

School Improvement Plan
2016-17

BEDFORD NORTH LAWRENCE
HIGH SCHOOL

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**Bedford North Lawrence High School
School Improvement Plan Prepared in
Compliance with Indiana Public Law 221
for the year of 2016-2017 using data from 2015-2016**

This school improvement plan is submitted on behalf of Bedford North Lawrence High School, referred to as BNL throughout this document. It was prepared under the leadership of the building principal working in cooperation with the school improvement committee appointed in compliance with Indiana Public Law 221 (PL221). The plan is structured using the guidelines provided in rules approved by the Indiana State Board of Education. Bedford North Lawrence High School is accredited by The North Central Association Commission on Accreditation and School Improvement (NCA CASI) which is a division of AdvancED. This plan is designed to focus the needs of the school into one document. It covers a three-year period starting in the **2016-2017** school year. It has always been a goal of Bedford North Lawrence High School to provide for continuous improvement in student achievement. This plan is a statement to the community as to how Bedford North Lawrence High School expects to fulfill that commitment in the coming years.

Introduction

Bedford North Lawrence High School is located two miles east of Bedford, Indiana, nestled in the scenic hills of eastern Lawrence County. Bedford is located 70 miles south of Indianapolis, 100 miles northeast of Evansville, and 70 miles north of Louisville, Kentucky. The school sits in a rural setting one half mile north of U.S. Highway 50. The school opened in 1975 as a consolidation of seven high schools serving Lawrence County in an area north of the White River. The building has undergone several additions and renovations to be able to meet the changing educational needs of the students and community.

Community Profile from Census Data:

Population for Lawrence County for 2010:	46,134
Labor force for 2010:	21,710
Average Income for people employed in 2010:	\$31,263

Bedford North Lawrence High School enrolls students in grades nine to twelve. North Lawrence Community Schools (NLCS) has ten elementary schools, three middle schools, BNL High School, one career center, and a high school alternative program.

Cultural Component

The Indiana DOE has classified BNL as a 4 Star School for the past four years. The enrollment at Bedford North Lawrence High School is 1,580 students. Forty-six percent of the students are female; 54% are male. The majority of the students are Caucasian (93%), while the remaining student population is made up of Multiracial, Hispanic, American

Indian, Asian, and Black ethnicities, in descending numbers. The free and reduced lunch count for 2015-2016 was 36.9%.

Description and Location of the Curriculum

The Bedford North Lawrence High School curriculum is based on and aligned with the standards adopted by the Indiana State Board of Education. Teachers at BNL, under the direction of the building principal and district personnel, provide enrichment of the curriculum. Copies of the curriculum are available at the school as well as at the district offices at 460 W Street.

Safe and Disciplined Learning Environment

Bedford North Lawrence High School has a safe and disciplined learning environment. Building renovations included a security update to restrict access past the office entrances to unauthorized individuals. A Safe Haven grant provides police officers from the Lawrence County Police Department to assist hall monitors and administration in supervision of the campus on a periodic basis. A counseling staff of five individuals is available to help with student needs. Teachers hold high expectations for student behavior and students engage in leadership activities through Student Council, Renaissance, and Beta Club.

Parental Involvement

Parents are involved in our school in many activities. Athletic and academic contests, Band Boosters, Beta Club induction, and music programs are well attended. Freshman orientation/registration in the fall is well attended by parents. Parents assist as chaperones for school dances, volunteer in classrooms, supervise the concession stands at ball games, and serve on committees such as for textbook adoption and PL221.

Communications from school to home include a variety of classroom newsletters, an online student newspaper, a school web-site, nine-week report cards, mid-term progress reports, email, face-to-face and telephone conferences, and written correspondence from teachers and the office staff. An effective system of communication is the Parent Portal, a very useful part of PowerSchool, which we began to use in 2014. Parents can see updated student grades and attendance. Email addresses for the teachers are just a point and click away, when viewing the Parent Portal. Teachers can post announcements on the same site, as well as notes about assignments. We are pleased to find that a vast majority of our parents and care-givers are more than willing to correspond with school staff using this convenient technology.

Assessment

Student learning at BNL is assessed and affirmed in a number of ways. The traditional oral recitation in class discussions, paper and pencil assignments or tests, and projects such as posters, papers, or other products predominate in classrooms. Technology is used as a tool to assist in assessment. Statewide high-stake tests (ISTEP+) and NLCS end-of-course assessments give information about how entire grade levels are performing on an annual basis. Public performances such as concerts, contests, or learning fair exhibits provide the community with proof of accomplishments. Art work is displayed in local businesses and our Administration Center throughout the year and during a spring Fine Arts Festival, which is attended by thousands of our patrons. Special education student progress is tracked using ISTAR and other assessment instruments. Student achievement is then rewarded by publishing honor roll lists and displaying work publicly. Our Renaissance Club rewards students with perfect attendance as well as grade improvement each grading period. Athletic awards programs are held in twenty girls and boys sports to celebrate competitive accomplishments by teams and individuals. An annual academic awards program ends each year.

Community Involvement

The Bedford Chamber of Commerce coordinates a number of community efforts to support schools. The Lawrence County Economic Development Council works with our school to provide support in development of programs to promote graduation and job readiness. Crane Naval Weapons Support Center provides assistance to staff and tutoring to students. The Bedford Public Library promotes college readiness with several programs and has a person on staff to help with FASFA. County government and the court system assist with a truancy intervention program.

The teachers, administrators, support staff, parents, and other interested parties are dedicated to the task of creating an environment of lifelong learning. To achieve our desired goal, we will continue to focus on and to implement our mission statement by forming additional partnerships with the community. These partnerships will inspire support for the manpower, facilities and equipment to help BNL realize its mission.

Mission

The mission of Bedford North Lawrence High School is to ensure that every student works to complete requirements for graduation, developing skills necessary for college, careers, and life.

Vision

BNL students will continuously excel in a global society by being:

- Self-motivated learners
- Critical thinkers
- Effective communicators
- Skilled collaborators
- Responsible and culturally aware citizens
- Technologically capable creators

Beliefs

We believe that:

1. While all children can learn, they learn at different rates and in different ways.
2. High expectations and an engaging, innovative, technological learning environment are critical to the learning success of all students. Victory in the classroom is the main event of every day.
3. Students must take responsibility for their own learning and achievement. Parents must be responsibly involved in student success.
4. Effective collaboration requires trust, mutual respect and open, honest communication.
5. School wide policies are necessary to ensure equitable and consistent implementation of expectations.
6. Goals must be specific, measurable, attainable, results-oriented, and time-bound.
7. Continual personnel, patron, and student feedback guides improvement.

Collecting and Analyzing Data

Data from eighth grade ISTEP scores typically indicates that reading comprehension is an area of low growth. BNL will implement a reading comprehension program to help each student grow by:

1. Having the leadership team convey the urgency that all actions within the building will work toward a common mission and vision for the school where decisions are student centered.
2. Ensuring teachers will use appropriate data to review student progress and guide instruction. Research based, best instructional practice information will be identified and implemented while continuing to monitor attendance, ECA and ISTEP passing percentages, and graduation rates as part of PL221.
3. Utilizing a state-approved adaptation of the RISE evaluation system, known to the corporation as ME-TIME, to guide teachers toward improved instructional practices

with the intention of raising achievement for every student. The system will focus on comprehensive assessment. Professional development will be implemented for staff members as needed throughout the year.

4. Using a recently added SIS, PowerSchool, to allow teachers to collect and analyze student data in addition to other sources such as The Learning Connection and Pivot.

Summary about Educational Programming

The NLCS district curriculum, under which Bedford North Lawrence High School functions, is based on Indiana's academic standards along with the added change of the College & Career standards. With the recent revisions of the standards, realignment has become a major focus for curriculum leaders and teachers. The following initiatives are now underway:

- The principal and NLCS central office have worked with teachers to align curriculum, develop end of course assessments, and provide remediation support for students.
- The NLCS Board of Trustees has made resources available to improve instruction.
- The faculty has been active in several recent technology initiatives that are changing instruction and learning. BNL is transitioning to a 1:1 learning environment this year. All students are provided a corporation-owned Chromebook for use at school and at home. Teachers are utilizing the practices learned last year through monthly professional development activities provided by Five Star Technology Solutions, involving the use of Google Classroom. Sessions included Google Apps for Education, Blended Learning, Curriculum Curation, Digital Citizenship, and Classroom Management.
- The Indiana Tech Fund grant has provided computers, networking, internet, and software for each teacher plus student labs and multiple individual student stations in classrooms. Teacher and student stations were replaced in 2009. Labs were updated in 2013.
- The staff has been using limited professional development money for substitute teachers to address creation of end of course assessments.
- Teachers have organized learning communities to explore and incorporate items such as better use of data and Cooperative learning.
- A leadership team of department chairs continues to be utilized. This leadership team provides all staff members with opportunity for input on all school issues.
- Using corporation-provided connections to Edmentum software (PLATO and Study Island) will permit teachers to provide further instructional assistance to students.
- Students who failed a course in a previous semester are now able to attend StarPlus credit recovery sessions in a computer lab during the school day, where PLATO software is utilized to complete the course again, this time with a passing grade.

School Improvement Goal

Bedford North Lawrence High School will work to ensure that each student show a yearly increase in reading comprehension of at least one year as measured by a standardized assessment.

Goal Implementation

Each February an assessment will be given to all students ~~using STAR Reader~~ to determine the grade equivalent reading comprehension score of each individual.

Teachers will develop a literacy strand within each classroom to individualize instruction using information provided from the assessment.

A follow-up assessment will be available in September to assess growth and determine the need for adjustment to instruction.

The following February the assessment will be used to determine both the success of reaching the expected growth and the starting point for determining the plan for the next year.

Benchmarks

Leadership

The leadership team will focus on the needs of the student in all decision making and all communications with staff, students, and community.

Documenting and Using Results

Instructional decisions will be based on appropriate data using research based best practices.

Specific benchmarks to be looked at will be attendance, dual credit offerings, ECA passing rates, and graduation rate.

Attendance Rates

Bedford North Lawrence High School will continue the focus on student attendance. The following policy statement will guide this focus:

Education is one of the most valuable undertakings of our country. Formal schooling is not only desirable but also absolutely essential for the conservation of American society. Indiana places education at the top of its priorities. A highly positive correlation exists between formal learning and school attendance. Accordingly, it is incumbent upon this school system to use every reasonable measure to instill dutiful attendance habits in every student. A day lost from the classroom can never be completely retrieved; the dialogue between teachers and students in a classroom group environment can never be effectively duplicated. This policy's purpose is to encourage academic effort by discouraging unacceptable absenteeism, which is viewed as a lack of effort.

We work with the county prosecutor on a Truancy Intervention Program for students with a high number of absences.

Our desired benchmark for the 2016-17 school year is to reach and maintain an attendance rate of 96%, or the state average, whichever is higher.

Recent results:

<u>Year</u>	<u>State Average</u>	<u>BNL</u>
2015-16	94.7%	93.1%
2014-15	94.7%	93.5%
2013-14	95.0%	93.4%
2012-13	94.9%	94.2%
2011-12	95.2%	93.1%
2010-11	95.1%	93.1%

Dual Credit Offerings

BNL has established dual credit offerings with Indiana University in specific classes. We established new agreements with IVY Tech to add Spanish and French to the list of classes available for students to earn dual credit.

End of Course Assessments

We are proud to continue to be recognized as an Indiana Four Star School. It is the intent of Bedford North Lawrence High School to increase the percentage of students passing the state end of course assessments (ECA) in Algebra, Biology, and English 10 for the remainder of time that ECAs are administered.

Our goal is to reach and maintain a passing rate of 90% on ECA's in Algebra 1 and English 10. For the Biology area we expect to see at least a 5% growth per year. As the results show, while these goals remain unattained, we continue to strive to reach them.

We continue to monitor developments at the IN-DOE in regards to ISTEP testing. A portion of our students did take part in required ISTEP testing in May 2016. The results, as predicted by even our State Superintendent, were lower than hoped for due to a variety of reasons. It is our hope that ISTEP results for BNL will rise to the level of those attained on the ECA, and beyond, as the IN-DOE and our state government work out the details of a new ISTEP format that will be utilized in the 2017-18 school year.

Recent Results:

ECA

<u>Year</u>	<u>Alg. 1</u>	<u>State Avg.</u>	<u>Eng. 10</u>	<u>State Avg.</u>	<u>Biology</u>	<u>State Avg.</u>
2015-16	73%	NA	71%	NA	NA	NA
2014-15	82.9%	69.7%	82.1%	78.7%	52%	43.6%
2013-14	82%	73.3%	82%	78.2%	53%	48.7%
2012-13	84%	69.4%	73.4%	75.9%	58%	47.7%
2011-12	87.3%	70.2%	82.8%	77.8%	47%	45.5%
2010-11	86%	72.4%	78%	71.9%	61%	46.9%
2009-10	70.3%	63.3%	66.9%	64.9%	51.3%	35%

ISTEP

<u>Year</u>	<u>Alg. 1</u>	<u>State Avg.</u>	<u>Eng. 10</u>	<u>State Avg.</u>	<u>Biology</u>	<u>State Avg.</u>
2015-16	37.9%	NA	50.7%	NA	56.0%	NA

Graduation Rate

Our expected benchmark for the 2016-17 school year is to reach and maintain a graduation rate of 90%.

Graduation Rate trends:

<u>Year</u>	<u>Graduation Rate/ BNL</u>
2015-16	85.9%
2014-15	87.4%
2013-14	89.4%
2012-13	89.3%
2011-12	85.6%
2010-11	81.4%
2009-10	84.8%
2008-09	83.1%
2007-08	78.5%

Continuous Improvement

The established benchmark for school year 2016-17 is continued utilization of the approved adaptation of the RISE evaluation system to quantify the teaching process to ensure that each teacher is providing quality instruction. NLCS will provide professional development opportunities to each teacher, as needed, to ensure student learning.

Departments will develop common beginning of year assessments to use as a guide to develop student learning objectives and common end of course assessments including the level of mastery expected by the entire class.

Administrators will make multiple observations of each teacher using a rubric developed for the evaluation system. They will provide feedback on the observations including recommendations to use best practices from research to guide improvement.

The approved adaptation of the RISE model will be introduced as a formative process looking at Planning, Instruction, Leadership, and Professionalism. The results obtained from the data will be used in the summative evaluation of each teacher.

Proposed Interventions

- Professional development for teachers will be a key to the planned interventions, aimed at bringing higher rates of success to our students.
- Language Arts, Math, Science, and Social Studies curriculum will be continually aligned with the state and College & Career Standards. Teachers in these subject areas are working to align the PLATO course offerings available in our StarPlus program with the curriculum utilized in our classrooms.
- StarPlus will be an avenue for students to efficiently improve a failing grade to a passing grade. Students will also have access to information through Study Island to enhance classroom instruction and increase their opportunity to learn.
- Math ZAP has been successfully implemented in the Mathematics Department. Math ZAP stands for “Zeros Aren’t Permitted” and focuses on all students achieving 100% completion of homework assigned in math class. Through this program students are given assistance on homework when struggling. Struggling students are also identified early in the semester based on last year’s math achievement scores. These students are placed in a Math ZAP study hall getting extra assistance from a math teacher one period per day.
- Alternative programs, such as Jobs for America’s Graduates (JAG) and our partnership with Ivy Tech, will continue to be developed within the confines of the current setup and current budget constraints.

Annual Benchmarks for Progress

Each student will show a minimum of one year of growth in reading comprehension per year based on grade equivalent scores.

1. The school will establish a working mission and vision where student achievement is the focus of all and a culture where all individuals are valued.
2. Evaluation of staff will focus on having effective teachers in every room and providing staff development as needed to improve instruction and thus student achievement.

Professional Development

The professional development program for the school is conducted within district goals and objectives and includes the following:

- Planning time will be used to focus on topics directly related to teacher needs and instruction, particularly as it pertains to the use of digital products. Teachers will utilize PD activities provided through Five Star Technology Solutions, geared toward a better understanding of how digital technologies can bring new levels of engagement to our students, while continuing to build upon available classroom instructional practices that benefit teacher and student.
- Staff meetings will be held that focus on the opportunity for sharing of best practices among teachers.
- Staff members are provided with registration and substitute coverage to attend training activities such as :
 - Southern Indiana Education Center workshops
 - IDOE workshops and conferences
 - NLCS Workshops
 - Various technology learning activities

The staff and administration believe that targeted professional development activities will be the key to increasing student achievement and focusing instruction more specifically on the needs of students. Corporation funds will be used to implement professional development for school reform as we develop a program that will allow each student to meet his/her potential.

Statutes or Rules to be Waived

Bedford North Lawrence High School will not seek any waivers due to this plan. BNL and North Lawrence Community Schools may supplement adopted textbooks but will not replace them.

Three Year Action Plan Summary

- The school wide goal of improving reading comprehension will be ongoing. The achievement of students will be reviewed annually by the principal, School Improvement Committee, and teachers.
- Benchmarks of attendance, ECA and ISTEP results, dual credit, and graduation rates will continue to be monitored as indicators of student achievement.
- The achievement review will include data provided by the Indiana Department of Education, ECA and ISTEP reports, results of local assessments, portfolio exhibits, and other broad indicators of student achievement.
- This document will be updated annually so as to guide future professional development and school improvement efforts.

BEDFORD NORTH LAWRENCE
HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN
Submitted October 1, 2016

Prior to the submission of the above stated school's Public Law 221 School Improvement Plan document, all or pertinent components of the document were reviewed by the individuals listed below. The signature of each individual signifies that the individual has reviewed the document and is in agreement with the information contained in the document.

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Matthew Canada, Asst. Principal *Matthew Canada*

Todd Tanksley, Asst. Principal *Todd Tanksley*

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Deanna Blackburn, Business Chair *Deanna Blackburn*

Alyssa Conner, World Languages Chair *Alyssa L. Conner*

Leisa Deckard, Art Chair *Leisa Deckard*

Roger Gales, Music Chair *Roger Gales*

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Deanna Priddy, Special Education Chair *Deanna Priddy*

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