Data Updated and Plan Revised as of 17 July 2019.
Revisions are still in progress.
## School Improvement Plan
### 2018-2021

<table>
<thead>
<tr>
<th>School Name</th>
<th>Bloomington High School North</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Address</td>
<td>3901 N Kinser Pike Bloomington, Indiana 47404</td>
</tr>
<tr>
<td>School Telephone Number</td>
<td>812-330-7724</td>
</tr>
<tr>
<td>School Fax Number</td>
<td>812-330-7805</td>
</tr>
<tr>
<td>School Number</td>
<td>6168</td>
</tr>
<tr>
<td>School Corporation Number</td>
<td>5740</td>
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<table>
<thead>
<tr>
<th>Michelle Brittain-Watts</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Judith DeMuth</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Martha Street</td>
<td>School Board President</td>
</tr>
</tbody>
</table>
School Improvement Plan

I. Introduction

A. Narrative Description

Bloomington High School North, opened in 1972, is part of the Monroe County Community School Corporation (MCCSC). The MCCSC is a dynamic community with broad diversity in cultures, religions, ethnic groups, and socioeconomic levels. This diversity and the school community’s commitment to quality education have made the MCCSC an educational leader in Indiana. The district encompasses 360 square miles and operates two comprehensive high schools, one New Tech high school, one alternative high school, three middle schools, 14 elementary schools. The MCCSC is the 19th largest school system in the state of Indiana. MCCSC combined enrollment is currently 10,844. MCCSC employs 763 teachers, 56 certified administrators and a support staff of approximately 1,100 people.

Bloomington North is located on the north side of Bloomington, Indiana, and is fifty miles south of Indianapolis in rolling hills near the limestone quarries of southern Indiana. The school district consists of single-family homes, condominiums, apartment complexes, and government-subsidized housing, as well as industrial parks, businesses and some farmland. Two institutions of higher education, Indiana University and Ivy Tech Community College, are located in Bloomington. The community includes professional, educational, and blue-collar workers, with most professionals working in business management, government, medicine, or as faculty or staff at Indiana University. Bloomington has many rural and small town characteristics, yet it is known as a cultural oasis due to Indiana University and the numerous artists and musicians who reside in the area.

Bloomington North’s attendance area encompasses students from all three MCCSC middle schools, but the largest enrollment comes from Tri-North Middle School. Bloomington North serves a population of 1,640 students. Few students live close enough to walk to North so most students ride the bus or drive to school. Enrollment projections have remained stable with a two to three percent growth rate expected each year.

BHSN students come from a wide variety of ethnic backgrounds in part because the attendance district includes Indiana University's housing units where many international students and their families reside. In fact, children from approximately twenty-eight different countries are enrolled at North. The student population is 76.1% white, 5.9% black, 5.9% Hispanic, 4.1% Asian or Pacific Islander, 7.5% multiracial, and 0.4% American Indian. The socioeconomic levels widely range from children with dire needs to those from affluent homes. This year 32% of the students use the free lunch or reduced lunch program. Additionally, 14.8% of the student population receives services through special education. According to state reporting for the 2017-2018 school year, 47% earned an Academic Honors Diploma, 36% earned a Core 40 diploma and 16.7% earned a general diploma.
Turning to community characteristics, Monroe County residents have a high level of education. The county ranks 7th in the state in the percentage of residents possessing a high school diploma or higher and 2nd in the percentage of residents with a B.A. degree or higher. It is interesting to note, however, that this educational level appears to have little effect on the median household income of our residents as shown in the next table. This could possibly be attributed to the number of undergraduate and graduate students working part-time while pursuing advanced degrees.

Additionally, it is interesting to note that while we rank 7th in the state in the number of residents possessing a high school diploma or higher, we are in the 91st percentile in the state for this metric. This could indicate that many of our students who do not graduate from high school do not remain in our community as residents or that most of the people who move into Monroe County already possess a high school diploma come here to pursue a post-secondary degree or work.

Source: US Census Bureau, US Bureau of Economic Analysis
### Per Capita Personal Income

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Rank in State</th>
<th>Percent of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per capita income - 2013</td>
<td>$32,892</td>
<td>75</td>
<td>85.2%</td>
</tr>
<tr>
<td>Per capita income - 2003 (adj. for inflation)</td>
<td>$32,196</td>
<td>60</td>
<td>86.1%</td>
</tr>
<tr>
<td>Per capita income - 1993 (adj. for inflation)</td>
<td>$27,831</td>
<td>58</td>
<td>86.8%</td>
</tr>
<tr>
<td>Per capita income - 1983 (adj. for inflation)</td>
<td>$22,194</td>
<td>67</td>
<td>84.8%</td>
</tr>
</tbody>
</table>

#### 10-year % change
- 2.2%

#### 20-year % change
- 18.2%

#### 30-year % change
- 48.2%

Source: US Bureau of Economic Analysis

### Poverty Estimates

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Rank in State</th>
<th>5-Year % Change</th>
<th>Rank in % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty rate in 2013</td>
<td>24.0</td>
<td>1</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>11.1</td>
<td>13</td>
<td>116.2%</td>
<td>--</td>
</tr>
<tr>
<td>Poverty rate for children under 18 in 2013</td>
<td>17.8</td>
<td>65</td>
<td>--</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>11.6</td>
<td>43</td>
<td>53.4%</td>
<td>81</td>
</tr>
</tbody>
</table>

Source: US Census Bureau

### Population Estimates by Age in 2013

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Number</th>
<th>Rank in State</th>
<th>Pct Dist. in County</th>
<th>Pct Dist. in State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool (0 to 4)</td>
<td>6,406</td>
<td>15</td>
<td>4.5%</td>
<td>6.4%</td>
</tr>
<tr>
<td>School Age (5 to 17)</td>
<td>16,366</td>
<td>16</td>
<td>11.5%</td>
<td>17.7%</td>
</tr>
<tr>
<td>College Age (18 to 24)</td>
<td>40,000</td>
<td>4</td>
<td>28.2%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Young Adult (25 to 44)</td>
<td>34,875</td>
<td>12</td>
<td>24.6%</td>
<td>25.4%</td>
</tr>
<tr>
<td>Older Adult (45 to 64)</td>
<td>28,594</td>
<td>15</td>
<td>20.2%</td>
<td>26.4%</td>
</tr>
<tr>
<td>Older (65 plus)</td>
<td>15,647</td>
<td>16</td>
<td>11.0%</td>
<td>13.9%</td>
</tr>
<tr>
<td>Median Age</td>
<td>28.3</td>
<td>91</td>
<td>Median Age = 37.4</td>
<td></td>
</tr>
</tbody>
</table>

Sources: US Census Bureau; Median age calculated by the IBRC.

Data in the table above indicates that the population of Monroe County has its highest concentration of residents between the ages of 18 to 44. Again, this data is not surprising when considering the influence of Indiana University.

### Households in 2013

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Rank in State</th>
<th>Pct All Hhlds in County</th>
<th>Pct All Hhlds in State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Households</td>
<td>53,914</td>
<td>10</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Family Households</td>
<td>27,437</td>
<td>16</td>
<td>50.9%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Married with Children</td>
<td>7,888</td>
<td>14</td>
<td>14.6%</td>
<td>19.8%</td>
</tr>
<tr>
<td>Married without Children</td>
<td>12,881</td>
<td>16</td>
<td>23.9%</td>
<td>30.1%</td>
</tr>
<tr>
<td>Single Parents</td>
<td>3,728</td>
<td>17</td>
<td>6.9%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Other</td>
<td>2,940</td>
<td>16</td>
<td>5.5%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Non-family Households</td>
<td>26,477</td>
<td>8</td>
<td>49.1%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Living Alone</td>
<td>18,474</td>
<td>8</td>
<td>34.3%</td>
<td>27.7%</td>
</tr>
<tr>
<td>Average Household Size</td>
<td>2.32</td>
<td>92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Family Household Size</td>
<td>2.99</td>
<td>81</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: US Census Bureau
Housing statistics also point to the influence of Indiana University. Monroe County sees a significantly greater percentage (41.9%) of its residents living in rental housing compared to the state average (26.6%). However, according to previous census data in 2000, when one compares the median value of owner occupied homes ($113,100) to the rest of the state, Monroe County is ranked 10th, which is also the rank of the median rent ($560). Additionally, 6.6% more people are living alone in Monroe County than the state average. In the other three categories listed, Married With Children, Married Without Children, and Single Parents, Monroe County is below the state average by up to 6.2%.

B. Curriculum

Students at Bloomington High School North have access to a variety of educational programs and services. Due to an alternating day block schedule, students have the opportunity to earn up to 64 credits during their four years of attendance. BHSN attempts to offer students a variety of courses that are both challenging and enriching. BHSN offers 16 Advanced Placement courses to its students. Many students also elect to participate in a post-secondary option, where students take courses at Indiana University or Ivy Tech Community College for college credit. Students are also able to participate in the Dual Credit Advanced College Project (ACP) in Math and English through a partnership with Indiana University. Dual credit courses from IVY-Tech are available in English and business. Project Lead the Way courses in Bio-Engineering and Bio-Medical Sciences also provide students with opportunities for dual credit. Additionally, a wide variety of honors-level courses are offered to students in a number of disciplines.

BHSN is a Professional Learning Community (PLC) school. Through PLCs, each department ensures that each course has a guaranteed and viable curriculum that is available to all students enrolled in the course, regardless of teacher. Also through PLCs, students receive an additional 40 minutes 4 days a week to receive additional instruction or enrichment from a qualified teacher. This extra time helps to ensure that each and every student’s individual educational needs are met regardless of uncontrollable factors like socioeconomic backgrounds, prior knowledge, or home life.

BHSN also provides a wide spectrum of Special Education services that are rooted in an inclusive model, which embraces the idea that students are appropriately supported in the least restrictive environment. These services include consultation, resource, and co-teaching, as well as a work study/vocational program. In addition, BHSN has an exemplary community-based program that provides specialized support for students that have more substantial needs.

Students have additional educational opportunities through the adjoining Hoosier Hills Career Center. Through this program, students may explore career and technical programs without the loss of travel time or other obstacles typically associated with off-site career programs.
BHSN's award winning Fine and Performing Arts Program provides students with experiences to explore their creative side and broaden their appreciation for beauty and artistic expression through a wide variety of visual arts media, theatre, choir, and instrumental music classes. Fine Arts students are encouraged to participate in visual and performing arts competitions, exhibitions, and performances that showcase their talents in regional and national events. The World Language Program offers seven languages to BHSN students: American Sign Language, Chinese, French, German, Latin, Japanese, and Spanish. This wide variety of languages helps to ensure that BHSN students are equipped with all the tools needed to become active global citizens participating in a world that is no longer disparate but a global hegemony.

BHSN also offers its students multiple opportunities to become active members of the Bloomington community. Students may participate in community service and internship programs, thereby earning not only invaluable work experience but also the experience of bettering their community. Students are also able to participate in multiple programs aimed at bettering the BHSN community internally as well. A freshman mentoring program, Cougar Leaders, pairs upperclassmen with freshmen in Freshmen Den. These students utilizing a wide variety of activities throughout the year to mentor freshmen and aid them with the transition from middle school. Students may also participate in the Peer Mediation Program, helping their classmates resolve issues that may arise both at school and at home. National Honor Society members provide academic tutoring services to their peers.

Students have a wealth of extra-curricular opportunities available to them. Our energetic and committed Habitat for Humanity chapter has recently finished building its eighteenth home in as many years. Best Buddies, a support program, pairs special education students with caring and committed general education students to expand social connections and mentoring. A few of the other programs and services provided include: Student Council, United Students (a student led support group for gay, lesbian, bisexual, and transgendered students), Science Olympiad, Business Professionals of America, F.C.A., Academic Decathlon and Super Bowl Teams, Philbeck’s Film Club, Girls Group, Sistas Who Care, and Poetry in Motion. BHSN also has chapter memberships for a host of national honor societies including: National Honor Society, National Art Honor Society, National Latin Honor Society, and Japanese National Honor Society. Here is a complete listing of all the extra-curricular clubs and organizations at BHSN:

- Academic Decathlon
- Academic Super Bowl
- ART Club
- Best Buddies
- Black History Quiz
- Book Buddies
- Book Club
- Brain Game
- Bread for Bloomington
- Business Professionals of America
- Chess Club
- Cougar Leaders
- Debate Club
- Environmental Club
- Fellowship of Christian Athletes (FCA)
- French Club
- Fused (Student Newspaper)
- German Club
- Habitat for Humanity
- Hoosiers Outrun Cancer Team
- Indiana Math League
- Ink Literary Magazine
- Interact Club
- International Cougars
- Japan Club
- Japanese Olympiad of Indiana
- Japanese National Honor Society
- Latin Club
- Model U.N.
- National Art Honor Society
- National Latin Honor Society
- Nikean (BHSN Yearbook)
- Philbeck’s Film Club
- Ping Pong Club
- Poetry in Motion
- Quiz Bowl
C. Assessment

Bloomington High School North monitors a focus on student learning through a variety of assessments. Departmental based Professional Learning Communities are work collaboratively to utilize common formative assessments that gauge students’ prior understanding and to adjust instruction in a timely manner. In addition, teachers are work together to ensure that grading practices are aligned within a specific course, and in some cases, within the department. Many departments have collaboratively designed cumulative finals in a specific course. For several years, Bloomington North has reported grades on a six-week cycle allowing student, teachers, and parents to assess student knowledge on a frequent basis. Students and parents are also able to view grades and attendance on a daily basis through online Family Access/Skyward.

BHSN uses multiple sources of assessments to reveal areas of strength in curriculum and instruction as well as areas for improvement. We analyze ISTEP, Accuplacer, and course grades for student placement in appropriate classes and support. Content standards mastery in Algebra is monitored closely by the recent implementation of a semester-based curriculum, providing students with the opportunity to gain a solid foundation and understanding of semester one content standards of Algebra before moving to the second semester of the course. **Students must demonstrate knowledge at the C level in order to move on to the next semester.** Student understanding of basic curriculum in Algebra I, English 10, and Biology is monitored through state assessment. Teachers use this data in their PLCs to collaboratively reflect and adjust instruction where necessary. Students who do not pass the assessments in Algebra I and English 10 either repeat the class or participate in remediation.

All departments work to align grading practices to reflect student mastery of content as opposed to behavioral standards or work ethic. As a result, in many cases students are allowed to complete test corrections and retake tests after appropriate re-teaching and learning. In many cases, students are permitted to earn appropriate credit for work completed beyond the original due date.
Beyond locally designed assessments, Bloomington High School North monitors student learning through multiple sources such as the PSAT, SAT, ACT, Advanced Placement, Compass, and Work Keys. A small percentage of students participate in ISTAR.

In some content areas student performance is assessed in other ways. For instance, Bloomington North Fine Arts students annually participate in varied and numerous types of external evaluations. Students are assessed by professional artists and musicians with their participation in regional, state and national contests, writing exhibitions, art shows, musical and theatrical performances throughout the year.

Furthermore, students participate in numerous extracurricular contests every year such as Science Olympiad, Spell Bowl, Academic Decathlon, Japanese Bowl and Brain Game.

**II. MCCSC Mission, Vision, Core Values and Strategic Goals**

**Mission**

Empowering students to maximize their educational success to become productive, responsible global citizens.

**Vision**

We envision a world-class learning community that educates tomorrow’s leaders.

**Core Values**

**Value 1: Engagement**

- All students can learn. We teach all students. No exceptions.
- All students deserve rigorous, diverse curricular and extracurricular programs, integrated with technology. Such programs balance students’ needs and interests, resulting in high levels of student engagement, achievement and completion.

**Value 2: Empowerment**

- All students are diverse and unique. When students are empowered, self-esteem grows.
- All students’ experiences and perspectives are assets that reflect the strength of our schools and the values of our community. Such assets, when respected, nurtured and explored, promote their academic success and the success of their peers.

**Value 3: Environment**

- All students thrive in a positive, creative and stimulating learning and working environment.
- All employees excel in a culture actively supported by professional development opportunities. Highly-trained, highly-valued teachers and staff are pivotal to the continuous improvement and success of our students.
- All students deserve, and we will provide, a healthy, safe and secure learning environment.
III. School Mission and Belief Statements

Mission Statement

The mission of the Bloomington High School North community is to seek knowledge through inquiry, wisdom through understanding, success through achievement and purpose through service to others.

Belief Statements

The faculty and staff of Bloomington High School North affirm the following beliefs:

We Believe:

- School must be a safe nurturing and mutually respectful community that accepts diversity of experience, ability, culture, race, age, gender, sexual orientation and religion of all individuals.
- A rigorous, relevant curriculum in all disciplines is essential to student success.
- Education is the shared responsibility of all parents, guardians, students, and staff in partnership with the larger community.
- Education prepares students to make responsible choices necessary for a life in a civil, democratic society.
- Education provides students the opportunity to learn the skills necessary for post secondary education, employment and personal growth in the context of being a life-long learner.
- The educational community must assure the essential resources necessary for student success are available to all.

IV. Current Educational Programs

A. Curriculum Supports of the Indiana Academic Standards

1. Guaranteed and Viable Curriculum: A critical component of the Professional Learning Communities (PLC) at BHSN is ongoing work to identify Power Standards and Indicators for all courses across the curriculum. The Power Standards and Indicators are used within departments to develop Common Assessments and course syllabi. Course specific PLC groups review and align the curriculum/assessment content as they refine their instructional practices to improve student achievement. Specific efforts are underway to distinguish between academically struggling students and “intentional non-learners” so as to provide appropriate interventions. The counseling department has developed a curriculum that aligns precisely with the Indiana Academic Standards for school counseling. The model provides counselors with the tools, activities, and data for growing a professional learning community at all levels and for designing proven interventions that can help to develop the whole student: academically, socially, and emotionally. Special education is a department that plays an integral role in the professional learning community. Special education teachers co-teach in many core classrooms, provide resource support for students, work to enhance the curriculum for special learning needs, hold ongoing conferences to address timely needs-based support, and maintain close relationships through “teacher of record” support for individual students in small learning environments. The English as a New Language (ENL) program at the school supports students in classes by providing ILPs (Individual Learning Plans), specialized ENL resource and language learning classes, and ENL aides and/or teachers in classes. Utilizing the ENL teacher’s expertise, the entire faculty has received focused training on the levels of language ability, ENL resources, state requirements, and instructional strategies that are appropriate to new language learners. The English Department offers a menu of standards-based language arts electives, approved
by the Department of Education, for students in grades 11 and 12, in order to provide multiple pathways for the mastery of Indiana’s Academic Standards.

2. **High School Core 40/Honors Diploma:** The North curriculum course offerings align with all required courses for the diploma types recommended by the Department of Education including the Honors diploma, Technical Honors diploma, and Core 40 diploma. To enhance these opportunities, we also offer a broad range of electives in Mathematics, Foreign Languages, Fine Arts, Family and Consumer Sciences, Business, Computers, Physical Education, and Social Studies. In addition, Advanced Placement, Advanced College Placement, Early College Programs, Dual College Credit, Internships, Community Service and Cadet Teaching offer students opportunities for additional challenge and rigor. The 21st Century Scholars and the Indiana University Groups Programs promote greater awareness of college opportunities and provide transitional college support for at-risk students and those students who are the first in their families to attend college.

B. **Instructional Strategies that support the Indiana Academic Standards**

A multitude of instructional strategies are used to support the Indiana Academic Standards including: differentiated instruction, professional learning communities, co-teaching, utilization of technology, data-driven formative assessments to modify instruction, Sheltered Instruction Observation Protocol training, writing workshops, project-based instruction, and cooperative learning. We have Developmental Reading classes, assessment remediation classes, tutorials during the school day, intervention programming, and tutoring resources both free and paid.

C. **Parental Participation**

Parent involvement at BHSN is extensive and parental contributions are vital to the school planning process. Parents advise school committees (e.g., the School Improvement Team) and belong to specialized parent groups, such as the 12th Man Club and the Athletic and Band Boosters. In addition, BHSN has an active parent group, Cougars for Better Education, which has raised over $75,000.00 since 2007 to support classroom needs. Over the past several years these donations have purchased everything from graphing calculators for math classrooms to display panels for art shows.

In order to connect and communicate with parents, North employs BlackBoard Connect, EventLink, and multiple social media accounts. Parents may subscribe to these services as well as access a school web site that provides access to email addresses, daily announcements, information on clubs, dates and times for school events and much more. Additionally, two web-based programs, Canvas and Skyward, allow parents and students to have full access to up-to-the-minute grade posting in each course students take. The programs also provide information on attendance and scheduling. Parents regularly meet with teachers, administrators, coaches, counselors, social workers and specialists through parent-teacher meetings as well as IEP and ILP conferences. Parents at North also play support roles for several of our student clubs and groups (such as International Day when many parents help set up display tables, play music, make costumes, and cook a variety of traditional foods from around the world).

Parents also have the following additional opportunities for engaging with faculty:

**Open House:** BHSN hosts an Open House in the fall, which gives families an opportunity to walk through students’ schedules and meet their teachers.
8th Grade Night: In the spring prior to students’ freshman year, we host all future Cougars and parents for an overview of high school with a focus on scheduling.

Honor Night: We host an awards night in spring for the academic achievements of our students. The ceremony, which includes the presentation of each award to each student, is followed by a social with music and desserts.

D. Technology as a Learning Support

BHSN’s vision for the application of technology towards educational settings represents more than just word processing or Internet research. While both are appropriate uses of technology, they should not be the only uses. The BHSN community believes that technology is secondary to exemplary pedagogy and that excellent teaching can occur without the use of technology.

However, appropriate use of technology combined with instructional best practices can create extraordinary learning opportunities for our students. It is clear that technology is not a panacea, and that, at times, technology is not the right tool for the desired educational outcome. Current plans for technology use at BHSN focus on the integration of good teaching with vital and important 21st century technology tools. This union of best practice and current technology promotes higher order thinking skills, the development of process skills, increased knowledge depth and retention, and collaborative learning among colleagues. Technology will not be used for its own sake.

The Technology Council is acutely aware of the varying degrees of interest, facility, and knowledge that members of the BHSN faculty and staff possess relative to the use of technology in teaching and learning. Council members understand the temporal and fiscal challenges of providing effective professional development, securing adequate hardware and software, and overcoming the resistance to technology that exists in individual cases. In spite of the existing challenges, there is considerable interest in the use of technology to support learning.

To that end, BHSN operates within the framework of a one-to-one technology integration program. All students and staff members have access to individual computing devices and the district’s wireless internet network. All classes maintain course resources on Canvas, a learning management system, which functions as a bridge between traditional teaching methods and the technology-rich environment in which our students live. Canvas enables teachers to post assignments, handouts, and grades in a secure environment. Though the degree to which students interact with Canvas can vary among content areas and courses, the system provides teachers and students with yet another tool to enhance communication, foster learning, and measure student growth. Relatedly, all school records are maintained via Skyward, a student management system. Staff, students, and families have access to the information on both online platforms. This increases the flow of relevant and timely communication between home and school while fostering improved individual student accountability for their academic progress. Additionally, a computer repair and maintenance course is offered and students run a support desk throughout the day to assist students and teachers with their devices or to make repairs.

Just as students and families benefit from the use of Canvas and Skyward, so too do BHSN’s professional learning communities (PLCs). Given that student data is housed within the two online platforms, PLCs are able to more easily access and analyze student performance data to guide classroom instruction.

Professional development opportunities are available for faculty to enhance their knowledge of the latest technology and its use in the classroom. The Monroe County Community School Corporation’s Instructional Technology Coordinator continues to offer structured training sessions at the Information
Services Building. In addition, the BHSN Technology Coach and faculty members share their expertise in technology use via both one-on-one assistance and structured training opportunities as needed.

Various BHSN departments utilize technology resources as a means of providing additional learning support for students. For example, the Algebra 1 PLC created a series of online video tutorials that link to every skill taught in Algebra 1. Students can access the material at any time in order to review or strengthen skills. The English Department is in the process of creating online review modules to supplement face-to-face remediation efforts, so that students can build on existing skills outside of a structured class environment. Many teachers in the science department employ virtual labs, online reporting systems, and resource banks that enhance student understanding of critical content. These examples are but a few of the positive ways in which technology is used to supplement traditional classroom instruction.

Turning to other areas of the building, an online Career Cruising program is provided free of charge to all students and their parents. Students can access information and activities related to career interest inventories, college searches, and scholarship availability. They are able to create a four-year plan, explore employment outlooks, and create goal sheets among other activities. Our ninth to eleventh grade students have all identified an Indiana Career Cluster or Pathway to meet Indiana standards. The Media Center subscribes to several online research databases, and the librarian regularly offers training about developing research skills and using these databases as research tools. The use of digital cameras, iMac computers, Adobe CS5 software, and scanners enhance the school’s digital photography and computer graphics programs. The school also utilizes a number of technology-based avenues – from robocalls to an updated website to social media – to connect and communicate with the community.

E. Recent Professional Development

Bloomington High School North has made a strong commitment to the professional development of its educators. Funds are provided for attending professional conferences made available by professional organizations and educational programs such as Advanced Placement and Indiana School Counselor Association. For the 2016-2017 school year, a majority of the building-level professional development provided to teachers has focused on the implementation and application of the Canvas learning management system. Teachers received support relative to establishing a Canvas course, making use of common features, and using the system as a tool for collecting and analyzing student performance data. Though some optional technology training has been made available by the corporation off-site, a majority of this work has been led by the building’s instructional technology coach.

For the 2018-2019 school year, BHSN and MCCSC identified two primary areas for professional development: cultural responsiveness and professional learning communities. Both topics were selected based on district needs that presented themselves through the course of the previous school year. The academic year began with a corporation-sponsored half-day training with an expert on diversity and inclusion, and a school board approved plan to address topics related to cultural responsiveness will be rolled out through monthly faculty meets. More information on this topic can be found in Section F of this document. Similarly, the district is in the process of structuring teacher development on the purpose and implementation of professional learning communities. Though BHSN faculty receive somewhat extensive training on the topic in 2010, faculty turnover and shifting instructional demands limited the ability to continue further development on PLCs. This necessitates a need to revisit the topic. To that end, additional planning will commence once district-level plans are better known.
Concerning other avenues of processional development, all AP teachers have also received further training from the College Board over the course of the past three years. This is due to the fact that the format of the AP exams in all content areas has drastically changed. Several AP teachers have received their training through AP workshops offered once a year at Butler University. Other teachers for whom this training was not available participated in workshops offered in other parts of the country. All of these workshops were offered by the College Board and were led by members of the exam committees. The workshops included training in the new format and content, more efficient and practical grading procedures, and classroom activities and drills that could be implemented in the classroom to better prepare students for AP exams.

Several staff members have been trained in the Sheltered Instruction Observation Protocol (SIOP), which targets the needs of students who are English language learners and which assists teachers in developing appropriate research-based classroom accommodations that can be used with any struggling student. Presenter Julie Smith has offered guidance on the role of Special Education teachers in PLCs. Boys Town Training has focused on developing behavioral interventions to respond to students with the most serious behavioral issues. Faculty meetings offer professional development opportunities including: Presentations and hands-on learning and discussions have taken place related to Career Cruising, suicide prevention, PLC development, ENL, special education and IEP support, bullying prevention, student intervention plans, and more. Specific days are designated in the MCCSC school year calendar for professional development for the entire corporation with speakers and discussion as we advance towards further implementing PLCs.

F. Cultural Competency

North prides itself in representing a diverse community with a wide range of not only socio-economic strata but also diversity in regards to gender, ethnicity, culture, religion, ability, and sexual orientation. The North anti-harassment policy is comprehensive and has the safety and protection of all North students as its goal. To address the needs and provide appropriate tools for success for students, North has worked hard to be culturally competent. We provide information in English, Spanish, and Korean on our corporate website.

We have implemented many culturally focused groups over the years. They include the following: The Movement (for African-American students and allies); Sistas Who Care (support for African-American young women); Amigos (a Latino and Hispanic student support group); United Students (a gay-straight alliance); International Cougars (for international students); and Best Buddies (pairing special needs students with peers in the building).

Popular diversity celebration events have included the following: the International Food Fest, International Day, Soul Food Day, Challenge Day, the It Gets Better campaign, and the National Day of Silence. Our district curriculum also provides opportunities for multicultural and diversity understanding and education. This is conveyed via specific courses, like Ethnic Studies and Peer Mediation, and through the careful selection of content and instructional methods in other courses. In fact, many of our courses include specific works that both acknowledge and celebrate the contributions of various groups found within American society. Relatedly, our freshman transition program, Cougar Encounter, makes every effort to address celebrating diversity through specific activities and discussions. The counseling office also provides information on minority scholarships and has created a specific filing system of traditionally black colleges for our students who wish to apply. We have also joined in district-wide educational efforts against bullying and related to education around “difference.” Moreover, our Media Center/Library has taken a lead in gathering books, magazines, and other resources that provide current information on a large range of multicultural and bias issues.
In the fall of 2016-2017 school year, the BHSN Equity Team was created to develop a culturally responsive approach to instruction and community-building that ensures every student feels safe, welcome, and supported in an environment conducive to teaching and learning. The Equity Team, which consists of multiple faculty members and the building principal, is dedicated to building capacity for cultural receptivity by broadening teacher knowledge of resources and approaches related to culturally responsive practices and creating inclusive environments.

The committee meets monthly to develop action plans for data collection, programming, and resource allocation. It is important to note that the Equity Team’s interest is not only about implementation but also focused on sustainability and accountability. For example, the Equity Team has used student survey data to develop insights into the perspectives and experiences of the student body. They’ve also reviewed data on a number of fronts, from math course failure rates to student absences to the number of mental health evaluations, to develop a holistic understanding of student needs.

The Equity Team intends to focus on the following points for the 2018-2019 school year:

- Den implementations that include programming for social and emotional learning as well as culturally responsive discussions.
- Increasing tutorial enrichment and skill-based interventions for struggling students.
- Peer mediation and the implementation of restorative justice practices.
- Professional development during faculty and department meetings plus individual faculty consultations focused on culturally responsive practices, de-escalation techniques, implicit bias, research-based methods for relationship building, recognition of hate symbols, teaching tolerance, and facilitating difficult conversations on cultural or social issues.

**G. Social and Emotional Learning**

The Monroe County Community School Corporation received a grant from the Lilly Foundation to implement Social and Emotional Learning programs throughout the district. BHSN will utilize the School Connect program and offer a series of ten lessons throughout the year. This program will initially involve Freshman and then gradually be implemented throughout the school in the upcoming years. Teachers and student leaders will be trained together on how to lead each lesson. It is our goal that through the implementation of this program, our students will be better equipped to deal with the common stressors that can negatively impact students’ lives. Each lesson will employ a culturally responsive lens to address an aspect of student life and how to best handle stressful or negative situations.
V. Summary of data, derived from an assessment of the current status of educational programming:

**ISTEP+ Grade 10 (2017-2018)**

**English/Math Combined**
- Pass: 39.9% Fail: 60.1%

**English Only**
- Pass: 70.5% Fail: 29.5%

**Math Only**
- Pass: 41.2% Fail: 58.8%

**ISTEP Combined**

**ISTEP+ 2017-18 Percent Passing by Ethnicity Compared to State Average**

- American Indian (expressed)
- Black
- Asian
- Hispanic
- White
- Multiracial
- Native Hawaiian or Other Pacific Islander (expressed)

**ISTEP+ 2017-18 Percent Passing by Free/Reduced Price Meals Compared to State Average**
- F/R Pass: 17.8% Paid Pass: 50.2%

**ISTEP+ 2017-18 Results by Special Education**
- Pass: 44.3% Fail: 55.7%

**ISTEP+ 2017-18 Results by English Language Learners**
- Pass: 40.6% Fail: 59.4%
ISTEP English Only

**ISTEP+ 2017-18 Percent Passing by Ethnicity Compared to State Average**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>F/R Pass</th>
<th>Paid Pass</th>
</tr>
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<tbody>
<tr>
<td>American Indian</td>
<td>53.8%</td>
<td>78.2%</td>
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<tr>
<td>Black</td>
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<tr>
<td>Asian</td>
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<tr>
<td>White</td>
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<td></td>
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<tr>
<td>Multiracial/Other</td>
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<td>Native Hawaiian</td>
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**ISTEP+ 2017-18 Percent Passing by Free/Reduced Price Meals Compared to State Average**

<table>
<thead>
<tr>
<th>Program Type</th>
<th>F/R Pass</th>
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<tr>
<td>Paid meals</td>
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**ISTEP+ 2017-18 Results by Special Education**

<table>
<thead>
<tr>
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<th>Did Not Pass</th>
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<tr>
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<tr>
<td>General Education</td>
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**ISTEP+ 2017-18 Results by English Language Learners**

<table>
<thead>
<tr>
<th>Category</th>
<th>Pass</th>
<th>Did Not Pass</th>
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</thead>
<tbody>
<tr>
<td>English Language Learner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-English Language Learner</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F/R Pass: 53.8%  Paid Pass: 78.2%  SE Pass: 44.3%  SE Fail: 55.7%  Gen Pass: 76.6%  Gen Fail: 23.4%  Pass: 71.8%  Fail: 28.2%
ISTEP Math Only

ISTEP+ 2017-18 Percent Passing by Ethnicity Compared to State Average

ISTEP+ 2017-18 Percent Passing by Free/Reduced Price Meals Compared to State Average

ISTEP+ 2017-18 Results by Special Education

ISTEP+ 2017-18 Results by English Language Learners

F/R Pass: 18.3%  Paid Pass: 52.1%  Gen Pass: 45.4%  Gen Fail: 54.6%  Pass: 41.9%  Fail: 58.1%
Indiana adjusted testing procedures, content, and scoring in recent years to a degree that makes efficient, useful extrapolation of longitudinal performance data somewhat difficult. However, as has been identified in the past, significant performance gaps persisted between the ECA pass rates of students who receive special education services and students who do not. Information for the latest round of ISTEP testing was suppressed by the state due to testing changes.

Despite the difficulties faced in obtaining solid testing data around which curricular adjustments can be made, BHSN teachers continue to use state testing data in conjunction with shared locally developed common assessments to guide instructional changes geared towards improving student content and skill mastery. Our reliance on Professional Learning Communities and collaborative teams enables curricular decisions to be made in uniformity, ensuring all students are held accountable for knowing and demonstrating growth in regards to the same standards of knowledge. Additionally, the building’s daily tutorial program permits students to receive additional assistance in core content areas as needed, and department-designed remediation programs for math and English are available for students to reinforce critical skills. Interventions for special education students are primarily provided via students’ resource periods, but this area is a point that should be revisited with increased planning in the coming months.

Title and Description of Assessment Information in Addition to ISTEP+ Data

☐ PSAT
  □ All students in grade 10 take the PSAT in the fall of each year. Additionally, some students in grades 9 and 11 elect to pay a fee and take the PSAT as well.

☐ SAT
  □ During the 2013-2014 school year, 65.7% of the senior class participated in the SAT. Results are shared with the faculty annually and with our SAT Prep instructor in order to guide curriculum changes.

☐ ACT
  □ During the 2013-2014 school year, only .3% of the senior class participated in the ACT. Results are shared with the faculty annually.

☐ AP Exams
  □ All students who participate in AP courses are strongly encouraged to take the AP Exam at the conclusion of the course in hopes that they can earn college credit for their work. Results of these exams are shared with the teachers of AP courses so that curriculum review and revision takes place.
Average ACT scores of College Bound Students at BHSN is consistently above the state average, indicating that college bound students participate in a rigorous curriculum. The BHSN average from the 2016-2017 school year was a composite score of 25 (n = 79) while the state average for the same year was 23.
BHSN’s composite SAT score for the 2016-2017 school year was 1183 (n = 224), which was 110 points higher than the state average. Similarly, student subject scores also exceeded the state average as follows:

Writing: 522 (state: 473)
Reading: 598 (state: 541)
Math: 585 (state: 532)
AP Exams

During the 2016-2017 school year, 54.6% (n = 178) of all graduates passed an Advanced Placement Exam.*** Of those students, 37.4% (n = 122) earned a passing score on their exam.

***Indiana’s goal is that 25% of all graduates pass an AP or IB exam, or receive the equivalent of 3 semester hours of college credit during their high school years. The percentage above, reflects only those graduates who have passed an AP exam. IB and dual enrollment data will be included in this percentage when it becomes available.

BHSN students consistently take and pass AP exams far in excess of state averages, a trends which has been in place since prior to the 2005-2006 school year.
Though students from a variety of backgrounds take AP exams at BHSN, areas of growth still exist in terms of equitable levels of course/exam engagement for demographic subsets and increasing exam pass rates among students from lower socio-economics backgrounds.

"Success" on an AP Exam is defined as an exam score of 3 or higher, which research finds predictive of college success and college graduation. These findings have held consistent across the decades. Use example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score of 3 or higher is predictive of a student’s ability to succeed in college and earn a bachelor’s degree.

The data in this report differs from other College Board reports, such as The AP Report to the Nation, which tracks exams taken by seniors throughout their high school career (school-based) and includes public school data only.
BHSN was honored in June of 2016 by the Indiana Department of Education for meeting the DOE established goal of 25% of our graduates taking and passing an AP exam for the last three years. Our pass rate fell by 5.2% from the previous year and we also saw a 6.7% decrease in participation. While these numbers are still worthy of celebration, there is significant room for improvement in enrollment compared to those schools in the top 95%.

While we remain above the state average, clear expectations need to be set by AP instructors for students, that one of the major goals of participation in an AP curriculum is the earning of college credit through the completion of the associated AP tests at the conclusion of a course. Students need to enter the classes with the expectation of taking the AP test and set a goal of earning a 4 or 5. We will add a statement to each AP Course description in future editions of our Curriculum Guide that clearly articulates an expectation of all students taking the AP exam at the conclusion of an AP course. Scores in the last 4 years are improving as we have placed more emphasis on students taking the test and earning a high score.

NOTE: Updated data not available prior to 22 July 2019.
Bloomington High School North has experienced a slowly declining attendance rate since the 2013-2014 school year. The attendance rate for the 2017-2018 school year was 93.1% as reported to the Indiana Department of Education, a drop of 1.9% over five years. The way in which attendance was coded for students who arrived late to class is believed to have contributed, in part, to this decrease. Prior to the 2019-2020 school year, students who were reporting to class later than 10 minutes after the start of the period were counted as truant rather than tardy. Changes in attendance reporting to more accurately reflect the reality that students were present will help us address this area of concern. While internal reporting issues may result in a small increase in attendance rate, we still need to dedicate additional resources to ensuring that parents and students understand the vital importance of daily school attendance and implementing a school wide attendance incentive program.
Graduation Rate

During the 2017-2018 school year, 96.4% of students graduated from Bloomington North High School. This is an increase of 1.1% from the previous year. 92.6% of graduates earned their diploma with non-waiver status.

Following a recent low of 76.1% in 2008-2009, BHSN’s graduation trends have moved upward and remained above the state average and between 94-96.9% since the 2011-2012 school year.
Though BHSN students of all ethnicities surpass the state average for their peers statewide, black students at North had a graduation rate below 95% (90.5%, n = 19) for the 2017-2018 school year. Similarly, students on reduced price meal plans also graduated at a rate lower than 95% (91.7%, n = 11).

For the 2017-2018 school year, general education students graduated at a higher rate (99.4%, n = 313) than their special education peers (79.6%, n = 39). Data on English Language Learners was suppressed by the state for the same period due to low student count, but non-English Language Learners graduated at a rate of 96.7% (n = 347) for the same time period.

Attention given to ensuring that data is accurate and that we do not withdraw students who are moving until their new school has requested records have helped increase graduation trend data in recent years. In addition, changes in supports that we offer to students through tutorial periods and through a graduation coach have also helped ensure that students who are at risk of dropping out have every opportunity to complete high school.
For the 2017-2018 cohort, 16.7% of students (n = 59) earned a general diploma, 36.3% (n = 128) earned a Core 40 diploma, and 47% (n = 166) earned a Core 40 with Honors diploma. Data indicate that growth opportunities exist for increasing the number of minority and low-income students earning honors diplomas.
College Attendance

Percent of Students Enrolled in College the Fall Immediately After High School by Institutional Type
Effective Date = November 14, 2013

Percent of High School Graduates

Class

2006 2007 2008 2009 2010 2011 2012 2013

All Institutions  Public Institutions  Private Institutions

Percent of Students Enrolled in College the Fall Immediately After High School by Institutional Level
Effective Date = November 14, 2013

Percent of High School Graduates

Class

2006 2007 2008 2009 2010 2011 2012 2013

All Institutions  4-Year Institutions  2-Year Institutions
Percent of Students Enrolled in College at Any Time During the First Two Years After High School by Institutional Type
Effective Date = November 14, 2013

Percent of Students Enrolled in College at Any Time During the First Two Years After High School by Institutional Level
Effective Date = November 14, 2013
Source for all data: [http://compass.doe.in.gov/Dashboard.aspx?view=STATE&val=0&desc=STATE](http://compass.doe.in.gov/Dashboard.aspx?view=STATE&val=0&desc=STATE) and National Student Clearinghouse StudentTracker for High Schools Aggregate Report
VI. Conclusions and identified goals

In preparing this plan, building level leadership teams (administrative team, department chairs, and the School Improvement Team) have analyzed and evaluated school performance data found from the Indiana Department of Education website. The leadership teams also considered Bloomington High School North’s internal performance indicators, unique cultural/community demographics, curriculum and programming, as well as the significant changes that have occurred over that last few years with the implementation of the Professional Learning Community model, Cultural Responsivity Team, Response to Intervention and tutorial program.

We have gained new insight into our student population and community and will use this data to guide our improvement processes. Discussion continues as to how we can best restructure some of our efforts so that students have a clearer understanding of how education connects to the world outside of the classroom. The 1640 students of BHSN are alphabetically divided into advisor/advisee courses called Cougar Dens, by Grade Level. Each Den is led by a classroom teacher and is assigned to a specific guidance counselor. Den teachers are assigned to serve in an advisory role to approximately sixteen to twenty students. These advisory teachers meet with their assigned students one time each week in a Cougar Den where students have the opportunity to review their grades, work on homework, seek additional help in their classes, or discuss their educational performance and goals with their advisor. These aspects of the smaller learning community environment establish closer relationships between students, parents, teachers, counselors, and administrators.

Since the adoption of the Professional Learning Community model in the 2010-2011 school year, our teaching and instruction is guided by the four essential questions:

1) What is it we expect students to learn?
2) How will we know when they have learned it?
3) How will we respond when they don’t learn?
4) How will we respond when they already know it?

BHSN faculty/staff collaborate regularly to make instruction and assessment uniform across classrooms in the respective departments. We analyze performance data to make decisions about the intervention and enrichment needs of students. BHSN has created and implemented a system of interventions to respond when students need additional support or when they need to be challenged and further extended. This system of interventions includes a tutorial program where students are either assigned to or elect to attend a 40-minute tutorial class period four times per week. Students are assigned to tutorials based upon current and specific classroom performance data to provide targeted instruction on areas in which they need additional support or improvement.

When disaggregating the available data, we found that attendance rates had a significant impact on student performance on both classroom and state assessments. Concentrating our efforts on students with low attendance rates will allow us to positively impact our students who are struggling the most. According to data, the students affected the most are our African American and Hispanic students as well as students from low SES backgrounds. All of the data collected during this process will guide us as we continue to develop and refine our school improvement plan, but it has led us at this point to focus on the following two goals:

**Goal # 1:** All students will improve their quantitative reasoning skills.
**Goal # 2:** Attendance rate for the school will improve.

**Suggested Programmatic Changes:**

Immediate areas for improvement have been identified through analysis of available data. The two primary areas of concern are:

- improving quantitative reasoning across the curriculum and
- improving the attendance rate for the entire school.
We need to continue to monitor and revise intervention programs so that we can more specifically and efficiently address the needs of our struggling students. BHSN will also need to implement an incentive program to help increase the attendance rate throughout the school. This should be done by the careful analysis of student performance and attendance data. We will also need to carefully investigate and research possible incentive programs.

We need to carefully examine our pyramid of interventions, specifically those in the 3rd tier. Currently our identified Tier 3 interventions consist of ISTEP courses offered through Canvas and Algebra I Lab. Our belief is that we need to expand our 3rd tier of interventions to include more academic, social service, and psychological supports.

The implementation of personal learning devices for students and teachers has led our school toward adapting a new instructional model. Utilizing Canvas, teachers now have the ability to post copies of classroom materials, links to external resources, and can even collect assignments from students via this online course management program. They also have the ability to provide video feedback to individual students when reviewing their online submissions.

Additional training must continue to be an integral part of our professional development focus with our staff and also must continue in classrooms with our students.
**Goal # 1:**  
All students will improve quantitative reasoning skills across the curriculum.

### Benchmark Goals:

**Goal for 2018-2019:**  
84% Students passing ISTEP

**Goal for 2019-2020:**  
85% Students passing ISTEP

**Goal for 2020-2021:**  
86% Students passing ISTEP

### Support Data

<table>
<thead>
<tr>
<th>Support Data</th>
<th>Standardized Assessments</th>
<th>Local Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. ISTEP Performance Results</td>
<td>2. ISTEP</td>
<td>2. Classroom Assessments</td>
</tr>
<tr>
<td>3. Course Grades and Completion</td>
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<td>3. Course Grades</td>
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### School-wide structures that support the attainment of the learning Goal # 1:

<table>
<thead>
<tr>
<th>Strategies to meet Goal # 1</th>
<th>Person(s) Accountable</th>
<th>Timeline-3 Year</th>
<th>Evidence of Attainment</th>
<th>Professional Development/Required Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Begin</td>
<td>End</td>
<td></td>
</tr>
<tr>
<td><strong>Tier I</strong></td>
<td></td>
<td>2018</td>
<td>2021</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy 1:</strong> Faculty will research subject specific math skills found in the common core standards and develop a targeted remediation program.</td>
<td>Department chairs and classroom teachers</td>
<td>PLC meeting minutes will provide a record of departmental discussions of subject specific math skills.</td>
<td>Common Core Standards Common vocabulary program training</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy 2:</strong> Teachers will refine the guaranteed viable curriculum to include subject specific math skills found in the common core standards.</td>
<td>Department chairs and classroom teachers</td>
<td>Common formative assessments are available for each course. The results from these assessments are used to drive instructional decisions.</td>
<td>Common Core standards PLC Toolkit Collaboration time Becoming a Reflective Teacher</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy 3:</strong> Teachers will refine common formative assessments to include subject specific math skills and will analyze student performance to guide instructional decisions.</td>
<td>Department chairs and classroom teachers</td>
<td>Minutes of PLC meetings will provide a record of instructional decisions resulting from analysis of assessment data.</td>
<td>Common Core standards PLC Toolkit Collaboration time Becoming a Reflective Teacher</td>
<td></td>
</tr>
<tr>
<td>Person(s) Accountable</td>
<td>Timeline-3 Year</td>
<td>Evidence of Attainment</td>
<td>Professional Development/Required Resources</td>
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<tr>
<td><strong>Tier II</strong></td>
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<tr>
<td><strong>Strategy 1:</strong></td>
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</tr>
<tr>
<td>Faculty will refine a building- wide tutorial program.</td>
<td>2018</td>
<td>2021</td>
<td>Weekly tutorials serve to remediate and enrich student experiences and reflect timely and targeted interventions.</td>
<td>Collaboration time PLC toolkit RTI resources Becoming a Reflective Teacher</td>
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<tr>
<td>Administrators, counselors, department chairs, classroom teachers and interventionists</td>
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<tr>
<td><strong>Strategy 2:</strong></td>
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<tr>
<td>Faculty will refine an intervention program for students who are in need of additional time and support.</td>
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<td>Administrators, counselors, department chairs, classroom teachers and interventionists</td>
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<td><strong>Tier III</strong></td>
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<tr>
<td><strong>Strategy 1:</strong></td>
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<tr>
<td>Faculty will refine developmental Algebra I classes</td>
<td>2018</td>
<td>2021</td>
<td>Improved course grades and test scores</td>
<td>Collaboration time PLC toolkit RTI resources Becoming a Reflective Teacher</td>
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<tr>
<td>Administrators, counselors, department chairs, classroom teachers and interventionists</td>
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<tr>
<td><strong>Strategy 2:</strong></td>
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<tr>
<td>Faculty will refine the implementation of Algebra I lab to reach more students.</td>
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<tr>
<td>Administrators, counselors, department chairs, classroom teachers and interventionists</td>
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</tbody>
</table>

Research/Best Practice for Intervention:

- SIOP Training
- PLC Next Steps Training
- College Board Webinars and Seminars
- PLC Toolkit Materials
- Becoming a Reflective Teacher
Goal # 2:
The attendance rate for the school will improve for our low SES and minority populations

Benchmark Goals:

Goal for 2018-2019:
95% will be the attendance rate for BHSN

Goal for 2019-2020:
96% will be the attendance rate for BHSN

Goal for 2020-2021:
97% will be the attendance rate for BHSN

<table>
<thead>
<tr>
<th>Support Data</th>
<th>Standardized Assessments</th>
<th>Local Assessments</th>
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<tr>
<td>1. Skyward attendance data</td>
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<td>1. School Climate Survey</td>
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School-wide structures that support the attainment of the learning Goal # 2:

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<th>Strategies to meet Goal # 2</th>
<th>Person(s) Accountable</th>
<th>Timeline-3 Year</th>
<th>Evidence of Attainment</th>
<th>Professional Development/Required Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier I</strong></td>
<td></td>
<td>Begin</td>
<td>End</td>
<td></td>
</tr>
<tr>
<td>Strategy 1: Teachers will develop and implement a school-wide attendance incentive program.</td>
<td>Administrators, department chairs, classroom teachers and interventionists</td>
<td>2018</td>
<td>2021</td>
<td>Documented incentive program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy 2: Faculty and administrators will explore methods to utilize family and community resources</th>
<th>Person(s) Accountable</th>
<th>Timeline-3 Year</th>
<th>Evidence of Attainment</th>
<th>Professional Development/Required Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators, counselors, department chairs, classroom teachers and interventionists</td>
<td>[ \text{Begin} ]</td>
<td>[ \text{End} ]</td>
<td>Weekly tutorials serve to document specific tutorial options that target students who exhibit low attendance rates</td>
<td>Collaborative time PLC toolkit Gold Star Counseling Plan Present and Accounted For: Improving Student Attendance Through Family and Community Resources</td>
</tr>
</tbody>
</table>

<p>| <strong>Tier II</strong> | |
| Strategy 1: Expand tutorial options that address specific needs for attendance issues | Administrators, counselors and social worker | 2018 | 2021 | | |
| Strategy 2: Faculty and administrators will engage more students in more activities to help increase attendance | Administrators, counselors, department chairs, classroom teachers and interventionists | Improved course grades and test scores | Gold Star Counseling Plan Present and Accounted For: Improving Student Attendance Through Family and Community Resources |</p>
<table>
<thead>
<tr>
<th>Tier III</th>
<th>Person(s) Accountable</th>
<th>Timeline-3 Year</th>
<th>Evidence of Attainment</th>
<th>Professional Development/Required Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Begin</td>
<td>End</td>
<td></td>
</tr>
<tr>
<td>Strategy 1: Faculty will engage more students to increase attendance</td>
<td>Administrators, counselors, department chairs, classroom teachers and interventionists</td>
<td>2018</td>
<td>2021</td>
<td>Improved course grades and test scores</td>
</tr>
<tr>
<td>Strategy 2: Additional Tier 3 options will be investigated and implemented in order to address the needs of our students who struggle with attendance the most.</td>
<td>Administrators, counselors, department chairs, classroom teachers and interventionists</td>
<td></td>
<td></td>
<td>PLC meeting minutes and faculty meeting agendas will serve to document the faculty conversations and decisions regarding this research.</td>
</tr>
<tr>
<td>Strategy 3: Faculty and administrators will identify students with severe attendance issues and provide targeted support and intervention</td>
<td>Administrators, counselors, department chairs, classroom teachers and interventionists</td>
<td></td>
<td></td>
<td>Improved attendance rates, course grades, completion rates and test scores</td>
</tr>
</tbody>
</table>

**Research/Best Practice for Intervention:**

- **Becoming a Reflective Teacher**
- **Present and Accounted For: Improving Student Attendance Through Family and Community Involvement**
- **If You Build It, They Will Come: A Successful Truancy Intervention Program in a Small High School**
- **Parent Beliefs and Student Absences: A Large Absence Reduction Field Experiment**
VII. Other Information

Statutes to be Waived-

Pursuant to IC 20-30-8-7, the following waivers are requested:
1. Waiver to the "seat time" rule 511-IAC-6.1-1-2: In lieu of seat time, students will be assigned credit based on demonstration of 80% mastery of the Indiana Academic Standards.
2. Waiver of Required Textbooks - While maintaining strict alignment to the Indiana Academic Standards, teachers will be allowed to utilize textbooks and other instructional materials and resources that better meet the needs of students' cultural, cognitive and pedagogical needs.