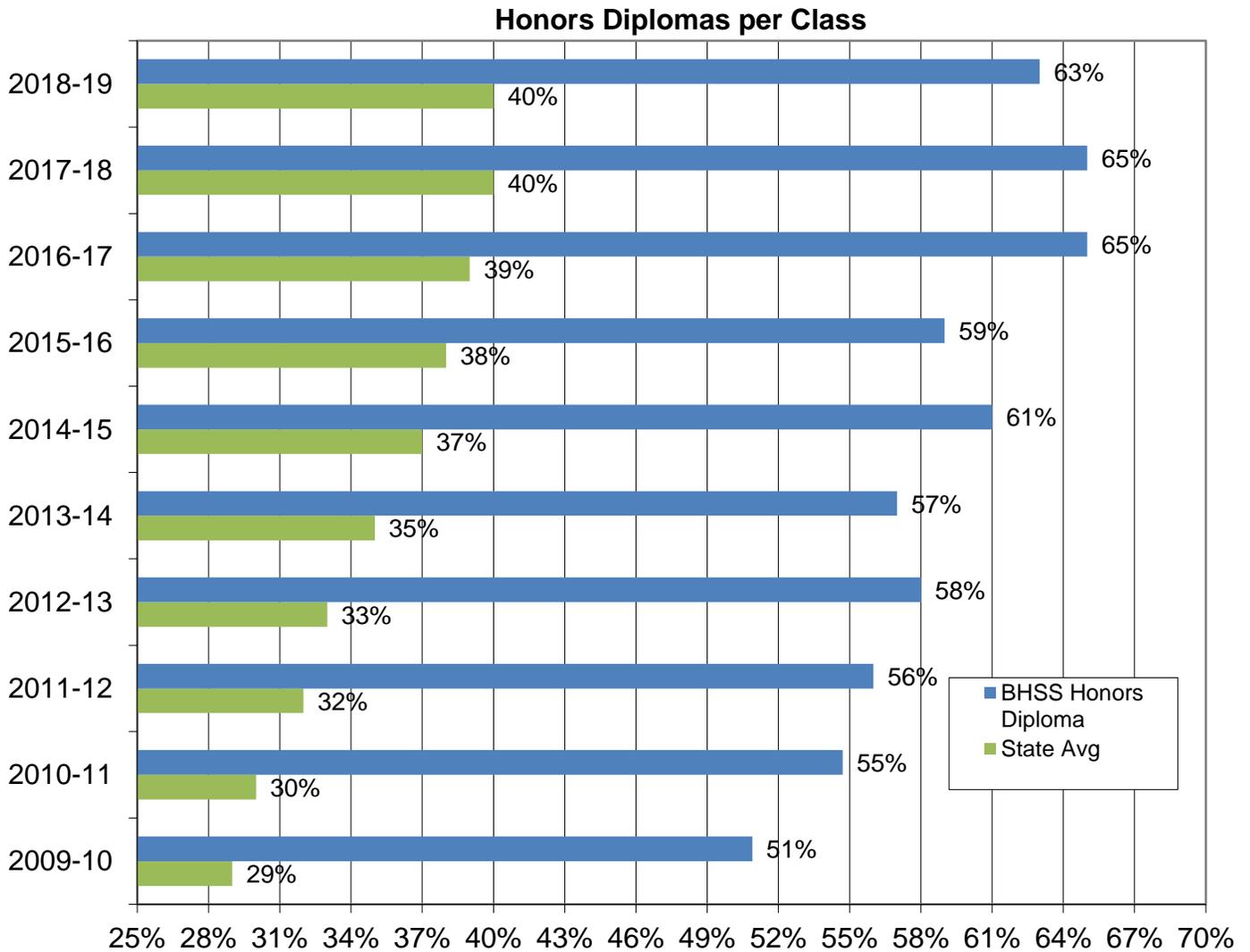| Grad Year	English	Math	Reading	Science	Composite
2019	26	25.5	26.5	25.1	25.9
2018	25.8	25.1	25.9	24.2	25.4
2017	25.3	25.3	25.7	24.2	25.3
2016	25.3	25.8	25.6	24.5	25.4
2015	24.1	24.5	25.1	24.6	24.7

4. <u>Honors Diplomas:</u>

<u>Graduation Trends</u>
- **2019 graduation rate 97%**
- 2018 graduation rate **98%**
- 2016 graduation rate **97%**
- 2014 graduation rate **97%**
- 2012 graduation rate **90%**

This rate is even more impressive if we compared ourselves to corporations who have alternative schools for discipline. In these corporations **students who are struggling are taken out of the graduation cohort group** and are part of the alternative school's cohort.

Since we have provided every resource possible to make sure all students have the option to attend four-year schools, we are very attuned to our Honors Diploma rate, which is the requirement. However, Core 40 is the requirement for postsecondary.

- Only 5% of South students earn a General Diploma.
- 65% of our class earned Academic Honors Diplomas while the state average is 40%.
- See graph below:

Honors Diplomas per Class

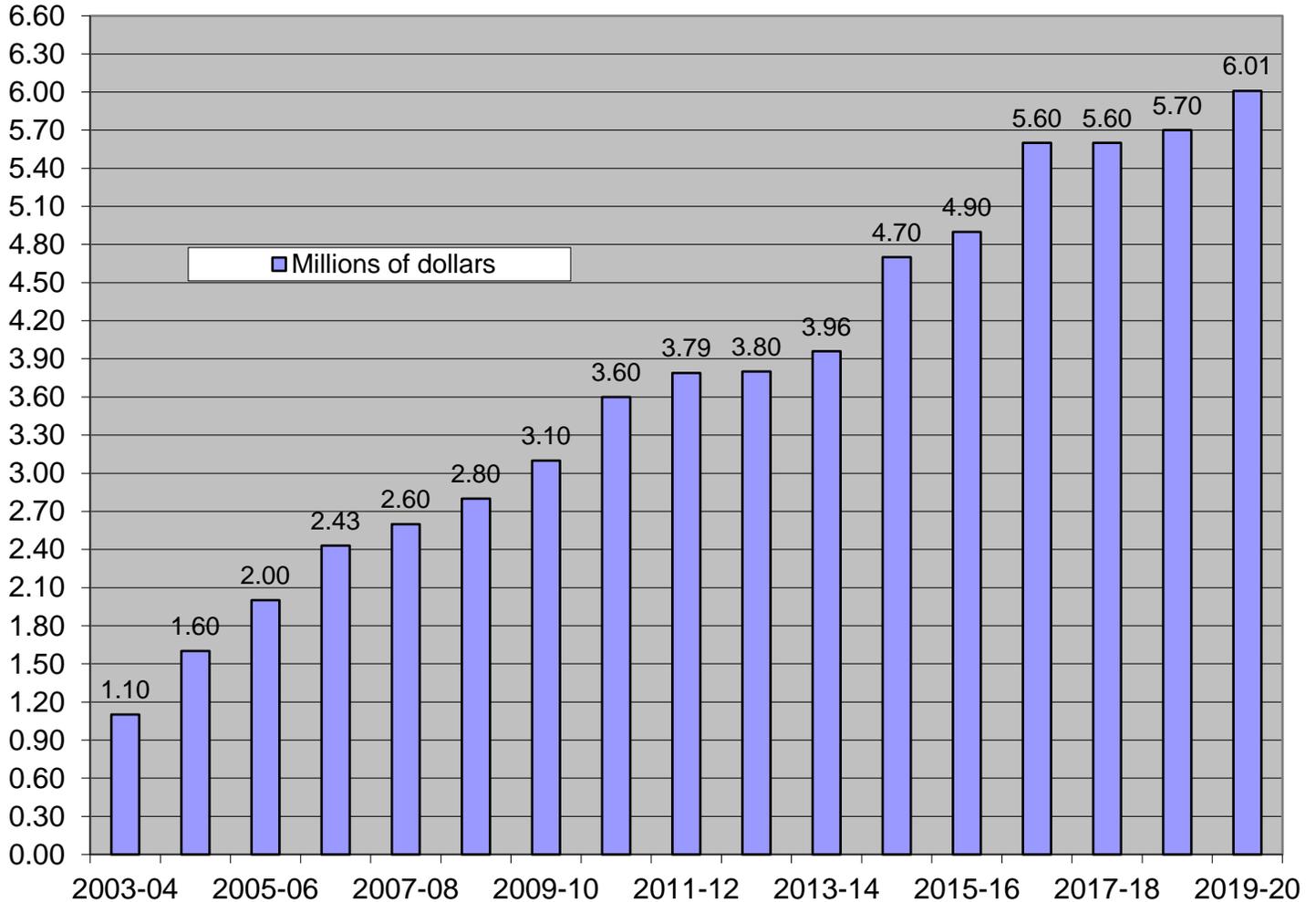| Year	BHSS Honors Diploma	State Avg
2018-19	63%	40%
2017-18	65%	40%
2016-17	65%	39%
2015-16	59%	38%
2014-15	61%	37%
2013-14	57%	35%
2012-13	58%	33%
2011-12	56%	32%
2010-11	55%	30%
2009-10	51%	29%

- The number of South graduates who are pursuing a college education is approximately 63% to four-year colleges.

- 24% to two-year colleges.
    - A follow-up survey of graduates shows **94% returned for the second year of college.**
    - Survey also shows that **90% of those surveyed felt prepared for college.**

- College and Career Readiness (CCR) from the IN DOE:
    - 2012: 58.1% achieved CCR
    - 2013: 73.8% achieved CCR
    - 2014: 75.8% achieved CCR
    - 2015: 78.1% achieved CCR.
    - 2016: 87.2% achieved CCR
    - 2017: 95% achieved CCR
    - 2018: 88% achieved CCR (State goal is 25%)

A. SCHOLARSHIP MONEY EARNED

● The class of 2020 earned **6.01 million in scholarships**, which does not include financial aid.

Scholarships Earned by Graduating Class

Bar chart legend: ■ Millions of dollars

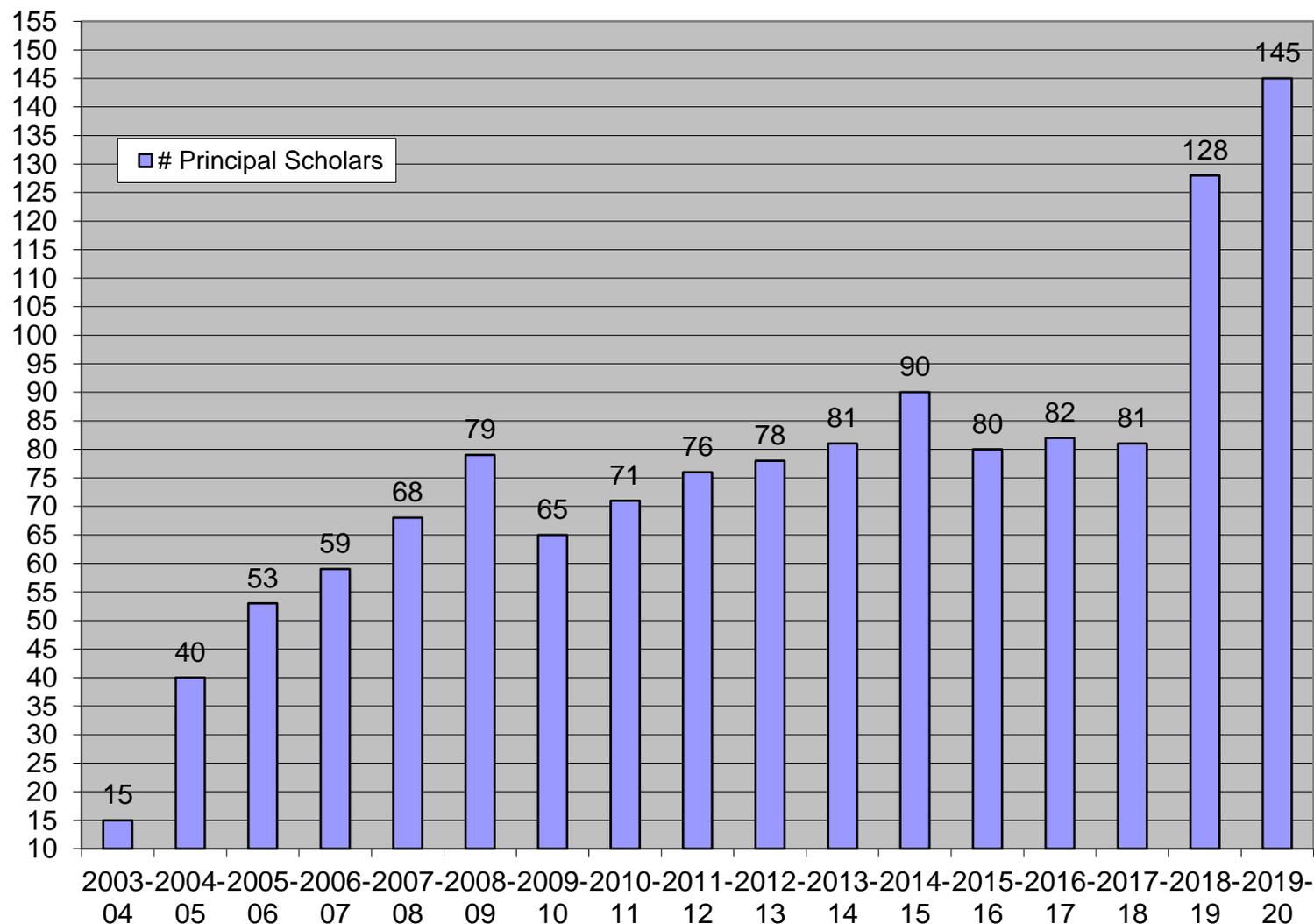| Year	Millions of dollars
2003-04	1.10
2004-05	1.60
2005-06	2.00
2006-07	2.43
2007-08	2.60
2008-09	2.80
2009-10	3.10
2010-11	3.60
2011-12	3.79
2012-13	3.80
2013-14	3.96
2014-15	4.70
2015-16	4.90
2016-17	5.60
2017-18	5.60
2018-19	5.70
2019-20	6.01

B. NATIONAL HONOR SOCIETY

● South's graduating class of 2020 had 46% of the class earn National Honor Society. They had a **record number of inductees into the National Honor Society members** and **Principal Scholars** (seniors earning eleven terms of 4.0 GPA).

C. NUMBER OF PRINCIPAL SCHOLARS

- Principal's Scholars are students who have earned 11 terms of 4.0 while attending Bloomington High School South.

Chart: # Principal Scholars

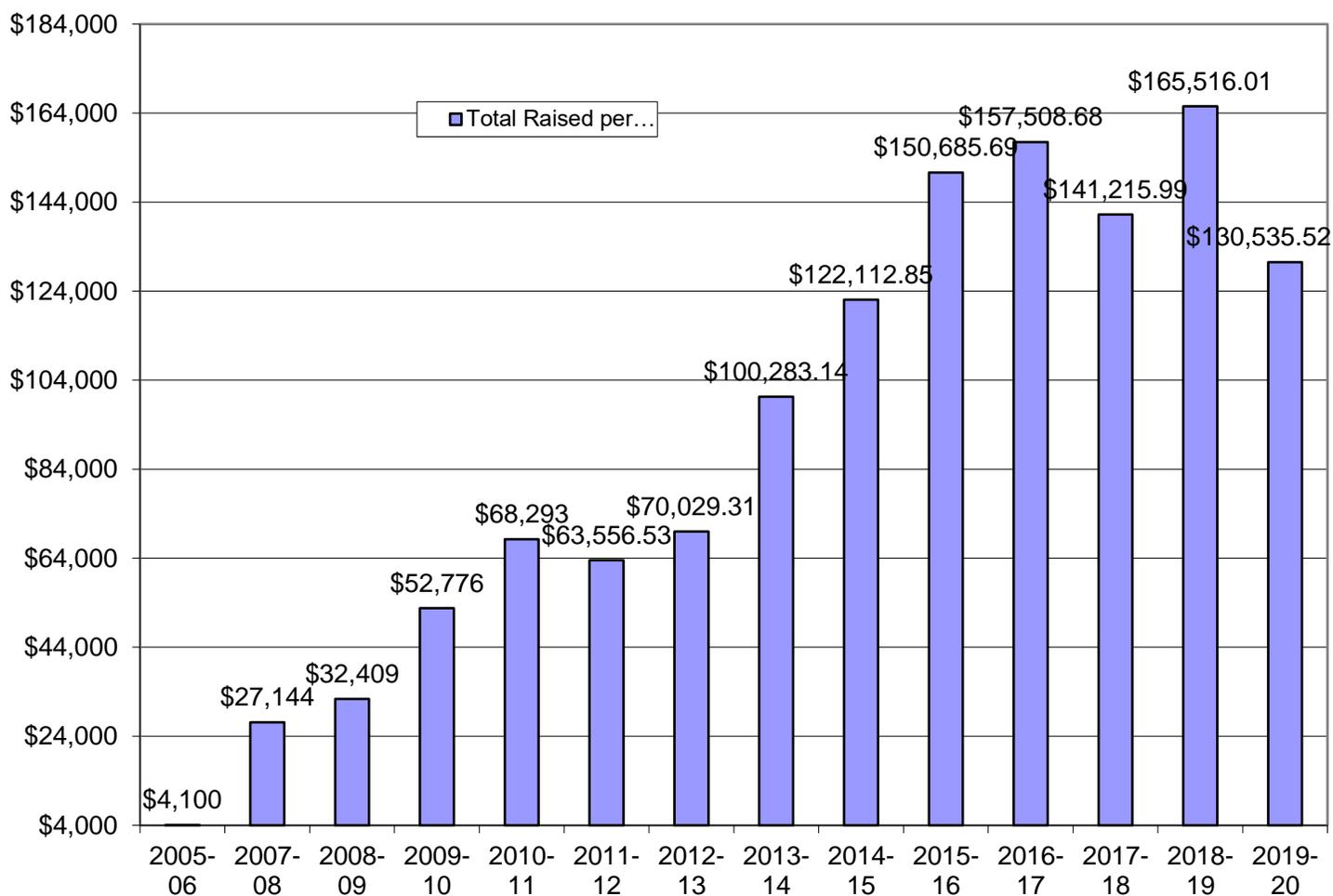| Year	# Principal Scholars
2003-04	15
2004-05	40
2005-06	53
2006-07	59
2007-08	68
2008-09	79
2009-10	65
2010-11	71
2011-12	76
2012-13	78
2013-14	81
2014-15	90
2015-16	80
2016-17	82
2017-18	81
2018-19	128
2019-20	145

D. PHILANTHROPY

- Students are actively involved in creating and maintaining ways to support the community.

- All students that participate in our **National Honor Society** are required to accomplish a service component. They have organized **two blood drives each year** as part of their service efforts raising 100 pints of blood at each event. NHS also makes vital contributions to our PACE program by providing service through **tutoring after school**.

- Other examples of service at South include:
  - **Student Council's Holiday Child**: Money is raised to provide local students gifts at Christmas. Student Council works with local elementary school social workers to collect names of needy students, and they provide each student with a wish gifts that are requested through a wish list. This year South sponsored a record number of nearly 200 children.

- o **(PAC) Panther Activity Council** hosts multiple food drives.
- o **(PROUD) People Respecting our Unity through Diversity** hosts a Day of Silence each year and has hosted panel discussions for the LGBQT community.
- o **Habitat for Humanity**
- o **Interact Club (Partnership with Kiwanis)**
- o **Imprint Project**
- o **SAGE Environmental Club**
- o **Hoosiers Outrun Cancer**
- o **Jill Behrman Run for the End Zone**

- **South Dance Marathon for Riley Children's Hospital** was started in 2006 in conjunction with IU's Dance Marathon to raise money for Riley Children's Hospital. The group has grown for a Steering Committee of 10 students to a school-wide fundraising project that is run by 19 seniors and a steering committee of over 200 students.   **South Dance Marathon is the only school it's size to raise $165,000 in one year for a Children's Miracle Network Hospital.** We have been featured by the Children's Miracle Network and Riley Hospital in video productions describing how to host a marathon. The 2020 Marathon was affected by covid-19 but a virtual marathon replaced the traditional event and it was a huge success.

Bloomington South Dance Marathon

Year	Total Raised per...
2005-06	$4,100
2007-08	$27,144
2008-09	$32,409
2009-10	$52,776
2010-11	$68,293
2011-12	$63,556.53
2012-13	$70,029.31
2013-14	$100,283.14
2014-15	$122,112.85
2015-16	$150,685.69
2016-17	$157,508.68
2017-18	$141,215.99
2018-19	$165,516.01
2019-20	$130,535.52

IV. <u>APPENDIX</u>

PROFESSIONAL LEARNING COMMUNITIES
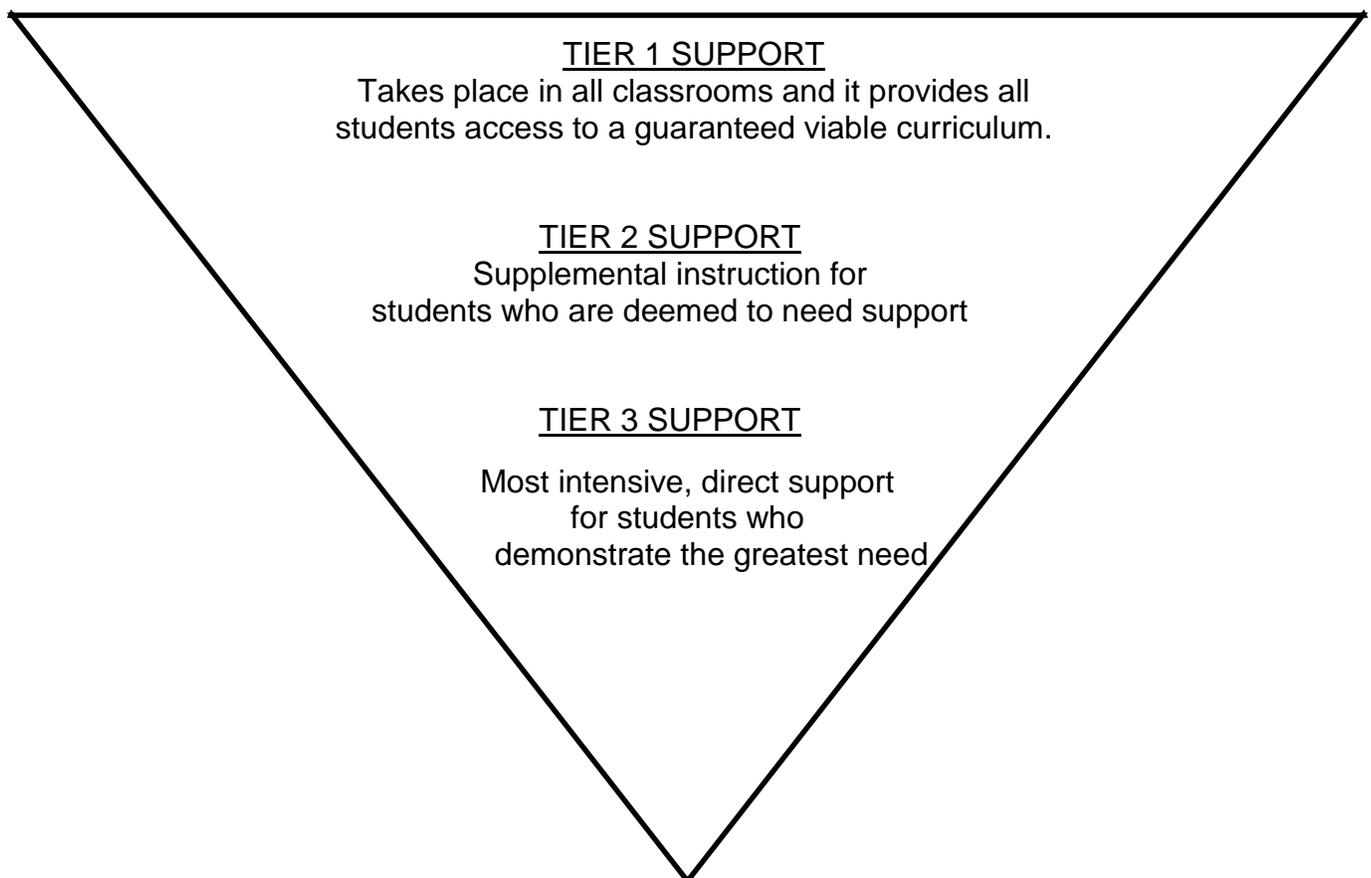
<u>PLC History:</u>
- We have to be clear and consistent on the "what" and be masterful in our classrooms on the "how"

- **4 Guiding Questions** have been driving our continuous improvement efforts since 2001.

    1. **What do we want students to learn?**
        Agreeing to essential skills and mapping curriculum
    5. **How do we know they have learned it?**
        Common assessments using common scales to measure student's proficiency on essential skills
    6. **What do we do when they don't learn it?**
        Timely, systemic and direct support
    7. **What do we do when they do learn it?**
        Celebration and differentiated instruction

- Wednesday morning meetings during the school day in 2010 lead to our full implementation of highly functioning PLC's in our building.

- The lengthening of the school day in 2011 provided even more time for teachers to modify assessments, analyze data, create supports and ensure all students were learning.

<u>PLC's During the School Day 2010:</u>

- All students need a guaranteed curriculum which consists of **content with endurance and leverage needed to provide readiness** for the next level of learning. Every department spent PLC time agreeing on **essential skills**.

- Agreement on essential skills led to **curriculum mapping**. The maps provide clear pacing guides so teachers can ensure that students are provided the essential skills.

- **Common assessments** will be generated from the mapping process and will be evaluated by common rubrics/scales. **Formative** assessments will drive intervention and **summative** assessments will guarantee students are proficient on the essential skills. We must insure all kids LEARN not that we just teach all standards.

- **School-wide timely, systemic and direct intervention** will be provided when students don't meet proficiency. Realizing that failure is not a motivator, we must immediately support students when they struggle. Support will be available to all students: intentional non-learners, failed learners and the high achievers. (*Intervention Time* pgs. 22-24).

- Students will know specifically where their skills are deficient and have a means to improve as we fully implement our PLC practices.

RTI Practices:

- How will we respond in timely, systemic and directive ways when students are not being successful?

- How will we adjust the variables in the educational equation from learning to instruction and time?
    - **Traditional practice**
        - Time   + Instruction   = **Learning**
          (*Constant*) + (*Constant*)   = ***(Variable)***

    - **South's practice**
        - Time   + Instruction   = **Learning**
          (*Variable*) + (*Variable*)   = ***(Constant)***

- Students who don't or won't do the work **(students that Mike Mattos refers to as intentional non-learners)** have not received timely, systemic and direct support in the past.

- Committee work at South during 2008 identified three types of struggling students:
    - Students who can't do the work
    - Students who don't do the work
    - Students who won't do the work.

TIER 1 SUPPORT
Takes place in all classrooms and it provides all
students access to a guaranteed viable curriculum.

TIER 2 SUPPORT
Supplemental instruction for
students who are deemed to need support

TIER 3 SUPPORT

Most intensive, direct support
for students who
demonstrate the greatest need

PACE

- In the fall of 2008, South created a mandatory after school tutoring program, **PACE (Panthers Achieving Credits and Enrichment)** to address the intentional non-learners. PACE is just one example of our RTI practices*.*

- PACE is a mandatory after school tutoring program for students who are struggling with their work. PACE is offered three days a week and we provide a skeleton transportation route to support students who need a ride home after school.

- While the primary focus of PACE is intentional non-learners, tutors are present in the PACE program to provide support to any student and any level.

- Students are assigned to PACE for missing three assignments in one class and earning below and C. They are required to get their work turned in by the end of the week.

- PACE has been supported by the community, our teachers, and our students. Our first year, we averaged 30 students an evening. In 2010, upon having several nights of 100 plus students, we had to add another room to accommodate all the students staying after school for help.

- We have had **visits by over 700 different students this 2010**, or nearly 50% of the school, which is a 100% increase in three years.

- In term two of 2010—2011 we had **2,344 visits to PACE**, which averages to **68 students each session**.

- PACE data supports that we have dropped our failure rates considerably in the last 3 years. Percentage of students failing a freshman class has **dropped from nearly 30% to 13%.**

- We also had an increase in the percentage of students earning A's and B's during this initial three year window.
    - English grew from 59% to 73% **(+14)**
    - Math grew from 50% to 69% **(+19)**
    - Science grew from 48% to 63% **(+15)**

PANTHER PLUS:

There was a significant, focused commitment made by all of us starting in the 2011 school year, in every department, to **guarantee what students need to learn in each of our courses**. Modifying essential skills and updating common assessments for each course will always be a work in progress, but it is worthwhile work that will benefit our students. We became **clear on "what"** skills students must master in each course through our work this year, and at the same time, **we created a framework for "how"** to provide support when students need it. This framework is a flexible, fluid system that allows each teacher to provide timely, systemic and direct support "by the student and by the skill".

Panther Plus Time

Practices: What happens each day?
The department will determine specific activities offered each week based on the needs of the students. Students can choose labs if they meet the criteria, but teacher choice trumps student choice. Students needed the most support are automatically selected to labs

Student Selection: Students will attend specific academic labs based on performance and/or teacher recommendations. Teachers will have various options to send students to small group instruction labs for re-teaching if they deem it appropriate. Otherwise, students who are struggling will be scheduled into one of the following automated labs:
- **Help Lab**. Students wanting to improve, but needing additional support. Students with fewer than three missing assignments and a grade below a C- will be automatically entered into this lab.
- **PACE Lab.** Students who are capable of doing the work, but aren't completing it, will be sent to the PACE lab. These students will be restricted from enrichment activities.
- **PACE II.** This academic boot camp is for students who don't complete their work and don't appear to be invested in working. These students will be restricted from enrichment activities. They will also be in a smaller environment and every effort will be made to determine why they aren't working including working to develop notes books, note taking strategies and general organization techniques.
- ***Students not completing their work in these labs will be sent to PACE after school.***
- Students meeting the criteria may select an academic activity of their choice.
- Students not choosing an enrichment activity or placed in a lab will be defaulted to a silent, snack free, drink free, ipod free, phone free, lab.

Types of Activities: Departments will determine how to utilize their resources and provide support to students who need it.

- Each department will have a priority day every week. **Students requested to attend a priority day are blocked from other departmental labs.**
    - o Priority Day activities will be re-teaching in small groups.
    - o Enrichment Day activities will be providing additional time and support to students.
    - o Experiential Activities will be unique opportunities offered on enrichment days.

- There may be several small groups of the same activity happening at the same time on Priority Day. For example, there could be four Algebra labs all doing small group re-teaching on quadratic equations. A department can only host as many activities a day as they have staff.

PRIORITY DAY= *Direct Instruction*

Priority Day activities will be re-teaching in small groups based on of the following scenarios:
- o Student performance on common assessments will determine who needs to be re-taught essential skills in the **Skill Building Lab.**
- o Students who may need guided help on a homework concept will be sent to the **Help Lab** for guided support.
- o Absent students who missed a class activity will be sent to have an essential skill taught for the first time in a traditional **Class Lesson.**

- **Skill Building:** Intended audience is students who are skill deficient. Tutorial and practice for students who have done poorly on the common assessment. Focus in on essential skill

development. Students should be working on a minimum number of skills at a time for a limited amount of time. A student should be sent to this lab only for additional, intensive support. The lab is CLOSED, meaning students must be assigned, and they cannot sign up. Teachers run this lab with possible assistance from tutors. The goal will be for these labs to have about 15 students.

- **Help (course specific):** This lab is for students needing homework assistance. Students can select to attend and/or be required to attend. Intention is to be pro-active and supply additional time for students who need more help. This is also a place where students can get "help" with working through homework problems. Some students will be sent to this lab, but students will be able to select this lab as well. Teachers will run this lab with possible assistance from tutors. This lab will have about 30.

- **Class Lesson:** Re-teaching an entire concept at the freshman level for students who were absent. This will be a closed lab for about 30 students.

ENRICHMENT DAY= *Guided Practice and instruction*

Enrichment Day activities will be providing additional time and support to students. These labs will provide guided practice and whole group instruction rather than intensive small group support provided on priority day.
- o Students who are having trouble becoming proficient with an essential skills can attend the **Review Lab** to get more practice and with a previous skills or a preview an upcoming skill**.**
- o Students who need guided help on a homework concept may attend the **Help Lab.**
- o Teachers can host **Test Preview** labs for courses.

- **Review/Preview:** This lab is meant to review existing skills and preview what is about to happen next. These students could benefit from extra time in the form of review. It will be a blend of direct instruction and student questions. It can be assigned by teachers and selected by students. This lab will be assisted by tutors and have about 30 students.

- **Help (course specific):** This lab is for students needing homework assistance. Students can select to attend and/or be required to attend. Intention is to be pro-active and supply additional time for students who need more help. Some students will be sent to this lab, but students will be able to select this lab as well. Teachers will run this lab with possible assistance from tutors. This lab will have about 30.

- **Test Preview:** Organized test review for students who are still struggling with concepts. This lab will be assisted by tutors. This lab will be open to anyone wanting a review and consist of about 30 students.

- **Test Make up Labs:** General test make up lab and not run by a specific department.

- **Automated Labs:** Students who are demonstrating they need additional support will be defaulted to a PACE lab.

Experiential Activities will be held on enrichment days when departments choose to offer unique experiences to students outside of traditional classroom experiences. This will include academic activities like book study, peer mediation training, SAT class, groups in counseling, financial aid information, computer graphics mini-course. Classes like band, choir, yearbook, newspaper will run classroom labs when necessary. However, this will not be a time when an entire group can be expected to attend for a practice/walk through etc. This time is meant for individual help or new opportunities for students. It will also NOT be used for club meetings.

Outcomes: What do we hope to see as a result of this additional time?
This period will support the other more intensive academic supports we already provide students. This is additional support for those who need it and not a cure all. Unlike other programs where students are placed in "double courses" and their electives are dropped, we have been able to add support to students while still providing a rich variety of elective choices. Examples of our intensive supports include:
- o PRIDE
- o Three terms courses
- o PACE
- o Early College
- o Co-teaching
- o Boy's Town

All students will have expanded academic opportunities and experience improved learning outcomes. These outcomes will be in relation to the following practices:

- Increase opportunities to provide timely, systemic and direct support to students.
- Increase opportunities to provide students unique academic experiences during the school day.
- Increase student awareness of how they are performing in a particular course.

RESULTS OF PANTHER PLUS

Without question, the intentions of Panther Plus have been met. Our students our getting support in timely, systemic and direct responses.

Our teachers are using the additional time to try new practices. Retaking tests to mastery is becoming more wide spread. Teachers are allowing students to improve in real time without having to request "extra credit".

What we didn't expect was the strong response from a portion of our target audience of struggling students to respond so well to our programming.   Possibly the biggest change we have seen in student behavior is the student who was traditionally "marginal" suddenly start turning work in on time, regularly, so the ability to choose labs would stay in his control--a great unintended result.

Trimester

1. Brief history of our efforts to select a schedule prior to adopting trimester
2. Review of the Initiatives of High Priority 2001
3. Process used to select a new schedule
4. Rationale for why we selected trimester
5. How instructional time affects learning
6. Modifications to our trimester

1. Brief history prior to changing to trimester
   - School had worked on new schedule options that in the end, were not supported by the school board.
   - After many public meetings a compromised hybrid schedule (blend of block, 4 x 4 and traditional) was adopted in 1999.
   - Major problems resulted
   - As a result the corporation developed a High School Task Force in 2000.

2. Initiatives of High Priority from the Task Force 2001
   - Develop a strong transition plan.
   - Implement an advisory/mentoring program.
   - Expand technical and career opportunities for students in the ninth and tenth grades.
   - Establish a school-within-a school or separate education site for expelled or suspended students.
   - Provide a high-quality staff development program to enhance teachers' instructional effectiveness.
   - Provide programs and develop strategies to personalize the educational experiences of all students.
   - Adopt a scheduling model that provides opportunities for educational excellence and allows for a minimum of fourteen credits per year.
       - If students are going to be eligible for **Academic Honor Diplomas**, they must have the opportunity for at least **14 credits a year**.

3. Process Used to Choose Schedule
   - The Task Force request resulted in our school undertaking a yearlong study of a variety of different schedules.
   - Teachers representing each department from schools considered to be pleased and successful with their structures came to present their experiences and share their individual thoughts.
   - After the School Board's difficult experience, they agreed to support the ultimate decision from our school after the process was complete.
   - The expectation was that a **majority vote of the teachers** on the model that best met the Initiatives of High Priority would be respected.
   - It was agreed up front that **no additional funding** would go to the model chosen.
   - This understanding provided one of the most critical pieces to any successful schedule— **TEACHER BUY IN AND OWNERSHIP.**
   - The request from our school to our staff was that regardless of the outcome of the vote, **everyone would be expected to make a full commitment to the final decision.**
   - After all presentations had been made, **our teachers voted 74% in favor of the trimester schedule.** Remaining votes were scattered between other options.

4. Rationale Why Trimester was Chosen by Majority of Our Faculty
- *We want to see our kids everyday*
  - Block is every other day
  - Block means teachers only see students 45 instructional days a term compared to 60 days in trimester

- *Trimester class time is most manageable*
  - Block is 85 + minutes.
    - Too long, regardless of instruction method, for some kids to remain in class. Brain can only handle what the "seat" can tolerate.
  - Seven period day is about 43 minutes.
    - Too short for labs and meaningful discussions.
  - Trimester is 67 minutes.
    - Agreeable median between other alternatives.
    - Creating three term classes (selectively) allows us to make time the variable for students and ensure that learning stays contestant.

- *Students take fewer classes per day allowing for more in depth work.*
  - Block: Students have 8 classes to manage over 2 days
  - Seven period day: Students have 7 classes to manage each day
  - Trimester: Students have 5 classes to manage per day. Compared to other options:
    - Fewer classes to manage for students
    - Provides more manageable level of homework for all students.

- *Teachers see fewer kids per day*
  - Teacher/student ratios were cut by 33% by using the trimester, providing for greater opportunities for stronger connections to be formed
    - Block: Teach 6 of 8 periods over two days (**6** X 30= 180 students every other day)
    - 7 Period: Teach 6 of 7 periods a day (**6** X 30= 180 students every day)
    - Trimester: Teach 4 of 5 periods a day (**4** X 30=120 students a day)

- *Teachers teach fewer classes*
  - Creating more time for teachers to spend preparing has a benefit for students.
  - Allows for more in depth lesson planning for each class.
  - Creates less grading on a daily basis compared to other options, which creates more time for teachers to spend analyzing student results.

5. How Does Time Affect Learning
- 3 term courses allow us to provide more time to students at no additional cost to FTE or student electives:

  - **Current practice**
    - Time　　　+ Instruction　　= **Learning**
      (*Constant*) + (*Constant*)　= *(Variable)*

  - **Future practice**
    - Time　　　+ Instruction　　= **Learning**
      (*Variable*) + *(Variable)*　= *(Constant)*

Instructional Minutes Students are in Class

	Classes taught per DAY	Class period length	% of Day Teaching Teaching Per Day/ 390 minutes day	Teacher Utilization MYTH that 7-period day is more efficient	% of Day Students in a class Class time divided by 390	Total # of instructional minutes per class
Trimester	4	67	4pds x 67 min =268 minutes teaching 268/390 = **69% Day**	Teachers teach 4/5= 80%	5 x 67= 335 min per day 335/390= **86%**	5 days week x 67 min class= 335 335 x 12 weeks=**4020**
Block 8	6	90	3pds x 85 min =255 minutes teaching 255/390= **65% Day**	Teachers teach 6/8= 75%	4 x 85 = 340 min per day 340/390= **87%**	5 days week x 85 min class= 425 (x 9 classes meet every other day for 18 weeks) = **3825**
7 pd. Day	6	43	6pds x 43 min =258 minutes teaching 258/390 = **66% Day**	Teachers teach 6/7= 85.7% This ratio doesn't account for passing periods	7 x 43 = 301 min per day 301/390=**77%**	5 days week x 43 min class = 215 215 x 18 = **3870**

- More flexibility for our all students because students can still graduate in four years, even if they are behind grade level freshman year.

- Students transitioning to us from other school corporations or schools can still possibly complete 2 trimesters (a full year) of work.

- 3 term courses in AP classes allow students to stretch themselves while still be supported. Our 3-term course allows teachers to spend **70 additional hours with students.**

6. Modifications to our Trimester
- Created new opportunities including advanced classes, internships, apprenticeships, electives and IU classes etc.
    - o Creating 60 options for student course selections (15 a year x 4 years = 60 courses. Students need 47 for Academic Honors) allows students more opportunities to participate in internships and academic electives.
    - o Trimester classes that meet three terms have more class time than any option (These classes include freshmen, sophomore English, Algebra, Algebra II, choir, band and some AP).

Given the flexibility that trimester offers and the results that our students and faculty are generating, it appears that the trimester is contributing to that success.   However, out of respect for our desire to continuously improve, if we find a schedule that better meets the needs of our students, South will not hesitate to change.