

**2008 School Improvement Plan
(Required by Public Law 221)**

**Shelbyville High School
School Number 7717
2003 S. Miller St.
Shelbyville, Indiana
46176**

**Principal: Tom Zobel
Telephone 317-398-9731**

Action/Who is Responsible	Date Received or Signed	Printed Names/Signatures	Comments
Professional Development Plan portion of School Improvement Plan must be signed by Exclusive Representative			
Must be received by Superintendent of Shelbyville Community School District by March 1, annually			
Must be reviewed by Shelbyville Community School District School Board by May 1, annually			<input type="checkbox"/> Accept <input type="checkbox"/> Reject
Must be submitted to Department of Education by June 30, annually			

Table of Contents

Section	Page
Table of Contents	
Review of P. L. 221 Requirements and Location in Document	2-3
Professional Development Plan	Appendix A
Preface: Organizational Profile	5
1.0 Leadership	10
2.0 Strategic Planning	13
3.0 Student, Stakeholder, and Market Focus	27
4.0 Measurement, Analysis, and Knowledge Management	31
5.0 Faculty and Staff Focus	33
6.0 Process Management	35
7.0 Organizational Performance Results	
Staff Development Plan	Appendix A
Homework Policy	Appendix B
Technology Plan	Appendix C

Review of P. L. 221 Requirements and Location in Document

The attached is Shelbyville High School’s School Improvement Plan as required by Indiana P. L. 221 and associated rules. We have used the *Baldrige Education Criteria for Performance Excellence* to systematically and systemically review/improve organizational performance as required by current legislation. Although the *Baldrige* system is comprehensive, a few additional elements mandated by P. L. 221 are noted below, along with information about where, in our self-assessment, reviewers may find specific mention of these additional requirements. Note: “Bold” entries in the “Specific Elements Required by P.L. 221” category are “required.” All others are “recommended.”

Specific Elements Required by P. L. 221	Comment: Do you have this element covered?
Narrative of school, community, educational programs	High school description and curriculum description on pages 5-7.
The School Improvement Plan (SIP) must be developed by a team that includes “broad community representation” (principal, teachers, parents, etc.).	SIP developed through stakeholder input (School Improvement Team), Goal Action Teams and Executive Chair Committees. Section 2.1 Section 3.1
Statement of mission, vision, and beliefs	Mission, Vision, and core values up-dated and revised the fall of 2004. Located in the Organizational Profile
Objectives must cover a 3-year period.	Six school goals cover 4-5 year period. Section 2.4
Annual review and revisions to accomplish achievement objectives through continuous improvement	A system for reviewing strategies is described in section 1.2, explanation of translating performance into priorities is found in section 1.3, discussion of improvement teams and how they align to key goals is included in section 1.4, and the continuous improvement model is found in section 4.1 and 4.2.
Homework policy	Appendix B
Results must be measured by setting benchmarks [read, milestones]. Schools should provide expected progress levels.	The six school goals have benchmarks set that would place SHS in the PL221 category of <i>commendable</i> . Section 2.4 A list of benchmark organizations that Goal Action teams consulted is found in section 2.6.
The SIP must note specific areas where improvement is needed immediately.	Six school goals listed in section 2.4.
Must include a description of the curriculum and location of copy that the public may inspect	SHS academic tracks are described in the Organizational Profile. Additionally, a complete description of courses and curriculum is located in the school’s Course Guide Book that is up-dated yearly.
Must describe and name assessments that will be used in addition to ISTEP+	SHS has included a number of assessments in addition to ISTEP+ that will indicate growth in goal areas. Section 2.3
The SIP must be easily understood by the public.	

Must explain methods by which parental participation will be maximized	The process for identifying stakeholder expectations and needs is found in section 3.0
Must include a provision for the coordination of technology initiatives	Appendix C
Must include a provision for ongoing professional development activities	Each Goal Action team included professional development plans with suggested strategies. Section 5.3 Appendix A includes a professional development plan to be submitted to the state.
Assess improvement in the following ways: (1) compare school performance with own prior performance, (2) compare each student's results for each grade with the student's prior year's results (cohort group), and (3) compare the results for a school to state average and 95%ile for all assessments and performance indicators.	Section 2.3 is the school's scorecard where all data for student achievement is located. This scorecard will include more data and assessments in 2007-08.
Provide information about how the school's curriculum and instructional strategies support the achievement of Indiana academic standards.	All curriculum and textbooks are aligned with the state standards. Specific information can be found on page 7 of the Organizational Profile, in sections 2.1, 2.4 and 2.5.
Performance Indicators:	Comment : Do you have this element covered ?
The primary indicator is the percent of students meeting academic standards under the ISTEP+ program. School improvement will be measured by examining performance of non-mobile students (enrolled at least 80% of school year in the year preceding testing in one school). Note: Verify % as this number may have changed.	Section 2.3 lists all of the ISTEP scores from 2003 to the present.
Attendance rate	Attendance rate is found in section 2.3.
Must contain a provision to maintain a safe and disciplined learning environment for students and teachers.	A statement of safety-related improvements is found in section 5.5 Also, student, faculty, and staff ratings on school safety are found in section 2.3
Number and percentage of students in the following groups: at risk, vocational education, special education, gifted and talented, remediation and preventive remediation	This information can be found in the Organizational Profile section.
Financial information	Grant dollars and audit information is found in section 2.3
Technology accessibility and use of	A detailed technology plan for the high school is

technology for instruction	found in Appendix C.
Student mobility rates	
Partnerships with community, business, or higher education	
Staff profile statistics	
Total school enrollment and by grade level or class	
Teacher and administrator ratios	
Staff attendance rates	
Secondary Schools Only	Comment: Do you have this element covered?
A secondary school must explain: (1) how courses will be offered that allow all students to become eligible to receive an academic honors diploma and (2) how they will encourage all students to earn an academic honors diploma or complete the Core 40 curriculum.	The school's Course Guide book that is updated yearly includes all information about academic honors diploma and Core 40. In the section Organizational Profile, all diploma tracks are described and in section 6.2 a brief statement on how students are encouraged to earn these diplomas is given.
Graduation rate	This is included in the school's scorecard in section 2.3
Dropout rate	This is included in the school's scorecard in section 2.3
Performance on Core 40 end-of-course tests	N/A until the state assigns cut scores
Advanced Placement courses	This information is included in the school's scorecard in section 2.3
Scholastic Aptitude Test (SAT) and American College Testing (ACT)	This information is included in the school's scorecard in section 2.3
Academic Honors Diploma, Core 40 Curriculum, and Vocational Programs	Statistics are found in the Organizational Profile section and also in section 2.3
Percentage of graduates who apply to, are accepted by, and attend higher education after high school	Statistics are found in the Organizational Profile section
ISTEP+ scores and dropout rate	This information is included in the school's scorecard in section 2.3

Professional Development Plan

The School Improvement Plan (SIP) must include a Professional Development Plan (PDP). We have integrated our PDP with our SIP. We certify (by the following signatures) that all requirements for the PDP/SIP have been met. We have included the entire plan in the Appendix. Additional information is provided in Section 5.0 of our SIP (Faculty and Staff Focus, with specific sections relating to staff development).

Signatures of Continuous Improvement Board (Including Exclusive Representative)

Exclusive Representative

Date

Member

Date

Member

Date

Member

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P.1 Basic Information About Your School (Location, Size, Structure, Physical, Personnel, Technology)

Shelbyville High School Description:

The school is a comprehensive, public high school of approximately 1,117 students in grades 9-12. The student population is approximately 91% Caucasian with a growing minority population. The at-risk population includes students from various categories. Free and reduced student population is 32%, special education includes approximately 14.3%, and ESL is currently at 5.8%.

SHS has a traditional seven period day schedule, and classes meet for approximately 50 minutes each. The building is departmentalized with 11 curricular departments, including Special Education. Additionally, Shelbyville High School is a part of the Blue River Special Education Cooperative and the Blue River Vocational School.

SHS students have several different programs to prepare them after high school. Students who choose post-secondary education as an option schedule into Core 40, Core 40 with Academic Honors (AHD) or Core 40 with Technical Honors classes. For the year of 2006-07 approximately 31% of our students graduated with a Core 40 diploma and 30% graduated with an AHD. Students who choose a more application-based course of study after high school may enroll in Blue River Vocational Programs their junior and senior years.

Seventy seven percent of the graduates of 2007 attended post secondary schools.

SHS offers students various co and extra-curricular opportunities. The co-curricular opportunities include: Marching Band, Basketball Pep Band, Musical Pit Ensemble, Chamber Music, Marching Band Guard, Jazz Band, Show Choir Back-up Band, Choir, Squib (yearbook), and Courier (newspaper). Academic Team, French Club, Spanish Club, Japanese Club, Latin Club, National Honor Society, FCCLA, Tri-M Music Honor Society, Art Guild, Business Professionals of America, Fellowship of Christian Athletes, Future Educators in Action, SADD, and Student Council are also available for student membership and along with athletic endeavors, represent the extra-curricular opportunities at SHS.

Instructional Characteristics:

SHS employs its teachers for a total of 185 days. Of these days, 180 are student instructional days. The faculty at Shelbyville High School consists of three administrators - one principal and two assistant principals. There is one full time athletic director and an assistant athletic director who also is the dean of attendance. There are three guidance counselors, one of which doubles as the director of guidance. The high school has fifty certified faculty hired by the Shelbyville Central Schools and seven special education teachers who work at the high school but are employed by the Blue River Special Education Cooperative. The high school has a total of eleven aides. All of which are hired by the Shelbyville Central Schools and work at the high school in different capacities. The high school has six administrative assistants. There are thirteen custodians and one maintenance person assigned to the high school. A staff of twenty-seven Shelbyville Central School's employees runs the cafeteria.

Graduation requirements for a freshmen entering SHS are as follows:

Regular Diploma:

- 8 credits – English
- 6 credits – Math (2 credits in Algebra I)
- 4 credits – Science (2 in Integrated Chemistry and Physics/ 2 in Biology I)
- 4 credits – Social Studies (2 US History, 1 US Government, 1 any other SS course)
- 1 credit - Health (or 3 FACS classes as outlined in course guide book)
- 2 credits - PE (2 semesters)
- 6 credits – Career Academic Sequence
- 5 credits – Flex Credit
- 5-6 credits – Elective Courses
- ISTEP+ GQE – Pass test or earn graduation waiver

Core 40:

- Students must receive a passing semester grade of “D-“ or above in all Core 40 classes.
Students must maintain a cumulative GPA of 2.00 or higher.
Students must complete 42 high school credits as listed below.
- 8 credits – English
 - 6 credits – Social Studies (2 World History or AP Euro, 2 US History or AP, 1 Government, 1 Economics, or AP Macroeconomics)
 - 6-8 credits – Math (2 Algebra I, 2 Geometry, 2 Algebra II, or 2 Pre-Calculus I / II, Statistics, Discrete Math, or AP Calculus)
 - 6 credits – Science (2 Biology I; 2 ICP or Chemistry I; 2 Physics; or AP Physics, Chemistry II, AP Chemistry, Biology II, or AP Biology)
 - 1 credit – Health (Health and Wellness or 3 FACS courses)
 - 2 credits – PE
 - 6-8 credits – Directed Electives (World Languages, Fine Arts, Computer Classes, Career Area (6 credits in a logical sequence from a technical field)
 - 2-4 credits – Electives to total 42 credits

Core 40 with Technical Honors:

- In subject areas with more than one level of the same course, only the “CP”, “Honors”, or “AP” levels will count towards the AHD.
Students must maintain a cumulative grade point average of 3.00 or above.
Students must earn a semester grade of “C-“ or above in all AHD courses.
Students may audit/retake a class if they earn below a “C-“ for a semester grade. The student must make a “C-“ or better the second time.

Students must complete 47 high school credits as listed below:

- 8 credits – English
- 6 credits – Social Studies (Same as above for Core 40)
- 6-8 credits – Math (Same as above for Core 40 except course work must include Algebra II and at least one upper level mathematics course is encouraged)
- 6 credits – Science (2 Biology I, 2 credits ICP / Physics / or Chemistry I, 2 Chemistry I or AP Physics / Chemistry II / AP Chemistry / Biology II / or AP Biology)

5 credits, encouraged not required – World Language
1 credit – Health (Health)
1 credit – PE
5 credits, encouraged not required – Fine Arts

16-18 credits– Must include 8-10 credits in a career-technical area

Core 40 with Academic Honors:

In subject areas with more than one level of the same course, only the “CP”, “Honors”, or “AP” levels will count towards the Technical Honors Diploma.

Students must maintain a cumulative grade point average of 3.00 or above.

Students must earn a semester grade of “C-“ or above in all AHD courses.

Students may audit/retake a class if they earn below a “C-“ for a semester grade. The student must make a “C-“ or better the second time.

Students must complete 47 high school credits as listed below:

8 credits – English

6 credits – Social Studies (Same as above for Core 40)

6-8 credits – Math (Same as above for Core 40 except course work must include Algebra II and at least one upper level mathematics course)

6 credits – Science (2 Biology I, 2 credits Chemistry I, 2 AP Physics, Chemistry II, AP Chemistry, Biology II, or AP Biology)

6-8 credits – World Language (French, Japanese, Latin, Spanish I, II, and III or 4 credits each in two different languages)

1 credit – Health (Health and Wellness or 3 FACS courses)

1 credit – PE

2 credits – Fine Arts

6-10 credits– Electives to total 47

Students are recognized for Superior Honor Roll when a GPA of 3.67 and above with no grade lower than a “B” is achieved.

Students are recognized for Honor Roll when a GPA of 2.67 and above with no grade lower than a “C” is achieved.

SHS curriculum is standards based. All core subjects’ curriculums are aligned with the state standards as outlined in the Department of Education’s *Curriculum Frameworks*. The state standards drive all written curriculum and all adopted textbooks English (2008-09), Social Studies (2002-03), Math (2003-04) and Science (2004-05) **and support materials are aligned with the Indiana State Standards**. Curriculum maps are used to teach the core subjects with Power Indicators designating the most critical standards.

The school’s dashboard goals are set in improving not only English and math ISTEP scores but also reading and writing. The goal action teams related to ISTEP scores, proposed writing portfolios be implemented the fall of 2008.

A multi-million dollar renovation was completed the fall of 2007. The massive renovation project

began in the spring of 2005. The renovation included new science labs and classrooms, 5 new computer labs, two new industrial arts classrooms / workrooms, all classrooms were updated with state of the art technology and furniture, 5 new foreign language labs, two new art rooms, new special education offices and classrooms, a new media center with fully equipped computer lab and state of the art technology, cafeteria / kitchen updated design with all new energy efficient equipment, efficient heating and cooling systems were installed, security cameras mounted throughout the entire facility, athletic office areas were added, and all facilities were updated to meet ADA requirements. Existing areas included a 1,000-seat auditorium, a spectator swimming pool, and a 5,900-seat spectator gymnasium. In the fall of 2000 an auxiliary gymnasium, weight room, training room and wrestling room were added to the high school. The outdoor facilities feature lighted fields for football, soccer, baseball, tennis, and softball. There is ample parking for students, faculty, staff and special events.

P.2 Shelbyville Central Schools Mission, Vision, Core Values

Shelbyville High School is one of five schools within the Shelbyville Central School's system. The corporation recognizes the following as its key customer requirements:

Mission: To provide a quality education and educational leadership to the community.

Core Values/Fundamental Objectives

We must establish a partnership involving students, staff, families, and community.

- Vision of corporate-wide cooperation and civility.
- Effective communication.
- Good public relations.

We must have a corporate-wide, on-going strategic planning process.

- Outline of the process.
- Needs assessment and data gathering.
- Measurement of mission.

We must have a positive learning environment.

- Readily available resources: quality technology, furniture, materials and supplies.
- Happy buildings.
- Students prepared to learn.

We must promote/support high student achievement in all areas.

- Tracking of individual achievement.
- Vertical and horizontal articulation.
- A philosophy that every child can learn.

We must have quality employees.

- Training and professional development.
- Well compensated.
- Rewards and recognition.
- Recruit, retain, and nurture new employees.

We must have an effective communication system for all stakeholders.

- Marketing program.
- Communication training for all staff.
- Regular staff meetings.

P.3 School Mission, Vision, Core Values

Shelbyville High School revised the following mission and vision statements in January of 2005. This revision took place during an Executive / Chair committee meeting in the fall of 2004. This committee believed that the prior mission statement, with the exception of minor rewording, fulfilled the requirements of Baldrige in that it was meaningful, measurable, and immediate to the needs of students. The current vision statement expresses concisely and accurately the school's vision.

Mission: Shelbyville Senior High School will provide a high performing learning environment in which students strive to become educated, ethical, and productive citizens.

Vision: To be an exemplary school

Core Values/Beliefs:

1. Visionary leadership
2. Learning-centered education
3. Valuing faculty, staff and parents
4. Management by fact
5. Social responsibility
6. Focus on results and creating values
7. Systems perspective

P.4 Explain how the mission, vision, and core values were developed. When were they last updated? Give examples how your school lives the core values on a daily basis (talk and action).

The vision, mission, and core values were revisited the fall of 2004 with the Executive / Chair committee. This committee consists of a chair from each goal action team and the administration. This committee looked at the school's previous vision and mission and made revisions so that these two statements were measurable and aligned with our dashboard goals. Once these items were finalized by the Executive / Chair committee, the vision and mission were submitted to the department chairs, student officers, and school improvement committee for final approval.

The core values were developed in the same way. The definitions of each of the core values of Baldrige were examined and it was determined which ones aligned and coordinated with SHS's dashboard goals. Once the Executive / Chair committee determined the core values, the department chairs, student officers, and school improvement committee gave their final approval. All of the core values were important and applied to the dashboard goals to some extent; however, those that were more immediate to the needs of SHS's plan were chosen.

SHS lives up to the core values on a daily basis by being committed to the Baldrige school improvement process. The following are illustrations:

Management by Fact:

The classes of 2009, 2010, and 2011 were given a reading assessment in the fall of 2007 using the computer program STAR reader. This testing was done to help determine how close SHS was to reaching the corporation goal of 90% of all students reading on grade level. The statistics from this testing showed that 60.7% of the class of 2009 were reading on grade level, which is a dramatic increase from the fall of 2005 when this same class was at only 53% grade level. As a result of this data and the preceding years' data, a dashboard reading goal was created for the purpose of meeting

the corporation reading challenge and to enhance students' academic performance in the classroom and their proficiency on the ISTEP+ GQE. During the spring semester of 2005, the goal action team that was assigned to the 90% reading goal for SHS and SCS studied the issue and created strategies based on best practices to help SHS achieve this goal. One proposed strategy that benchmark schools had implemented successfully was silent sustained reading. SHS implemented this strategy school-wide the fall of 2005 as a means to improving reading levels. Student reading levels in the fall of 2007 for the classes of 2009, 2010, and 2011 averaged 52% reading on grade level at the end of the first quarter in 2007. Also, SHS, as a result of the 2005-06 reading scores, developed a Language Lab course that worked with those students whose reading levels fall at or below 4th grade. Currently in 2007-08, we have in place a Basic Skills class that devotes one nine-week quarter of the semester towards remedial English Language skills and this is taught by an English teacher. In the fall of 2008, the Language Lab will be reinstated with the primary emphasis on reading comprehension.

Learning and Learning-Centered Education:

The attendance rate at SHS for 2006-07 was 95.3%. The graduation rate for 2006-07 was 80.6%. As a result of this information, SHS recognized a need to develop a program to help those students who are considered "at-risk" or "non-traditional" students (attendance violators, discipline violators, special education students, and low academic performers). Two school improvement goals were established as a result of this information: one for improving the attendance rate and one for improving the graduation rate. *See section 2.5*

Both GAT's have built in a proposal for an in-house alternative school based on information gathered from benchmark schools and their success with such a program. SHS developed an alternative school that was implemented in the fall of 2006 for the non-traditional, struggling student. This program is for those students who have earned about one half of the credits needed for graduation. Also, an alternative to suspension/expulsion program was implemented in September of 2007 to further assist those students who for behavioral reasons could not exist in the traditional setting.

1.0 Leadership

1.1 Explain your leadership structure and how it relates to the district structure. What are the most important responsibilities of leadership? How are decisions made at your school? How does the leadership system set the direction for the school?

The leadership structure at Shelbyville High School is based on the concept of site-based management and shared decision-making on issues concerning curriculum, instruction, school improvement and policy. The Department Chair committee and Goal Action Team (GAT) committees entertain most all entry-level leadership discussions. The Department Chair committee consists of one leader from each of the eleven curricular departments. These department chairs serve as liaisons between the different departments and the administration.

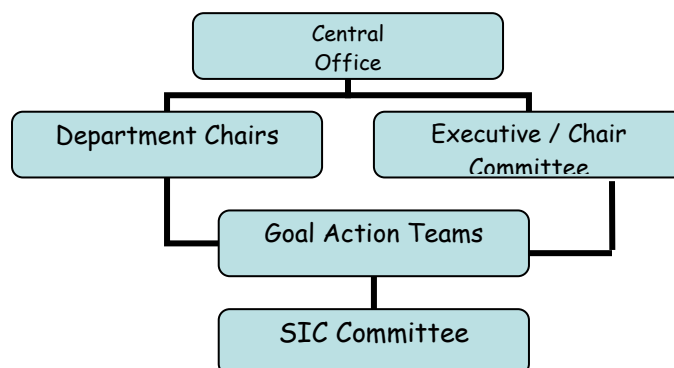
The GAT teams were created for each one of the school's dashboard goals. There are six GAT's (attendance, graduation, ISTEP Math and English, Stakeholders Satisfaction and AYP) and all teachers at SHS are assigned to one of these committees. The purpose of these GAT's is to create the following for each dashboard goal: approaches (strategies), a plan for deployment of strategies, and data that indicates approaches are working.

The Department Chair committee and the GAT's discuss thoroughly all different types of school issues (curricular, instruction, school improvement, and policy changes or additions) and once there is consensus on issues, recommendations are sent to the School Board.

The School Improvement Committee (SIC) includes three administrators, one director of guidance, seven SHS teachers, eight SHS parents, and 4-5 students. Members of the SIC team are selected by the administration and this is based on an expressed interest in serving on the committee. The Shelbyville Central Teachers' Association assigns teachers to the SIC committee.

The SIC serves as a review board on policy changes, programs etc., made by the Department Chair committee and or the GAT's. Additionally, the School Improvement Plan (SIP) is endorsed by this committee as well. All major leadership decisions as well as the SIP are then sent to the superintendent's office for input and approval by both the Central Office and the Shelbyville Central School Board. Items to be discussed that fall within the boundaries of the Indiana Collective Bargaining Agreement are also reviewed with the building representatives associated with the Shelbyville Central Teachers Association.

Figure 1.1.a SHS Organizational Flow Chart



1.2 Explain your system for regularly reviewing performance in terms of implementation of your key strategies and checking of month-to-month performance in key goal areas?

The goals created through the Baldrige process have been assigned a goal action team for implementation and review. The GAT's regularly review leading and lagging data to determine goal progress. The goal action teams meet weekly / monthly to discuss goal progress, best practices, benchmarks, and data (leading / lagging). A representative from the goal action team, who also serves on the Executive / Chair committee, gives a report on goal progress and revisions weekly and or monthly at an Executive / Chair committee. Also, GAT reports are given at monthly Department Chair meetings, high school faculty meetings and the School Improvement Committee each March and April.

The School Improvement Committee must annually approve all revisions to the Baldrige school improvement plan. These revisions are sent to the Superintendent's office for approval and input. When all revisions are made, the Shelbyville Central School Board of Education annually approves the SIC. Additionally, both the Shelbyville Central Teachers' Association and the Board of Education approve the Professional Development Plan component to the SIP.

1.3 How does the leadership system translate performance review findings into priorities for improvement?

When data represents a need for improvement, leadership sets plans in motion for improvement. For example, the suspension rates were averaging from 2004 to present approximately 140 per year. The expulsion rates averaged from 2004 to present approximately 29 per year. Because of this statistic, an Alternative to Suspension / Expulsion program was designed and implemented. Currently, there are 18 students enrolled in the Alternative to Expulsion program that previously would have been expelled with no credit earning ability. The Alternative to Expulsion program provides students access to the Nova NET curriculum. The NovaNET program is an on-line curriculum aligned with the Indiana State Standards that allows students to take core classes, and, therefore, receive credit toward graduation. Students are assigned for 2-3 days at the program for assistance in navigating the NovaNET program, which they can also access from home.

The leadership not only sets improvement strategies into motion, but also continually reviews both leading and lagging measures collected by GAT's. This is accomplished by regular monthly meetings with the Executive / Chair committee and the discussion of leading pieces of data from all GAT's.

1.4 List your continuous improvement teams and how they are aligned with key goals. How have you deployed resources (personnel, budgets, materials, time) to support their work?

The following is a list of our school improvement teams. The goal action teams were developed for each dashboard goal. Dashboard goals were determined by the requirements necessary to fulfill PL 221 mandates.

1. Language Arts ISTEP GAT
 - a. Each class at SHS will show at least a 3% growth from their freshmen to sophomore year.
2. Math ISTEP GAT
 - a. Each class at SHS will show at least a 3% growth from their freshmen to sophomore year.
3. Attendance
 - a. Each year – SHS should maintain an attendance rate that is at or above the state average.
4. Graduation

- a. Each graduating class should maintain a graduation rate that is at least 5% above the state average.

5. Stakeholder Satisfaction

- a. Continue annual surveys and make recommendations for improvement based on the data collected.

6. AYP Breakout Groups

- a. Review data for each AYP group
- b. Research strategies for dealing with each AYP breakout group
- c. Make recommendations for improvement based on need and best practices

Personnel have been assigned to each school improvement team and committee. Time throughout the school year (professional development days and weekly / monthly GAT meetings) has been set aside for professional development activities and for Baldrige teams and committees to meet. For example, in 2006-07, several professional development sessions were specifically targeted for the “at risk” population and how to better instruct them in the classroom. SHS had Todd Whittaker, author of *What Great Teachers Do Differently*, speak to the staff. His book is something that is threaded throughout all professional sessions, so that teachers will implement these practices in their own classrooms in order to better reach the disadvantaged students. Also, several professional development sessions have been hosted on how to utilize technology into the classroom to more rigorously implement 21st century learning skills. Teachers are expected to use the technology that has been placed in their classrooms to make instruction more animated and authentic for students.

The school’s mission statement, goals, strategies, activities, beliefs/values and need as determined by the leadership team, will determine 540 and 411 budgets and spending. One hundred percent of professional development funds were spent on Baldrige school improvement needs such as consultant fees, improving reading and writing across the curriculum, at-risk presenter, school-wide technology support and training, and the implementation of Project Lead the Way classes all of which correlate directly to the school’s dashboard goals.

1.5 How does the leadership system continually enhance its effectiveness?

The leadership system continually enhances its effectiveness through self-evaluation, formal evaluation, the study of stakeholder surveys, data analysis of school improvement, professional development and commitment to the school improvement process. The leadership team is directly responsible for the deployment of school improvement initiatives. The leadership team regularly evaluates themselves on how well they are contributing to the achievement goals. For example, every Thursday the administrative team meets and discusses up-coming assignments for the week and areas of concern that need immediate administrative attention.

Additionally, each administrator at SHS is formally evaluated. The principal is evaluated by the superintendent and the assistant principals are evaluated by the principal. The key areas of evaluation are leadership, management, communication, stakeholder relations, professional qualities, personal qualities, and commitment to Baldrige goals. Stakeholder surveys are given annually, and the administration’s effectiveness is evaluated by this group. Additionally, the leadership system is evaluated and tested on how well strategies for improvement are deployed and how well the data supports such achievements.

It is the leadership system’s responsibility to steer the school improvement process using vision and maintaining a continual school improvement philosophy. Educating the faculty on the Baldrige

process and seeing that they are committed to this process has helped to establish a professional learning community. It is the role of the professional learning community to continue growth and progress in all areas of school improvement.

2.1 Explain your process for identifying strategic goals, strategies, and action steps. How do you ensure that strategies are based on data? What system do you use to track implementation of strategies and action steps?

The process for identifying strategic goals, strategies, and action steps starts (figure 2.1.a) with identification of Indiana State Aims and specific elements required by P.L. 221, P-16 and NCLB. Additionally, this identification process involves and relies strongly on stakeholder requirements and expectations. These stakeholder requirements and expectations are determined by data gathered from surveys given annually. The stakeholder GAT, which was created for the purpose of monitoring on-going needs, requirements, and expectations of stakeholders, creates the annual surveys.

GAT teams are formed around each one of the dashboard goals. All faculty members are assigned to a GAT. This team regularly reviews leading/lagging measures, benchmark schools, strategies, and best practices to implement. The GAT teams make recommendations to the Executive / Chair committee for deployment of strategies, best practices, professional development and timelines.

The Executive / Chair committee, which consists of three administrators and a representative from each GAT team, then comes to a consensus about recommendations and a scheduled timeline for the implementation phase of each strategy.

From this point, it is the Executive / Chair committee’s responsibility to take this information to the faculty and plan with the faculty how deployment of strategies will occur. The faculty is held accountable for implementation of strategies and best practices as outlined by the Executive / Chair committee. This accountability is tracked through formal evaluations of teachers and informal evaluations such as lesson plan checks and gathered data that teachers are required to submit.

Figure 2.1.a
Process for Identifying Strategic Goals, Strategies, & Action Steps



GAT teams regularly review progress on strategies with the leading measures that are in place. The GAT’s meet monthly to examine successes or failures of recommended approaches.

Beginning in the fall of 2008, all entry level courses in the core subjects and electives will have curriculum maps on-line for all different Shelbyville Central Schools and stakeholders to view. English 9 / English 10 and Algebra I maps will include regular, reoccurring tests that measure the power skills indicated on the maps. Teachers will use the data to see what skills need to be re-taught and what new strategies may need to be implemented. This information will be given to the Math and Language Arts GAT teams to review.

SHS ensures that strategies are based on data (as indicated in the example above) because each GAT is required to look at current data to develop strategies for improvement. Other schools who have had noted improvements in goal areas similar to SHS are then looked to as benchmarks of success for SHS. These benchmark schools have noted improvements in the areas that SHS is trying to improve. We incorporated into SHS's plan some of these schools' proven strategies. Leading measures for each GAT will help assess the strategies and will give the GAT's a reliable view of the strategies effectiveness or ineffectiveness.

The Executive / Chair committee tracks the implementation of strategies and action steps *refer to figure 2.5*. This committee will formalize a timeline for when strategies will be phased into operation. Items such as professional development requirements for staff will be considered when creating an implementation schedule *refer to section 5.3*. Once it is determined which strategies will be incorporated into the curriculum, the administrative team will monitor the implementation stages and the progress of strategies. These implementation strategies will be tracked through teacher evaluations, classroom observations, and data gathered monthly from the goal action teams.

2.2 Describe the most important strengths, weaknesses, and challenges that your school is currently experiencing. How have you taken these into consideration when setting your plans?

The most important strengths are committed faculty and staff, increasing knowledge of Baldrige, programs that enhance student learning and support, facility and technology updates, and strong district and community support. The challenges our school faces are P.L. 221 accountability system, NCLB's AYP, ISTEP+ failures, and retention of students / attendance.

When setting plans, Shelbyville High School looks to P.L. 221, NCLB and its school improvement initiatives first. Out of the P.L.221 document comes a need to improve ISTEP scores (through reading, writing, and math goals), attendance rate and graduation rate. These have become the school's dashboard goals.

The school's strengths listed above will help in the implementation phase of strategies.

Strong faculty support and "buy in" of improvement initiatives are critical to this process. Increasing knowledge of Baldrige and the continuous cycle of improvement is crucial. Teachers, through their GAT's work, have seen that this is a "living" document and that this process never ceases – this is a new way of thinking for faculty and a positive change.

2.3 Shelbyville High School Balanced Scorecard											
Aim	Goal Focus	Leading and Lagging Measures	Frequency	Chart Number	Recent Performance and Projections						
					2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
High Performing Students (by AYP groups with no significant differences)	Percent mastering both math and Language Arts standards	All Tested Grades E/LA and Math	Annual	7.1-3	70.9	66.8	69.9	71.6	67.0	67.4	67.1
	Percent mastering Indiana performance standards in Language Arts	10 th Grade ISTEP+ GQE % pass Language Arts (Lagging)	Annual	7.1-5	71.0	68.0	72.0	76.0	68.0	68.0	71.0
		10 th Grade ISTEP+ GQE % pass plus Language Arts (Lagging)	Annual	7.1-6	N/A	N/A	1.0	5.0	4.0	4.0	
		9 th Grade ISTEP Pass Language Arts (Lagging)	Annual	7.1-7	N/A	57.0	72.0	70.0	62.0	68.0	
		9 th Grade ISTEP Pass Plus Language Arts (Lagging)	Annual	7.1-8	N/A	7.0	7.0	5.0	4.0	8.0	

					02-03	03-04	04-05	05-06	06-07	07-08	
		Percent 9 and 10th students reading on/above grade level as measured by STAR Reader (IRL scores) (Lag/Lead)	Quarterly	7.1-12			9 th 50.0 10 th 53.0	9 th 55.7 10 th 54.9 11 th 48.5	9 th 53.6 10 th 57.9 11 th 61.6	9 th 44.8 10 th 52.3 11 th 59.3	
		% Passing Core 40 English 11	Annual	7.1-16	N/A	67.5	61.7	63.2	67.9		
Percent mastering Indiana performance standards in math		10 th Grade ISTEP+ GQE% pass Math (Lagging)	Annual	7.1-17	71.0	65.0	64.0	70.	68.0	66.0	63.0
		10 th Grade ISTEP+ % pass plus Math (Lagging)	Annual	7.1-18	N/A	N/A	12.0	16.0	14.0	13.0	
		9 th Grade ISTEP pass Math (Lagging)	Annual	7.1-19	N/A	67.0	54.0	71.0	71.0	67.0	
		9 th Grade ISTEP pass plus Math (Lagging)	Annual	7.1-20	N/A	10.0	16.0	17.0	15.0	12.0	
		% passing Biology Core 40	Annual		N/A	N/A	N/A	N/A	58.4	59.0	
		% passing Algebra 1 Core 40 test	Annual	7.1-23	N/A		27.8	26.1	23.6	26.6	

					02-03	03-04	04-05	05-06	06-07	07-08	
Percent graduation		Annual	7.5-1	98.0	96.2	89.7	81	78.0	84.0		
Percent attendance		Monthly	7.5-2	94.9	96.0	95.3	95.5	95.0	95.3		
Percent of SHS students failing classes	Grades (Lag/Lead)	Grading Periods	7.1-25				<u>1st</u> 8.3 <u>2nd</u> 10.0	<u>1st</u> 10.5 <u>2nd</u> 11.7	<u>1st</u> 11.5		
Percent graduating with Academic Honors Diploma		Annual	7.1-26	26.0	33.0	33.0	30.0	23.0			
Percent graduating with Core 40 Diploma	Combined Core 40 Honors	Annual	7.1-27	55.0	62.0	63.0	61.0	53.0			
Percent in AP courses receiving a 3 or better on assessments		Annual	7.5-28	35.0	57.0	42.0	44.0	54.0	52.0		
Percent 11 th /12 th graders taking AP exams		Annual	7.5-3	6.0	13.0	24.0	22.0	17.0	17.0		
Percent taking SAT		Annual	7.5-4	58.	50.0	60.0	60.0	53.0	52 12 th Grade		
Average SAT scores		Annual	7.1-29	960	1055	1011	1516	1485	1523 12 th Grade		
Average PSAT scores		Annual	7.1-30	142	138	145	*144 <i>Hand calculated</i>	*148 <i>Hand calculated</i>	140		
Number of juniors taking PSAT		Annual	7.5-5	161	187	137	33	27			
Percent taking ACT		Annual	7.5-6	23.0	20.0	22.0	18	9			
Average ACT scores		Annual	7.1-31	21.2	23.1	22.2	23.2	22.5	23.7		

	Percent graduates entering post secondary education (self-reported)		Annual	7.5-7	67	79	86	86	77	78	
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					02-03	03-04	04-05	05-06	06-07	07-08
Safe, Healthy, and Self-Disciplined Schools	Percent safety measures	IDOE Expulsion Report # reported	Annual	7.6-1	28	43	27	29	22	
		IDOE Suspension Report # reported	Annual	7.6-2	232	292	153	125	155	
		Referrals (standard) to office (Leading)	Quarterly	7.6-3			<u>Total Referrals</u> 1,937 9 th : 32.0 10 th : 30.11 th : 22.0 12 th : 16.0	<u>Total Refer</u> 1,876 9 th : 36.0 10 th : 28.0 11 th : 22.0 12 th : 13.0	<u>Total Refer</u> 2,439 9 th : 28.45 10 th : 44.36 11 th : 20.05 12 th : 7.13	<u>Total Refer To Date:</u> 996 9 th : 38.35 10 th : 28.41 11 th : 20.68 12 th : 12.55
		Fire code violations (Leading/Lagging)	Annual	7.6-4						
		Number of positive drug tests	Monthly	7.6-5	15 Tested 308	20 Tested 308	7 Tested 240	10 Tested 290	3 Tested 230	
		Accidents reported on SHS accident form (Lead/Lag)	Monthly	7.6-6				24	23	29
					02-03	03-04	04-05	05-06	06-07	07-08

High Performing System	Percent satisfaction by segmented groups (with no significant differences)	Percent rating SHS as Excellent or Very Good on SHS Surveys (Lead/Lag)	Annual	7.4-1 7.2-1 7.2-2 7.4-2			<u>Facult</u> 88 <u>Studen</u> 51 <u>Comm</u> 69 <u>Staff</u> 58	Question Not Asked	Question Not Asked	
		Percent rating SHS administrative services as Satisfactory on SHS surveys	Annual	7.4-3 7.4-4 7.2-3			<u>Facul</u> 97 <u>Staff</u> 69 <u>Stude</u> 75	<u>Faculty</u> 93 <u>Staff</u> 51 <u>Student</u> 84	<u>Faculty</u> 81 <u>Staff</u> 51 <u>Student</u> 80	
		Percent rating SHS a safe school		7.6-7 7.6-8 7.6-9			<u>Facult</u> 84 <u>Staff</u> 57 <u>Stude</u> 61	<u>Faculty</u> 89 <u>Staff</u> 69 <u>Student</u> 89	<u>Faculty</u> 82 <u>Staff</u> 69 <u>Student</u> 77	
		Percent of fall Parent / Teacher Conferences Reported							910	
		SHS IDOE Compliance	SHS quality score on SIP	Annual	7.5-8				171	
			Category within the PL 221 improvement system	Annual	7.5-9				Academic Progress	Academic Watch
	Effective and Efficient Use of Resources	Financial Resources								
			Number of State Board of Accounts audit exceptions (Lagging)	Bi-annually	7.3-1	0				
			Grant dollars received for support of school programs	Annual	7.3-2	46,513	29,243	23,020		

Technology									
	Student/PC ratio	Annual	7.5-10	19.9	22.1	23.7	23		

2.4 After reviewing recent and projected performance on the school dashboard and scorecard, what are your most important goals?

Goals	Data that support selection of this as a key goal
1. Language Arts ISTEP GAT <ul style="list-style-type: none"> d. Each class at SHS will show at least a 3% growth from their freshmen to sophomore year e. Writing and Reading GAT teams will meet with the Language Arts GAT <ul style="list-style-type: none"> i. will focus on development of electronic portfolios ii. will focus on SSR and its effectiveness and 90% reading goal 	GQE test, Core 40 End of Course Exams, stake holder matrix, P.L. 221 Benchmarks, AYP, NCLB, STAR reader, mastery tests
2. Math ISTEP GAT <ul style="list-style-type: none"> f. Each class at SHS will show at least a 3% growth from their freshmen to sophomore year. 	GQE test, Core 40 End of Course Exams, stake holder matrix, P.L. 221 Benchmarks, AYP, NCLB, mastery tests
3. Attendance <ul style="list-style-type: none"> g. Each year – SHS should maintain an attendance rate that is at or above the state average 	DOE reports, stake holder matrix, P.L. 221 Benchmarks, AYP, NCLB
4. Graduation <ul style="list-style-type: none"> h. Each graduating class should maintain a graduation rate that is at least 5% above the state average 	DOE reports, stake holder matrix, P.L. 221 Benchmarks, AYP, NCLB
5. Stakeholder Satisfaction <ul style="list-style-type: none"> i. Continue annual surveys and make recommendations for improvement based on the data collected 	Annual surveys

<p>6. AYP Breakout Groups</p> <ul style="list-style-type: none"> j. Review data for each AYP group k. Research strategies for dealing with each AYP breakout group l. Make recommendations for improvement based on need and best practices 	<p>9th grade ISTEP, GQE, STAR reader, mastery tests in Algebra I and English 9 and 10, Core 40 End of Course Exams</p>
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2.5 What are your key strategies for each of the goals listed in 2.4? How well implemented are the strategies?		
Goal Focus	Key Strategies	Implementation Progress
Percent (by AYP groups) mastering Indiana performance standards in English(with no significant differences)	Remedial Reading class	Fall of 2008
	Criterion on-line writing assessment for English 9	Implemented fall of 2004 - present
	STAR reader English 9, 10, and 11	Implemented fall of 2005 - present
	Reformatted Basic Skills Classes so that Math and English are separated. Also, only a licensed English teacher and licensed Math teacher will teach the Language Arts and Math sections of Basic Skills. New ISTEP material will be added each year.	<p>Implemented fall of 2007</p> <p>New materials for Basic Skills class secured yearly</p>
	New Tech High School addition	Fall of 2009
Percent (by AYP groups) mastering Indiana performance standards in math (with no significant differences)	Mastery tests within the Pre-Algebra, Algebra, and Geometry classes	Re-introduced fall of 2008
	ISTEP questions / Core 40 on each test in Pre-Algebra, Algebra	Re-introduced fall of 2008
	Semester 1 of Algebra I to be taught second semester for those who fail the first semester / Continuous looping for semester 2 of Algebra I.	<p>Loop 1 Spring of 2005-06 to present</p> <p>Loop 2 Fall 2006-07 to present</p>
	All freshmen take Algebra I by 2006-07	Implemented fall 2006 - present
	Pre-Algebra re-established due to ISTEP+ change to Core 40	Fall of 2008
	Math Lab	Implemented fall 2006-07 to present
	All students who fail the Math ISTEP in the 8 th grade year will take Basic Skills	Implemented fall of 2005 to present

	New Tech High School addition	Fall of 2009
Percent attendance by segmented groups	Incentive programs for students who are the main attendance violators	Implemented fall 2005 - present
	Achievement Center placement for non-traditional students	Implemented fall 2006-07
	Dean of attendance or Vice Principal to handle attendance only	Implemented fall 2005-06
	Attendance Review Board	Implemented fall of 2007
	Mentoring program for students who are attendance violators	Fall 2008
	Campaign to raise awareness of high school attendance policy	Fall 2008
Writing Development Performance Increased	Make writing a regular part of the entire curriculum for continual practice and improvement	Implemented fall 2005 – each grading period a writing assignment before midterm
	Electronic Writing Portfolio	To be implemented fall of 2009
	Develop a true rubric that serves as a tool for students beyond a simple grading scale	Implemented summer 2005
	Spend necessary time on curriculum mapping and alignment, coordinating with the Middle School’s English Department	Implemented fall 2007 – continual revision taking place
	Develop a writing handbook to be used as a reference by teachers and students in order to streamline expectations for writing and assessment.	Implemented summer 2005 - present
	Publicize and advertise throughout school the need for students to write well in general, emphasizing the written component of the ISTEP and SAT so students clearly understand expectations.	Currently implemented to some extent – more focus in fall 2008
Reading Comprehension Levels Raised	Divide Basic Skills class so that an English teacher will teach 9 weeks of the course.	Assess current 8th graders (class of 2010) in spring of 2006 for entry into Basic Skills class in fall of 2006.
	Silent Sustained Reading	Implemented fall of 2006 / revisited with more guidelines Fall of 2008

	Promote reading to students	Implemented fall of 2005 - present Revisited fall of 2008
	Language Lab with emphasis on reading comprehension	Fall of 2008
Graduation Rate	Teacher / Parent phone calls for students with failing grades.	Currently implemented to some extent – more focus in fall of 2008
	Work permits pulled	Currently implemented to some extent – more focus in fall of 2008
	Solicit support from Mayor and Chamber of Commerce for work restrictions for students failing classes at SHS in order to improve our community and its workforce.	Fall 2008
	Consistent / Stringent Exit Interviews	Fall 2005 - present
	Mandatory study hall / mentor sessions weekly for students failing multiple classes	Fall of 2008
	Truant officer / Police officer home visit in order to bring students to school	Currently implemented to some extent – more focus in fall 2008
	Social Worker / Community Liaison	Fall 2006 – position terminated due to lack of funds in 2007
	Credit Lab	Implemented Fall 2005 - present
	Early Identification of students “at-risk”	Fall 2005 - present
	In-house Achievement Center for “at-risk” freshmen and sophomores	Fall of 2009

2.6 With respect to your key goals, what have you learned from your benchmark organizations?

Goals	Key Learnings
<p>1. Language Arts ISTEP GAT</p> <ul style="list-style-type: none"> a. Each class at SHS will show at least a 3% growth from their freshmen to sophomore year b. Writing and Reading GAT teams will meet with the Language Arts GAT <ul style="list-style-type: none"> i. will focus on development of electronic portfolios ii. will focus on SSR and its effectiveness and 90% reading goal 	<p>Accelerated Reader as a strategy Several sections of English per semester for incoming freshmen who have not passed ISTEP. Remediation courses with full time remediation teachers in English and Math. School-wide writing time Writing assignments required in all lesson plans One on one ISTEP tutors Power standards emphasized in English classes Language labs Special education students receive individualized ISTEP improvement kits (designed by special ed. staff and English department) Development of electronic writing portfolios</p>
<p>2. Math ISTEP GAT</p> <ul style="list-style-type: none"> a. Each class at SHS will show at least a 3% growth from their freshmen to sophomore year. 	<p>Intense six week reviews Use of old ISTEP applied skills tests Math labs Summer school ISTEP remediation course – Basic Skills Use of old applied skills tests STAR Math computer program Individual tutoring sessions Looping sections of Algebra I</p>
<p>3. Attendance</p> <ul style="list-style-type: none"> a. Each year – SHS should maintain an attendance rate that is at or above the state average 	<p>Strict enforcement attendance rules Removal of license or work permits Alternative school Part-time attendance dean Mentor program Extrinsic rewards for meeting goals Juvenile court system involved – attendance review</p>

<p>4. Increase the percentage of students reading below grade level from 50% (class of 2008) to 90% reading at or above grade level by 2008.</p>	<p>Basic Skills class Silent sustained reading – piloted spring 2005 Writing across the curriculum Students below 8th grade reading level enroll in reading class</p>
<p>5. Graduation a. Each graduating class should maintain a graduation rate that is at least 5% above the state average</p>	<p>Identify “at risk” early in school career Find compelling reasons for students to learn / graduate Explain and demonstrate the consequences for bad behavior/ attendance Address primary needs Address safety concerns Address issues of “belonging” Demonstrate a GED is not failure Maximize the school day: no study halls Maximize the classes. High standards. Offer credit for instructional experiences beyond the school day Reward success Award quarterly credit Lower student / teacher ratio Mandate career education classes Create an alternative school Place difficult students w/ teacher ratio of 2:1 Have correspondence curriculum to encourage work over the summer and on weekends – credit lab Make home visits Advisory group to monitor progress of groups of students</p>

<p>5. Graduation (con't)</p> <p>a. Each graduating class should maintain a graduation rate that is at least 5% above the state average</p>	<p>Allow part-time attendance – 504 / special education</p> <p>Explore alternatives to expulsion – Alternative Suspension/Expulsion program</p> <p>Guidance department that is proactive</p> <p>Peer monitoring, tutoring, and mentoring</p> <p>Involve parents</p> <p>Set reachable goals for at-risk students</p> <p>Stress reading and writing</p> <p>Train parents on the needs, expectations, and practices of the school as it relates to their child</p> <p>Provide constant academic guidance</p> <p>Provide remedial courses</p> <p>Well supervised ENL program for LED students</p> <p>Continually evaluate and revise the curriculum</p> <p>Continually evaluate the faculty</p> <p>Get back to basics and stay there until mastery is proven</p> <p>Do not interrupt or disrupt classroom sessions</p>
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3.0 Student, Stakeholder, and Market Focus

3.1 How did you identify the expectations of your stakeholders? Discuss regular surveying, focus group meetings, etc. and tools that you use to determine stakeholder needs.

The process of identifying expectations of stakeholders was done using the stakeholder matrix included in figure 3.1.b.

The groups were initially identified by the administrative team and their needs and expectations were projected by the various committees (Satisfaction GAT and Department Chairs) then validated by surveys and current educational legislation (state aims, P.L. 221, P-16 and NCLB). After the baseline year (2004-05) was completed, surveys have been given annually.

In order to systematically determine stakeholder needs, expectations, and requirements, a detailed process, managed by the Satisfaction Goal Team, was established. This group creates formal processes (surveys) for asking stakeholders what their needs, expectations, and requirements are and then continues to verify (annual surveys) those needs, expectations, and requirements to determine if they remain stable or change over time.

The Satisfaction Goal Team proposes strategies that are based on data acquired through the various surveys (faculty, staff, community, parents, and students). The surveys include questions from each of the Indiana State Board of Education aims (Safe and Caring Schools / High Standards, Assessments, and Accountability / High Performing System Preparing High Performing, Responsible and Responsive Citizens / High Student Achievement / Effective Use of Resources).

Baseline Data 2006 and 2007:

Based upon the results obtained from surveys given in 2006 and 2008 the following categories were determined to be items of concern. These categories were further researched and discussed by the Satisfaction GAT team until common concerns were identified.

Student Survey: safety, high academic standards, good education

Faculty Survey: attendance procedures, special education and ENL services, appreciation, guidance services, and communication

Support Staff Survey: communication, and appreciation

Business Survey: good education, students prepared with 21st century skills

Recommended Strategies for Improvement:

Communication:

- 1) Establishment of e-mail list serve implemented 2006 and currently used frequently
- 2) Honeywell alert system implemented fall of 2007
- 3) Principal weekly updates to all staff implemented fall of 2007
- 4) Monthly faculty meetings
- 5) E-mail correspondence

- 6) More detailed communication to teachers about discipline issues
- 7) SCS established an early release day each Wednesday. This time is used for department meetings, curriculum discussions and GAT meetings.

Special Education and ENL Services:

- 1) Additional ENL aide added fall of 2006
- 2) Bilingual ENL aide added fall of 2006
- 3) Establishment of AYP Goal Action Team to explore how to better prepare our minority populations and special needs students

Appreciation:

- 1) Establishment of Big Fish award to a teacher at each faculty meeting
- 2) Personal notes of appreciation to faculty and staff from administration
- 3) Highlighting outstanding teaching practices at faculty meetings
- 4) Including all faculty and staff in appreciation luncheons
- 5) Purchasing Christmas gifts for all faculty and staff
- 6) Top Ten Teacher / Student ceremony

Attendance Procedures:

- 1) Added a Dean of Attendance fall of 2006
- 2) More accurate accounting of absences and student truanancies
- 3) Proactive approach to chronic absentee students
- 4) Establishment of Attendance Review Board involving probation and school administration

21st Century Preparedness

- 1) Addition of New Tech High School to be implemented fall of 2009

Figure 3.1.a Identification of Stakeholder Expectations

1. Identify key stakeholders – summer / fall
2. Determine appropriate tools (surveys) and methods (periodic resurveying of targeted groups) – fall semester
3. Develop assessment tool (survey) – fall semester
4. Distribute survey to identified stakeholders – fall semester
5. Identify areas of improvement – fall / spring semester
6. Determine methods of improvement – spring semester / summer
7. Implement necessary changes – fall semester
8. Re-evaluate progress on identified goals – fall / spring semesters

3.1.b. Stakeholder Matrix

Stakeholder	Needs/Expectations	How/When Did You Listen/Learn?
Students (ESL, F/R Lunch, Special Needs, Minority, GT, Vocational)	Graduate with KSA required for success, safe and orderly environment, challenging learning, quality teachers, support system, respect for all, emphasis on character education, enjoyable high school experience, programs and instruction tailored to individual needs or variety of learning activities, advanced level of technology and technical skills, wide range of extra curricular activities; pride in self and community	Student survey administered 2007, Annual Follow-up Senior Exit Interview and Survey
Parents	Quality education in a caring and safe environment, advanced level of technology and technical skills, effective communication (home/school), clean and healthy environments, preparation for future, sufficient resources, son or daughter will graduate with necessary KSA for next level	Parent Survey 2007 School Improvement Committee
Community	Literate students, well informed about societal issues, SHS is a source of pride for community, sense of responsibility to make community better place, school not be intrusive to surrounding areas, advanced level of technology and technical skills	Community Survey 2007
Business	Literate, math capable students, SHS is seen as a quality school that helps draw employers/employees to the community, responsive to needs of employers (skills), advanced level of technology and technical skills, pool of qualified graduates, work ethic and sense of responsibility, problem-solving and teamwork, respect for diversity in a global society	Life Long Learning Committee Business Survey 2007
Post-Secondary Institutions	Independent thinkers, writing and research skills, advanced level of technology and technical skills study skills, academically, socially, and emotionally prepared for university, presentation skills, respect for diversity in a global society	Research study from Quality Journal, IDOE report regarding students success at Indiana universities, KSA Survey sent to most popular universities
Military Branches	Study skills, socially and emotionally prepared for military service, respect for diversity in a global society, ability to be trained, strong study skills, accept criticism and responsibilities, same as those under	
Departments of	Do well in the "report card" areas (pass the	PL 221, NCLB

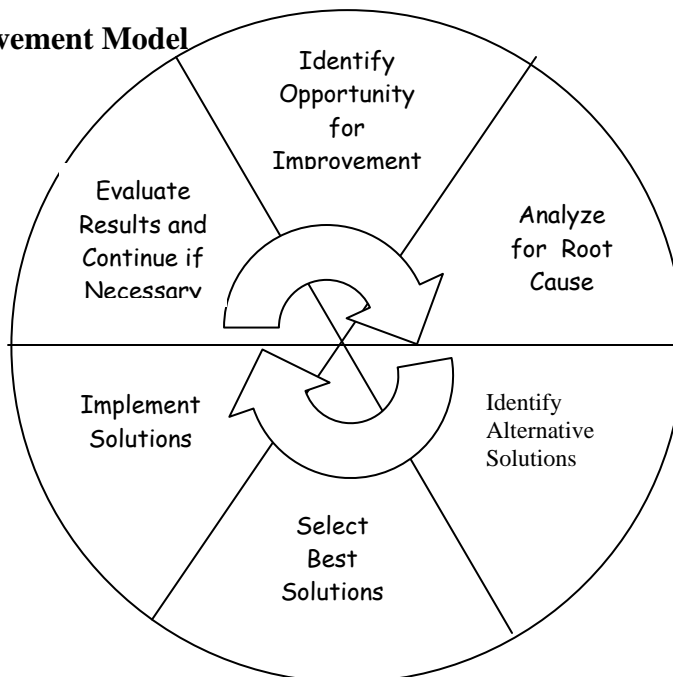
Education	GQE, high attendance, graduation rate, Academic Honors percentage, SAT, etc.), advanced level of technology and technical skills	
Faculty	Safe, orderly, caring environment, input in the decision making process, communication so we are informed, recognition and appreciation for work, fun place to work, high expectations, adequate resources to do jobs well, advanced level of technology and technical skills, pride in self and community, dedication to the profession	Annual Survey
Support Staff	Safe, orderly, caring environment, communication, recognition and appreciation for work, fun place to work, high expectations, adequate resources to do jobs well, advanced level of technology and technical skills, pride in self and community, dedication to the profession	Annual Survey

4.0 Measurement, Analysis, and Knowledge Management

4.1 Key measures (leading and lagging) are shown in Section 2.3 (Dashboard/Scorecard). How do you use data gathered from frequent assessments (tests, surveys) to make ongoing improvements? Give at least three recent, specific examples.

Each goal team will review baseline data and compare that data to current measures. If the data indicates that progress is being made, then the goal teams' strategies are effective and working. If the data indicates that progress is not being made then it will be the goal team's responsibility to analyze the root cause, identify solutions, select best solutions, implement these solutions and then evaluate.

**Continuous Improvement Model
Figure 4.1**



1. The attendance rate at SHS has remained stagnant over the last five years averaging 95%. As a result of the attendance data reported by the DOE and SHS monthly attendance numbers, the Attendance GAT team created an attendance review board. This board was established in partnership with the Shelby County Probation office and the Division of Child Services. Students, who are habitually absent beyond the 10 day limit, and their parents are brought before the Review Board. The board was established as an intervention to get the student to come more regularly to school. If attendance does not improve after this initial meeting, Probation and Child Services are contacted and these agencies initiate additional consequences for lack of attendance.
2. Because the ISTEP GQE was based on Algebra I standards and skills, the ISTEP Math GAT proposed that Algebra I be the entry level math course for all freshmen beginning the fall of 2006. As a result, there were more Algebra I failures than in previous years when Pre-Algebra was an option for freshmen. The percentage of failure for Algebra I in the fall of 2006 and the spring of 2007 averaged 26%. The failure rate for Algebra I the fall semester of 2007 was 31.4%. As a result of these statistics coupled with the change in standardized testing as determined by the Indiana Department of Education (The ISTEP GQE would be replaced in the spring of 2008 with the Algebra I Core 40 End of Course Assessment), a need to re-establish Pre-Algebra was proposed. This proposal along with a recommendation to decrease the math credits for General Education track students from 6 credits to 4 (which mirrors the State's recommendation) was proposed for the fall of 2008.
3. The suspension rates at SHS were averaging from 2004 to present about 140 per year. The expulsion rates averaged from 2004 to present about 29 per year. Because of this statistic, an alternative to suspension / expulsion program was designed and implemented. Currently, there are 16 students enrolled in the Alternative to Expulsion program that previously would have been expelled with no credit earning ability. The Alternative to Expulsion program provides students access to the Nova NET curriculum. The NovaNET program is an on-line curriculum that allows students to take core classes, and, therefore, receive credit toward graduation. Students are assigned for 2-3 days at the program for assistant in navigating the NovaNET program, which they can also access from home.

4.2 How were your key leading measures selected? What information do you have to suggest that these are “best practice” assessments? How do you ensure that assessments are continually updated?

The key leading measures were selected for each specific goal. A number of leading / lagging measures were identified. *See section 2.3*

These key leading measures allow SHS to know whether each student is meeting critical skills necessary to meet graduation requirements. Additionally, the objectivity, accuracy, and consistency of each leading measure were taken into account. The two types of evaluation, which are formative and summative, were considered as well. The goal of formative evaluation is to improve an implemented strategy early in the process in order to tailor learning experiences for students. The goal of summative evaluation is to judge and measure the effectiveness and efficiency of the strategy by a relevant external standard regarding what students should know. The key leading measures were designed with this in mind.

With Math and English ISTEP goals, SHS is in the process re-aligning curriculum and the quarterly mastery tests that accompany this curriculum. The data generated from this testing will allow teachers and administrators to see what skills students have mastered and which ones they have not. This will assist our efforts of remediating students more effectively. Also, the information is valid, accurate, and consistent. Teachers of English 9, 10, Pre-Algebra, and Algebra will be using mastery tests as a

supplement to the curriculum in the fall of 2008. All testing information will be stored in a computer database, which is easily tracked, and therefore, continually updated. Quarterly benchmark assessments to check for mastery of standards will begin in the fall of 2008.

In order to assess progress with the Language Arts ISTEP goal, SHS will be using an electronic portfolio system. All students will submit quarterly a piece of writing that shows a satisfactory level of completion in the various areas outlined on the school-wide rubric. Additionally, the computer based program *Criterion* that is endorsed by the Indiana Department of Education will be used to assess freshmen essay writing. This writing program gives instant feedback to students and teachers in the area of writing development and mechanics and assigns a score as well. The scores are objective, reliable, and consistent. All English teachers will submit scores from frequent *Criterion* writing assignments and these scores will be tracked and placed in the school's database as leading measures.

The reading goal will be assessed partly by using the STAR reading program, which targets students' IRL (individual reading level). Quarterly, teachers will test students with this program to see whether there are advancements being made in the areas of individual reading comprehension levels. The test is a valid instrument, easy to administer, consistent, and reliable. The STAR reading program stores each student's testing information and allows for easy access to these statistics. This information will be stored in the computer database for this system and also on the school's scorecard section 2.3.

With all of the set strategies and measures, accountability will be a major factor. Teachers will be observed and evaluated regularly on how well they are incorporating these strategies into their curriculum. Therefore, the administrative team will ensure that continual leading assessments take place. Additionally, each goal team will meet regularly to discuss progress and these key-leading measures will need to be up-to-date and accurate.

5.0 Faculty and Staff Focus

5.1 How do you organize to enhance collaboration, innovation, and flexibility among faculty and staff? Provide specific examples of changes your school has made to allow more support for planning, data analysis, and continuous improvement?

Faculty and staff are the most important element in continual school improvement. Their attitude and commitment to school improvement are keys in the success of the improvement plan. All faculty and staff participate and have a voice in school improvement. There are several key committees (Department Chair and Executive / Chair) that are involved in shaping the direction of school improvement initiatives at SHS. Each of these committees includes members of the faculty. Within each committee the responsibilities range from making curricular decisions to helping improve the school climate. Any major curricular or other school improvement decisions must run through these committees first before getting final approval from the school board. This ensures that all the faculty is involved on some level in creating new policies or reshaping existing ones.

Additionally, GAT teams are very instrumental in the development of strategies and activities aimed at continuous school improvement. Strategies and activities are based on best practices and data. A data bank has been developed at SHS to track vital information on dashboard goals. Data is also kept on other relevant scorecard information. GAT teams and professional development activities are designed to promote cooperation, collaboration, innovation, ownership and communication. All staff development is aligned to the school's dashboard goals and strategies.

The Shelbyville Central School Corporation added a weekly early release day at all levels in all buildings to allow for more professional development plans and school improvement analysis and development.

Monthly faculty meetings, weekly / monthly GAT meetings, department chair meetings, SCTA (Shelbyville Central Teachers' Association) meetings, School Improvement Committee meetings, e-mail, and voice-mail all enhance the school's ability to enhance collaboration among faculty and staff and help SHS progress towards reaching goals.

The Executive Chair Committee meets regularly to report on data, strategies, implementation processes, professional development issues and resources needed. The Executive / Chair meetings are a sounding board for all GAT committees to voice frustrations, confusion, innovative ideas, or questions about proposed school improvement issues.

5.2 How is faculty/staff performance managed?

Faculty and staff performance is managed in several ways. First, it is managed by regular observations and evaluations of teachers and staff. Non-tenured teachers are observed and evaluated yearly; tenured teachers are evaluated once every three years. Administration, guidance counselors, and support staff are given yearly evaluations.

All departments have curriculum maps that are updated regularly that include all state standards taught and the power skills that are emphasized throughout the curriculum. Teachers are expected to follow these month by month curriculum plans and are evaluated on how well they adhere to the specific curriculum.

Teachers are also asked to turn in a copy of the final exams given and the final exam test results at the end of the semester. This helps us to evaluate whether students are retaining information taught, if the information being taught is standards based, and whether these tests are a good assessments.

Department chairs do not evaluate staff but regularly provide vital feedback on non-tenured teachers' performance or on problems that arise within the department. These department chairs provide the administration additional reliable and helpful information about staff.

5.3 Provide details regarding your key staff development needs. Show how the needs were identified and how they are aligned with your key strategies.

Strategy	Staff Development Required	How Need Was Determined	Percent of Staff Trained
<u>Attendance</u> Credit Lab Mentor Program Attendance Review Board Campaign to raise awareness of policy	At-risk training Mentor Training Differentiated Curriculum Training	DOE Attendance Rate Internal monthly attendance statistics	100 Percent.
<u>Reading Goal</u> STAR reading assessment Silent Sustained Reading	STAR reading program, Reading strategies for the classroom	STAR reading comprehension test, ISTEP	100 Percent.
<u>Writing Goal</u> Electronic Writing Portfolios	Electronic portfolio training	Criterion writing program, ISTEP, SAT, PSAT, ACT	100 Percent.
<u>English ISTEP Goal</u> English Mastery Tests	Mastery Test evaluation and process for creating tests	ISTEP scores, Mastery test results	English Department
<u>Math ISTEP Goal</u> Math Classroom Manager	Mastery Test evaluation and process for creating tests	ISTEP scores, Mastery test results	Math Department
<u>Graduation Rate Goal</u> Credit Lab	At-risk training Differentiated Curriculum Training	Indiana Department of Education attendance rate calculation / internal attendance ratings	100 Percent

5.4 How do you determine faculty and staff satisfaction? Give examples of recent enhancements that have been made to operations in an effort to improve motivation and satisfaction.

Faculty and staff satisfaction is determined both formally and informally. Informally, the administrative team relies on information provided by department chairs and the Shelbyville Central Teaches Association representatives. Formally, the administrative team uses a faculty and staff survey to measure satisfaction. These surveys are developed annually in the fall semester and given out to all stakeholder groups. The first survey was conducted in November of 2004. The Satisfaction GAT team

oversees this annual survey process and makes recommendations for improvements. This team then studies leading data to see if recommendations for improvement are working. *See section 3.1.* The surveys have questions related to all three areas (well-being, satisfaction, motivation). This gives the administrative team and school improvement teams reliable data to determine appropriate strategies for improvement in the area of faculty and staff satisfaction. The administrative team also looks at attendance data as a possible indicator of work place satisfaction. Recent enhancements include teacher appreciation luncheons, Homecoming cookout, significant teacher ceremony, and teacher appreciation week recognition.

5.5 Discuss safety-related continuous improvement activities that you have recently undertaken.

Shelbyville High School had a 35 million dollar renovation completed the fall of 2007. The renovation addressed many safety concerns: cameras, sprinkler system, ADA improvements, secure lock systems on doors, wider hallways, security office, limited/restricted access to the building, panic buttons, intercom system, etc.

3.0 Student, Stakeholder, and Market Focus

3.1 How did you identify the expectations of your stakeholders? Discuss regular surveying, focus group meetings, etc. and tools that you use to determine stakeholder needs.

Stakeholder	Needs/Expectations	How/When Did You Listen/Learn?
Students (ESL, F/R Lunch, Special Needs, Minority, GT, Vocational)	Graduate with KSA required for success, safe and orderly environment, challenging learning, quality teachers, support system, respect for all, emphasis on character education, enjoyable high school experience, programs and instruction tailored to individual needs or variety of learning activities, advanced level of technology and technical skills, wide range of extra curricular activities; pride in self and community	Leadership Plan Meeting 9/2004; Student survey administered 11/2004, Summer Student Council Plan Session 7/2004. Annual Follow-up Senior Exit Interview and Survey
Parents	Quality education in a caring and safe environment, advanced level of technology and technical skills, effective communication (home/school), clean and healthy environments, preparation for future, sufficient resources, son or daughter will graduate with necessary KSA for next level	Parent Survey 10/2004 at PTCs, Randomly selected mailing to 50 parents each grade level, Telephone interviews with 200 parents, Open Forum night
Community	Literate students, well informed about societal issues, SHS is a source of pride for community, sense of responsibility to make community better place, school not be intrusive to surrounding areas, advanced level of technology and technical skills	
Business	Literate, math capable students, SHS is seen as a quality school that helps draw employers/employees to the community, responsive to needs of employers (skills), advanced level of technology and technical skills, pool of qualified graduates, work ethic and sense of responsibility, problem-	Attendance at SC Lifelong Learning Committee, Open Forum (Mentor Program) 6/2005,

	solving and teamwork, respect for diversity in a global society	
Post-Secondary Institutions	Independent thinkers, writing and research skills, advanced level of technology and technical skills study skills, academically, socially, and emotionally prepared for university, presentation skills, respect for diversity in a global society	Research study from Quality Journal, IDOE report regarding students success at Indiana universities, KSA Survey sent to most popular universities,
Military Branches	Study skills, socially and emotionally prepared for military service, respect for diversity in a global society, ability to be trained, strong study skills, accept criticism and responsibilities, same as those under	
Departments of Education	Do well in the “report card” areas (pass the GQE, high attendance, graduation rate, Academic Honors percentage, SAT, etc.), advanced level of technology and technical skills	PL 221, NCLB
Faculty	Safe, orderly, caring environment, input in the decision making process, communication so we are informed, recognition and appreciation for work, fun place to work, high expectations, adequate resources to do jobs well, advanced level of technology and technical skills, pride in self and community, dedication to the profession	
Support Staff	Safe, orderly, caring environment, communication, recognition and appreciation for work, fun place to work, high expectations, adequate resources to do jobs well, advanced level of technology and technical skills, pride in self and community, dedication to the profession	Annual survey

Currently, there are yearly updates to the faculty handbook Crisis section (emergency contacts and numbers, evacuation routes for fire drills, tornado safe places, procedures in case of intruder). SHS conducts regular disaster drills (monthly fire drills and 4 tornado drills and lockdown drills). SHS has developed a strong partnership with the Shelbyville Police department. There is an officer assigned daily to the high school. These officers assist administration with those students who violate laws such as the following: assault and battery, truancy, and illegal drug usage.

6.0 Process Management

6.1 List your key learning-centered processes and how they are related to goals.

Shelbyville High School manages key learning-centered processes by knowing what stakeholders require, assessing current program offerings and their effectiveness, designing and deploying new strategies/programs and continually assessing to ensure results meet expected standards.

Learning-Centered Process	Goal Focus
Vision, Mission, Core Values Development	Sets direction for achievement of all school goals
Strategic Planning	Details the direction for action plans
Identification of Special Needs Students	Appropriately places students in courses / programs and allows for more student academic success
PDSA (Plan, Do, Study, Act)	Checks current performance and allows for the addition of improvements
Stakeholder Needs / Expectations Surveying	Provides input on school goals and strategies
Stakeholder Satisfaction Surveying	Provides input on school goals, strategies and PDSA cycle
Benchmarking	Provides information for school improvement initiatives and knowledge of program development and delivery
Review of Best Practices	Aids in design and delivery of programs and strategies
Student Performance Analysis	Ensures alignment with State Academic Standards, formative and summative assessment, and provision of tutorials and enrichment
Staff Development	Assists in proper strategy implementation
Aligned Goal Setting	Ensures efficient and effective performance and assists the performance review process
Performance Review	Ensures all staff continually improve their performance

6.2 List your education programs and show a link to key goals. How are your programs regularly reviewed and updated?

Special Education: the process for identifying students who classify under Article 7 begins with the guidance department. Teachers or parents refer students for testing of learning disabilities. A General Education Intervention (GEI) is then sent to teachers. This GEI asks teachers for information about the student's academic performance, and then teachers are prompted to create strategies that may help the student's academic performance in class. Once the GEI has been circulated to teachers, the guidance counselor sends a request for testing to the Blue River Special Education Cooperative. The BRSEC will complete testing within 60 school days, and an initial case conference is then scheduled to discuss eligibility for special education services.

Early identification of these students can help in all areas of school improvement: ISTEP, increased numbers meeting goals listed in IEPs, and continual academic performance improvement.

Remediation: There are various opportunities for a student to receive remediation for ISTEP. These opportunities include Basic Skills classes –fall, spring, and summer sessions. In the fall, freshmen that failed or marginally passed 8th grade ISTEP will be enrolled in this class. Additionally, ISTEP tutoring is available to junior / senior failures of ISTEP.

Gifted / Talented: Academic Honors Diploma (AHD) and Technical Honors Diplomas – these are academic tracks that encourage students to take the most challenging courses in high school in order to best prepare for college. Four-year colleges recognize these tracks as the most rigorous diploma available to Indiana students. For a list of course requirements *see section -Organizational Profile*.

Additionally, all students who are considering a four-year university are encouraged by guidance counselors to follow the Core 40 track. This track is required in order for students to be considered for admission into Indiana’s four-year colleges as well as into many other states’ four-year colleges.

This diploma track helps increase numbers of students who are successful on ISTEP, SAT, ACT, and AP exams.

ENL Program / Cultural Competency – Students are identified by a home language survey given to them upon registering at the high school level. Once identified, if a student has not taken the LAS Links at SHS, they are tested upon entry. Limited English speakers not new to SHS take the LAS Links assessment in the spring to determine targeted areas and overall growth. This information is communicated to the classroom teacher and suggestions are given for possible accommodations. An ILP (Individual Learning Plan) is also in place to assist the classroom teacher when individualizing instruction.

Every grading period, to ensure reclassified ESL students’ success in the classroom, a monitoring procedure is also implemented.

All ESL staff attends the state's ESL conference and participates in related breakout sessions which complement SHS’s program. A district wide ESL parent meeting is held yearly, which outlines school and community expectations. The program is presented both visually, through power point, and verbally, with the use of interpreters. A second semester parent meeting is also held which involves computer skills and online language programs. All (LAS) testing information is sent home to the parents in Spanish and English. SHS’s handbook, which includes information about all policies such as student discipline, attendance, graduation, extracurricular, and various awards, has been translated into Spanish.

Blue River Vocational Program – students who have earned a minimum of 18 credits and passed all freshmen required classes are eligible to attend Blue River Career Center. Blue River Courses include automotive technology, building trades, career academy, computer operations, facility maintenance, health careers, and manufacturing technology. Students who are enrolled in the vocational school demonstrate increased attendance rates, increased graduation rates and increased satisfaction rating.

Standards based instruction – All core subjects’ (English, Math, Social Studies, and Science) curriculums are aligned with the state standards as outlined in the Department of Education’s *Curriculum Frameworks*. The state standards drive all written curriculum and all adopted textbooks English (2007-08), Social Studies (2002-03), Math (2003-04) and Science (2004-05) **textbooks and support materials are aligned with the Indiana State Standards**. Curriculum maps are used to teach the core subjects with Power Indicators designating the most critical standards. Aligned curriculum allows for increased proficiency on the ISTEP test.

