FORMULA for LEARNING at BLOOMINGTON SOUTH

\[ \text{Time} + \text{Instruction} = \text{Learning} \]
\[ (\text{Variable}) + (\text{Variable}) = (\text{Constant}) \]

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Bloomington South School Goals:

I. IMPROVE FAILURE RATES IN ALL CLASSES
II. IMPROVE COLLEGE and CAREER READINESS

I. IMPROVE FAILURE RATES IN ALL CLASSES

- English Failure Reduction graph ....................................................... 7
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II. IMPROVE COLLEGE and CAREER READINESS

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2. Taking an AP course
3. Performing well on SAT or ACT
4. Graduating with an Honors Diploma

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- 75% class of 2014 took SAT ................................................................. 19
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- Graduation rate 97% for class of 2014 ............................................. 21
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College and Career Readiness score is another indicator of our two school goals: ....... 22

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A. Scholarship Money ........................................................................... 23
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Additional recognition from National and local sources include:
- PLC Model School That Works
- 2013—14 4-Star School
- 2012—14 “A” School from IN DOE
- 2012 National Recognition for AP Scores
- 2012 State Recognition for AP Scores

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Preface

STRATEGIES and PRACTICES at SOUTH to SUPPORT SCHOOL GOALS

1. Professional Learning Communities: (Appendix, p.35)

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:

- **Traditional practice**
  \[
  \text{Time} + \text{Instruction} = \text{Learning} \\
  (\text{Constant}) + (\text{Constant}) = (\text{Variable})
  \]

- **South’s practice**
  \[
  \text{Time} + \text{Instruction} = \text{Learning} \\
  (\text{Variable}) + (\text{Variable}) = (\text{Constant})
  \]

3. Panther Plus Time: (Appendix, 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”.
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:

- 4 years with Mentor
- 60 Classroom experiences
- 4 years with Counselor
- Student activities and events
- 4 years with Principal
- Clubs, performing arts and athletics

How do we create opportunities to create relationships?
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.

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.**

All the expulsions in recent years have 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 who 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**

<table>
<thead>
<tr>
<th></th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before PACE (Prior to 2008)</td>
<td>15%</td>
<td>14%</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>PACE (2008-2010)</td>
<td>8%</td>
<td>9%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Panther Plus</td>
<td>3%</td>
<td>1%</td>
<td>0.004%</td>
<td>0.020%</td>
</tr>
</tbody>
</table>
A more specific look at the senior class using data from the spring of 2014 shows the following consistent trend:

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

### Failure Reductions Math Courses

**Percentage of F's at Term 1**

<table>
<thead>
<tr>
<th>% Students failing a class</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before PACE (Prior to 2008)</td>
<td>28%</td>
<td>23%</td>
<td>14%</td>
<td>5%</td>
</tr>
<tr>
<td>PACE (2008-2010)</td>
<td>12%</td>
<td>15%</td>
<td>11%</td>
<td>5%</td>
</tr>
<tr>
<td>Panther Plus</td>
<td>6%</td>
<td>3%</td>
<td>6%</td>
<td>1%</td>
</tr>
</tbody>
</table>
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: Read 180, 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 how students’ value education 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% in 1995 to 25% in 2014. 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.
- 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.

  - 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.

  - 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 be a reflection of 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 two 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.

- 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 because it best met the criteria teachers deemed most important: *(Appendix, p. 35).*
  - Teachers meet students every day.
  - The number of classes for student (5 per day) was conducive to students having the time to deeply engage in their work.
  - The number of students for teachers to instruct per term (4 x 32=128) was most manageable for teachers compared to other options.
  - 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.

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

- 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:
  - 3 terms of Algebra I and Algebra II
  - 3 terms of 9th grade English
  - 3 terms of 10th grade Core 40 English
  - 3 terms of various AP courses (US History, Calculus)
  - 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.
D. Results of ECA Efforts

Despite the indicators that indicate 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. Our most recent English and Algebra scores are record highs.
2. AP and Dual Credit Opportunities

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, art history, and computer programming. We have also added new dual credit opportunities in Economics and English 111 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. Early College

- BHSS began our first Early College cohort in the fall of 2008 in an effort to improve the number of 21st Century Scholars (primarily first-generation college goers and minority students) who attended college.

- The Early College program hopes to:
  - Increase the number of students who are **college ready**
  - Expand opportunities for students to **choose** 4-year schools or tech schools
  - Create more resilient students by supporting them in **rigorous courses college courses**
  - Prepare students to be ready for work force or college by **increasing problem solving skills**

- We have created new dual credit offerings, available solely to Early College students, nearly every year since. In the fall of 2014, we will be able to provide 16 college credit opportunities to every student in the program (**40 students per class**).
  - Freshman year: **Ivy 120** a skill development program that all freshman at Ivy Tech must take
  - Sophomore year: **Computer applications**
  - Junior year: **US History and English 111**
  - Senior year: **Speech Communications and Economics**

Graph next page
## Ivy Tech Dual Credit Offerings

<table>
<thead>
<tr>
<th>Last 5 years</th>
<th>Ivy 120 1 credit</th>
<th>Comp Apps 3 credits</th>
<th>U.S. History 3 credits</th>
<th>Speech 3 credits</th>
<th>Total Classes</th>
<th>Credit s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2012</td>
<td>67</td>
<td>23</td>
<td>10</td>
<td>13</td>
<td>113</td>
<td>205</td>
</tr>
<tr>
<td>Class of 2013</td>
<td>65</td>
<td>18</td>
<td>9</td>
<td>33</td>
<td>125</td>
<td>245</td>
</tr>
<tr>
<td>Class of 2014</td>
<td>28</td>
<td>19</td>
<td>31</td>
<td>42</td>
<td>120</td>
<td>304</td>
</tr>
<tr>
<td>Class of 2015</td>
<td>26</td>
<td>7</td>
<td>16</td>
<td></td>
<td>49</td>
<td>95</td>
</tr>
<tr>
<td>Class of 2016</td>
<td>43</td>
<td>15</td>
<td></td>
<td></td>
<td>58</td>
<td>88</td>
</tr>
<tr>
<td>Class of 2017</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>486</strong></td>
<td><strong>958</strong></td>
</tr>
</tbody>
</table>

- Early College students receive a free credit each semester they attend Ivy Tech. For our 60 Early College students, this equates **$168,000 (60 students @ 8 credits @ $350/credit)**.

- **Early College graduates of 2015** can save roughly **$336,000** (60 students earning 16 credits at $350/credit). $168,000 + $336,000 = **$504,000 potentially saved by each senior class through Early College**.

- In addition to the Ivy Tech dual-credit courses that transfers to IU, credits can also be earned in ACP (W131 and finite) **$350 x 999 credits = $349,650**

### ACP Dual Credit: Finite or W131

<table>
<thead>
<tr>
<th>Year</th>
<th>3 credits</th>
<th>3 credits</th>
<th>Total credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Finite</td>
<td>W131</td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td>152</td>
<td>109</td>
<td>783</td>
</tr>
<tr>
<td>2011-12</td>
<td>214</td>
<td>106</td>
<td>960</td>
</tr>
<tr>
<td>2012-13</td>
<td>205</td>
<td>139</td>
<td>1,032</td>
</tr>
<tr>
<td>2013-14</td>
<td>214</td>
<td>119</td>
<td>999</td>
</tr>
</tbody>
</table>
AP Courses: Currently 17 courses are available to all students. We continually add to this list.

<table>
<thead>
<tr>
<th>Art History</th>
<th>Chemistry</th>
<th>Latin</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-D Art</td>
<td>Environmental Science</td>
<td>Physics</td>
</tr>
<tr>
<td>3D Art</td>
<td>European History</td>
<td>Statistics</td>
</tr>
<tr>
<td>Biology</td>
<td>Government</td>
<td>US History</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>Language and Composition</td>
<td></td>
</tr>
<tr>
<td>Calculus BC</td>
<td>Literature and Composition</td>
<td></td>
</tr>
</tbody>
</table>

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 an 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 345 students taking an AP exam
- Record number of 671 AP exams taken
- Record high of 74% students scoring 3 or above
Number of Students Taking an AP Exam

- 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
AP Tests at Bloomington South

% AP Exams 3 or Higher

State Average


# of Tests Taken

199 235 306 299 330 291 398 530 575 639 650 671

% AP Exams 3 or Higher

43% 46% 48% 50% 51% 60% 61% 62% 73% 73%
SAT
Participating in the SAT and earning a combined score of 1750 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 2014 had 75% of the seniors take the SAT, which is significantly above the state average.
- 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.

- State average for class of 205 isn't available at this time.
ACT Performance
Scoring a 26 on the ACT is another option for Honors Diplomas. Not as many of our seniors take the ACT, (111 in 2014, 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 24.6, which is significantly above Indiana’s average.
- Our composite average is up 1 point for a five-year period and was consistent for the last two years.
- 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.

<table>
<thead>
<tr>
<th>Grad Year</th>
<th>Total Tested</th>
<th>English</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>South IN</td>
<td>South IN</td>
<td>South IN</td>
<td>South IN</td>
<td>South IN</td>
<td>South IN</td>
</tr>
<tr>
<td>2010</td>
<td>63 18,787</td>
<td>23.5 21.7</td>
<td>23.2 22.4</td>
<td>23.9 22.6</td>
<td>23 21.9</td>
<td>23.5 22.3</td>
</tr>
<tr>
<td>2011</td>
<td>71 20,462</td>
<td>23.3 21.7</td>
<td>23.9 22.4</td>
<td>24.3 22.6</td>
<td>23.1 21.9</td>
<td>23.7 22.3</td>
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<tr>
<td>2012</td>
<td>77 22,372</td>
<td>23.4 21.7</td>
<td>24.9 22.5</td>
<td>24.7 22.6</td>
<td>23.8 21.9</td>
<td>24.3 22.3</td>
</tr>
<tr>
<td>2013</td>
<td>107 26,227</td>
<td>24.5 21</td>
<td>25.1 21.9</td>
<td>24.9 22.1</td>
<td>23.5 21.4</td>
<td>24.6 21.7</td>
</tr>
<tr>
<td>2014</td>
<td>111 27,226</td>
<td>24.3 21.1</td>
<td>24.5 21.9</td>
<td>25.2 22.3</td>
<td>23.7 21.6</td>
<td>24.6 21.9</td>
</tr>
</tbody>
</table>

4. Honors Diplomas:

Graduation Trends
- 2012 graduation rate was 90%.
- 2013 graduation rate increased to 95%
- 2014 graduation rate increased to 97%

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 can 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.

- The number of Core 40 diplomas earned at South has steadily increased to 87% in 2014.
- In 2014 58% of the class earned Academic Honors Diplomas while the state average is 30%.
- See graph below:
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. State goal is 25%
A. SCHOLARSHIP MONEY EARNED

- The class of 2015 earned **4.9 million** in scholarships, which does not include financial aid.
B. NATIONAL HONOR SOCIETY

- South’s graduating class of 2015 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.

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.

- (PAC) Panther Activity Council hosts a food drive and collected 4,137 lbs. of food in 2015.
- (PROUD) People Respecting our Unity through Diversity hosts a Day of Silence each year and has hosted panel discussions for the LGBQT community.
- Habitat for Humanity
- Interact Club (Partnership with Kiwanis)
- Imprint Project
- SAGE Environmental Club
- Hoosiers Outrun Cancer
- Jill Behrman Run for the End Zone
- Coach Hep’s Cancer Challenge
- Volunteer Fair local agencies meet with students who are interested in volunteering.

- **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 16 seniors and a steering committee of over 200 students. **South Dance Marathon is the only school it’s size to raise $100,000 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.
IV. APPENDIX

PROFESSIONAL LEARNING COMMUNITIES

PLC History:
- 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.

PLC’s During the School Day 2010:
- 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.

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**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.**
  - Priority Day activities will be re-teaching in small groups.
  - Enrichment Day activities will be providing additional time and support to students.
  - 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 the following scenarios:

- Student performance on common assessments will determine who needs to be re-taught essential skills in the **Skill Building Lab.**
- Students who may need guided help on a homework concept will be sent to the **Help Lab** for guided support.
- 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.
  - 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.
  - Students who need guided help on a homework concept may attend the Help Lab.
  - 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:
- PRIDE
- Three terms courses
- PACE
- Early College/AVID
- Co-teaching
- 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
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:

  o **Current practice**
    - Time + Instruction = Learning
    - \(\text{(Constant)} + \text{(Constant)} = \text{(Variable)}\)

  o **Future practice**
    - Time + Instruction = Learning
    - \(\text{(Variable)} + \text{(Variable)} = \text{(Constant)}\)
### Instructional Minutes Students are in Class

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

- 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.
  - 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.
  - 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.