Boone Grove High School

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2012-2013
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I. Introductory Staff Information

A. BGHS Certified Staff

2012-2013 Boone Grove High School Certified Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Experience</th>
<th>Dept/Position</th>
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<tbody>
<tr>
<td>Garry DeRossett</td>
<td>EdS</td>
<td>36</td>
<td>Principal</td>
</tr>
<tr>
<td>Ed Ivanyo</td>
<td>MA</td>
<td>18</td>
<td>Assistant Principal</td>
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<tr>
<td>Kerrie Schludecker</td>
<td></td>
<td></td>
<td>Athletic Director</td>
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<tr>
<td>Louisa Hannon</td>
<td>MS</td>
<td>11</td>
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<tr>
<td>Ginger Boys</td>
<td>MA</td>
<td>31</td>
<td>Art</td>
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<tr>
<td>Jennifer Gaulin</td>
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<td></td>
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</tr>
<tr>
<td>James Rosinina</td>
<td>BA</td>
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<tr>
<td>James Buford</td>
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<td></td>
<td>Culinary Arts/Vocational</td>
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<tr>
<td>Heidi Harbaugh</td>
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<tr>
<td>Clay Corman*</td>
<td>MA</td>
<td>17</td>
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<tr>
<td>Becky DeRuntz</td>
<td>BS</td>
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<td>Tom Mitchell</td>
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<td>29</td>
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<td>Jori Swan</td>
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<tr>
<td>Holly Perez</td>
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<td></td>
<td>Math</td>
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<tr>
<td>Katelyn Sarnowski</td>
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<tr>
<td>Rolland Thill</td>
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<td>Kathy Sherman</td>
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<td>Michael Baum</td>
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<td>Athena Welbourne</td>
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<td>Linda Eleftheri*</td>
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<td>Matt McKay</td>
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<td>Jeff Cochran</td>
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<td>Marcus Jones</td>
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<td>Lita Midmore</td>
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<td>Ken Snow*</td>
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<td>Marcus Banning</td>
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<td>Kimberly Fenwick*</td>
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<td>Tony Tinkel</td>
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<td>Angela Georgion</td>
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<td>Peggy Sharpe</td>
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<td>Kathy Witt</td>
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<td>Cathy Korell</td>
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<td>Kristine Prater</td>
<td>MA</td>
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B. Description of School, Community, and Educational Programs

Porter Township, located in the southwest quadrant of Porter County, is primarily a stable mix of suburban and rural residences. Small subdivisions, along with a large subdivision—Lakes of the Four Seasons, dot the crop fields and countryside.

There aren’t any major industries located in Porter Township. As a result most township residences experience employment in various industries surrounding the township. Proximity to a major metropolitan center (Chicago) enhances the diverse fields of employment that our township experiences. The majority of our population is Caucasian.

Boone Grove High School is the only high school in the school district and is fed by a middle school (grades 6-8), an intermediate school (grades 4-5), and an elementary (K-3).

Our school day consists of 7 periods of roughly 50 minutes in length. However, students may have flexible schedules based on vocational classes, college courses, or other individualized needs. In addition Boone Grove High School offers five courses for concurrent enrollment and is currently pursuing the opportunity to increase those offerings. We also have a variety of honors courses available in various disciplines. For the struggling students, teachers offer individualized remediation and our technology allows students to recover credits through our A+ program.

Student information is readily available to parents through Harmony, our online grade book. This facilitates communication, by allowing parents to monitor student performance in class. Furthermore, it allows teachers to post daily homework assignment, create messages for all students in the course, and email groups of parents in mass.

The Boone Grove High School co-curricular program is a vital part of the students’ total education experience. A significant portion of the students participate in at least one aspect of the program. Our offerings include a variety of options: Spell Bowl, Science Fairs, Student Council, National Honor Society, Fine Art Contests, Academic Competitions, and a variety of service oriented clubs (like key club).

We attempt to use our size to our advantage. With our current enrollment, we are able to get to know students and more accurately focus upon individualized needs. And while our course offerings are limited compared to larger schools, the Boone Grove education provides an education that enables students to learn and compete within an ever-evolving global society.
## C. School Profile

### Boone Grove High School, Valparaiso 6838

<table>
<thead>
<tr>
<th>Indicator</th>
<th>'08-09</th>
<th>'09-10</th>
<th>'10-11</th>
<th>'11-12</th>
<th>Totals</th>
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<tr>
<td>Student Enrollment</td>
<td>547</td>
<td>546</td>
<td>541</td>
<td>534</td>
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<td>10th Grade Cohort Percent Passing ECA Math Standard</td>
<td>71</td>
<td>67</td>
<td>81</td>
<td>82</td>
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<tr>
<td>10th Grade Cohort Percent Passing ECA Language Arts Standard</td>
<td>70</td>
<td>72</td>
<td>83</td>
<td>72</td>
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<tr>
<td>10th Grade Cohort Percent Passing both ECA Standards</td>
<td>60</td>
<td>55</td>
<td>73</td>
<td>68</td>
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<tr>
<td>Percent of graduates who have passed Indiana's ECA</td>
<td>97</td>
<td>98</td>
<td>91</td>
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<td>Percent of graduates granted waivers for the ECA</td>
<td>3</td>
<td>2</td>
<td>9</td>
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<td>Percent of 11th and 12th Graders Taking Adv Placement Tests</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>23</td>
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<td>Percent of AP Tests with Score of 3, 4, or 5</td>
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<td>19</td>
<td>43</td>
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<td>SAT Average Score</td>
<td>981</td>
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<td>986</td>
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<tr>
<td>Percent of 12th Graders Taking SAT</td>
<td>62</td>
<td>57</td>
<td>59</td>
<td>56</td>
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<tr>
<td>Percent Academic Honors Diplomas</td>
<td>35</td>
<td>29</td>
<td>23</td>
<td>29</td>
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<tr>
<td>Percent Core 40 Diplomas</td>
<td>86</td>
<td>86</td>
<td>77</td>
<td>79</td>
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<tr>
<td>Number of International Baccalaureate Diplomas</td>
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<td></td>
<td>165</td>
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<tr>
<td>Percent of Graduates Pursuing College Education</td>
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<td>79</td>
<td>58</td>
<td>79</td>
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<tr>
<td>Graduation Rate</td>
<td>88.6</td>
<td>87.2</td>
<td>83.5</td>
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<td>Attendance Rate</td>
<td>96.5</td>
<td>96.7</td>
<td>96.3</td>
<td>95.9</td>
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<td>Number of Students with More Than 10 Unexcused Days Absent</td>
<td>7</td>
<td>6</td>
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<td>Number of Students Retained in 9th Grade</td>
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<td>5</td>
<td>0</td>
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<td>Number of Students who have Dropped Out</td>
<td>10</td>
<td>8</td>
<td>8</td>
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<td>Number of Students Suspended</td>
<td>49</td>
<td>35</td>
<td>29</td>
<td></td>
<td></td>
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<tr>
<td>Number of Students Expelled</td>
<td>7</td>
<td>8</td>
<td>2</td>
<td></td>
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<tr>
<td>Number of Expulsions and Suspensions involving Drugs, Weapons, or Alcohol</td>
<td>5</td>
<td>6</td>
<td>2</td>
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</table>

*Science testing changed grade level in Spring on 2008/2009 school year*

<table>
<thead>
<tr>
<th>2011 Average Administrator Salary</th>
<th>2010 Average Administrator Salary</th>
<th>2009 Average Administrator Salary</th>
<th>2008 Average Administrator Salary</th>
<th>2007 Average Administrator Salary</th>
<th>2006 Average Administrator Salary</th>
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<tbody>
<tr>
<td>102,760</td>
<td>81,065</td>
<td>75,461</td>
<td>73,659</td>
<td>73,399</td>
<td>65,907</td>
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</table>
Population By Sex By Age
(Porter Township, Indiana: 2009)

Male:
- Under 5 years: 122
- 5 to 9 years: 358
- 10 to 14 years: 424
- 15 to 17 years: 318
- 18 and 19 years: 146
- 20 years: 71
- 21 years: 91
- 22 to 24 years: 158
- 25 to 29 years: 151
- 30 to 34 years: 170
- 35 to 39 years: 322
- 40 to 44 years: 297
- 45 to 49 years: 320
- 50 to 54 years: 316
- 55 to 59 years: 406
- 60 and 61 years: 154
- 62 to 64 years: 223
- 65 and 66 years: 51
- 67 to 69 years: 138
- 70 to 74 years: 149
- 75 to 79 years: 120
- 80 to 84 years: 55
- 85 years and over: 51

Female:
- Under 5 years: 176
- 5 to 9 years: 257
- 10 to 14 years: 274
- 15 to 17 years: 177
- 18 and 19 years: 146
- 20 years: 44
- 21 years: 39
- 22 to 24 years: 94
- 25 to 29 years: 206
- 30 to 34 years: 238
- 35 to 39 years: 225
- 40 to 44 years: 376
- 45 to 49 years: 450
- 50 to 54 years: 385
- 55 to 59 years: 422
- 60 and 61 years: 103
- 62 to 64 years: 161
- 65 and 66 years: 95
- 67 to 69 years: 93
- 70 to 74 years: 126
- 75 to 79 years: 164
- 80 to 84 years: 41
- 85 years and over: 28
Total Population
(Porter Township, Indiana : 2009)

Total : 9,207

Population By Race
(Porter Township, Indiana : 2009)

- White alone : 8,998
- Black or African American alone : 0
- American Indian and Alaska Native alone : 17
- Asian alone : 81
- Native Hawaiian and Other Pacific Islander alone : 0
- Some other race alone : 171
- Two or more races:
  - Two races including Some other race : 0
  - Two races excluding Some other race, and three or more races : 30

Population By Ancestry
(Porter Township, Indiana : 2009)

- Ancestry specified:
  - Single ancestry : 5,058
  - Multiple ancestry : 3,640
- Ancestry not specified:
  - Ancestry undifferentiated : 23
  - Ancestry not reported : 477

Population By Citizen Status In The United States
(Porter Township, Indiana : 2009)

- U.S. citizen, born in the United States : 8,825
- U.S. citizen, born in Puerto Rico or U.S. Island Areas : 0
- U.S. citizen, born abroad of American parent(s) : 25
- U.S. citizen by naturalization : 104
- Not a U.S. citizen : 153

Asian

- Both sexes : 43.3
- Male : 40.6
- Female : 45.3

Native Hawaiian and Other Pacific Islander

- Both sexes : 0.0
- Male : 0.0
- Female : 0.0

Other

- Both sexes : 33.0
- Male : 31.5
- Female : 33.3

Two or More Races

- Both sexes : 16.2
- Male : 16.6
- Female : 15.0

Hispanic or Latino

- Both sexes : 24.7
- Male : 27.4
- Female : 22.0

White / Not Hispanic or Latino

- Both sexes : 45.3
- Male : 44.4
- Female : 46.1
Total:
- Under 5 years: 348
- 5 to 17 years: 1,848
- 18 to 24 years: 791
- 25 to 34 years: 765
- 35 to 44 years: 1,320
- 45 to 54 years: 1,471
- 55 to 59 years: 882
- 60 and 61 years: 257
- 62 to 64 years: 364
- 65 to 74 years: 682
- 75 years and over: 459

Born in state of residence:
- Under 5 years: 315
- 5 to 17 years: 1,538
- 18 to 24 years: 575
- 25 to 34 years: 491
- 35 to 44 years: 897
- 45 to 54 years: 867
- 55 to 59 years: 465
- 60 and 61 years: 156
- 62 to 64 years: 191
- 65 to 74 years: 283
- 75 years and over: 293

Born in other state in the United States:
- Under 5 years: 33
- 5 to 17 years: 284
- 18 to 24 years: 212
- 25 to 34 years: 225
- 35 to 44 years: 375
- 45 to 54 years: 559
- 55 to 59 years: 406
- 60 and 61 years: 57
- 62 to 64 years: 181
- 65 to 74 years: 374
- 75 years and over: 150

Native: born outside the United States:
- Under 5 years: 0
- 5 to 17 years: 0
- 18 to 24 years: 0
- 25 to 34 years: 0
- 35 to 44 years: 12
- 45 to 54 years: 0
- 55 to 59 years: 0
- 60 and 61 years: 13
- 62 to 64 years: 0

Races in Porter Township, Indiana:
- White: 95.4%
- African American: 0.9%
- American Indian: 0.2%
- Asian: 0.8%
- Native Hawaiian and Other Pacific Islander: 0.0%
- Some Other Race: 1.3%
- Two or More Races: 1.5%

Ancestries in Porter Township, Indiana:
- German: 25.5%
- Irish: 12.1%
- Polish: 2.0%
- Other Groups: 7.4%
- English: 7.4%
- Italian: 4.4%
- United States or American: 4.2%
- Dutch: 2.7%
- Slovak: 3.0%
- French (except Basque): 2.3%
- Croatian: 2.0%
- Swedish: 1.9%
- Scotish-Irish: 1.7%
Place Of Birth By Sex
(Porter Township, Indiana : 2009)

Born in state of residence:
Male : 3,450
Female : 2,920

Born in other state in the United States:
Male : 1,437
Female : 1,417

Native born outside the United States:
Male : 13
Female : 12

Foreign born:
Male : 147
Female : 110

Place Of Birth By Race
(Porter Township, Indiana : 2009)

Born in state of residence : 6,979
Born in other state in the United States : 2,764
Native born outside the United States : 25
Foreign born : 140

Place Of Birth By Marital Status
(Porter Township, Indiana : 2009)

Born in state of residence:
Never married : 1,087
Now married, except separated : 2,007
Divorced : 462
Separated : 68
Place Of Birth By Marital Status
(Porter Township, Indiana : 2009)

Born in state of residences:
Never married : 1,087
Non married, except separated : 2,807
Divorced : 462
Separated : 58
Widowed : 146

Born in other state in the United States:
Never married : 452
Non married, except separated : 1,832
Divorced : 229
Separated : 20
Widowed : 157

Native born outside the United States:
Never married : 0
Non married, except separated : 13
Divorced : 12
Separated : 0
Widowed : 0

Foreign born:
Never married : 36
Non married, except separated : 157
Divorced : 12
Separated : 0
Widowed : 16

Language Spoken At Home By Ability To Speak English (Population Of 5 Years and Older)
(Porter Township, Indiana : 2009)

Speak only English : 8,220
Spanish or Spanish Creole:
Speak English "very well" : 230
Speak English less than "very well" : 21
French (incl. Patois, Cajun):
Speak English "very well" : 0
Speak English less than "very well" : 0
French Creole:
Speak English "very well" : 0
Speak English less than "very well" : 0
Italian:
Speak English "very well" : 0
Speak English less than "very well" : 0
Portuguese or Portuguese Creole:
Speak English "very well" : 0
Speak English less than "very well" : 0
German:
Speak English "very well" : 41
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<tr>
<th>Language Category</th>
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<th>“Less than very well”</th>
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<tbody>
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<td>Mon-Khmer, Cambodian</td>
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<td>Thai</td>
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<td>Vietnamese</td>
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<td>African languages</td>
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<td>Other and unspecified languages</td>
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Education Analysis

The amount of education a person receives can deeply affect their lives. The amount of education Porter Township, Indiana, citizens receive, averaged as a group, may also affect the community.

<table>
<thead>
<tr>
<th>Education Level of Population 25 Years and Over in Porter Township, Indiana</th>
<th>Male</th>
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<tbody>
<tr>
<td>• No Schooling Completed: 0.25%</td>
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</tr>
<tr>
<td>• Nursery To 4th Grade: 0%</td>
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</tr>
<tr>
<td>• 5th And 6th Grade: 0.22%</td>
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<tr>
<td>• 7th And 8th Grade: 1.09%</td>
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</tr>
<tr>
<td>• 9th Grade: 0.29%</td>
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<tr>
<td>• 10th Grade: 1.71%</td>
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<td>• 11th Grade: 2.11%</td>
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<tr>
<td>• 12th Grade, No Diploma: 1.27%</td>
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<tr>
<td>• High School Graduate (includes Equivalency): 41.65%</td>
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<td>• Some College, Less Than 1 Year: 7.69%</td>
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<td>• Some College, 1 Or More Years, No Degree: 13.75%</td>
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<td>• Associate Degree: 5.27%</td>
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<td>• Bachelor’s Degree: 13.79%</td>
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<td>• Master’s Degree: 7.49%</td>
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<td>• Professional School Degree: 2.22%</td>
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<td>• Doctorate Degree: 0.98%</td>
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<td>Female</td>
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<td>• No Schooling Completed: 0%</td>
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<td>• Nursery To 4th Grade: 0.34%</td>
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<tr>
<td>• 5th And 6th Grade: 0.55%</td>
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<td>• 7th And 8th Grade: 0.65%</td>
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<td>• 9th Grade: 0.92%</td>
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<td>• 11th Grade: 1.64%</td>
<td></td>
</tr>
<tr>
<td>• 12th Grade, No Diploma: 1.57%</td>
<td></td>
</tr>
<tr>
<td>• High School Graduate (includes Equivalency): 42.32%</td>
<td></td>
</tr>
<tr>
<td>• Some College, Less Than 1 Year: 8.46%</td>
<td></td>
</tr>
<tr>
<td>• Some College, 1 Or More Years, No Degree: 12.81%</td>
<td></td>
</tr>
<tr>
<td>• Associate Degree: 7.56%</td>
<td></td>
</tr>
<tr>
<td>• Bachelor’s Degree: 13.25%</td>
<td></td>
</tr>
<tr>
<td>• Master’s Degree: 8.42%</td>
<td></td>
</tr>
<tr>
<td>• Professional School Degree: 0%</td>
<td></td>
</tr>
<tr>
<td>• Doctorate Degree: 0.51%</td>
<td></td>
</tr>
</tbody>
</table>
Education Level in Porter Township, Indiana
### Travel Time to Work in Porter Township, Indiana

<table>
<thead>
<tr>
<th>Time</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 A.M. TO 4:59 A.M.</td>
<td>(5.5%)</td>
</tr>
<tr>
<td>5:00 A.M. TO 5:29 A.M.</td>
<td>(2.7%)</td>
</tr>
<tr>
<td>5:30 A.M. TO 5:59 A.M.</td>
<td>(6.8%)</td>
</tr>
<tr>
<td>6:00 A.M. TO 6:29 A.M.</td>
<td>(15.7%)</td>
</tr>
<tr>
<td>6:30 A.M. TO 6:59 A.M.</td>
<td>(13.7%)</td>
</tr>
<tr>
<td>7:00 A.M. TO 7:29 A.M.</td>
<td>(12.8%)</td>
</tr>
<tr>
<td>7:30 A.M. TO 7:59 A.M.</td>
<td>(9.2%)</td>
</tr>
<tr>
<td>8:00 A.M. TO 8:29 A.M.</td>
<td>(9.2%)</td>
</tr>
<tr>
<td>8:30 A.M. TO 8:59 A.M.</td>
<td>(3.3%)</td>
</tr>
<tr>
<td>9:00 A.M. TO 9:59 A.M.</td>
<td>(4.2%)</td>
</tr>
<tr>
<td>10:00 A.M. TO 10:59 A.M.</td>
<td>(1.2%)</td>
</tr>
<tr>
<td>11:00 A.M. TO 11:59 A.M.</td>
<td>(2.0%)</td>
</tr>
<tr>
<td>12:00 P.M. TO 3:59 P.M.</td>
<td>(6.2%)</td>
</tr>
<tr>
<td>4:00 P.M. TO 11:59 P.M.</td>
<td>(7.5%)</td>
</tr>
</tbody>
</table>
Family Income (Annual)
(Porter Township, Indiana : 2009)

- Less than $10,000 : 108
- $10,000 to $19,999 : 27
- $20,000 to $24,999 : 122
- $25,000 to $29,999 : 125
- $30,000 to $34,999 : 37
- $35,000 to $39,999 : 77
- $40,000 to $44,999 : 128
- $45,000 to $49,999 : 94
- $50,000 to $59,999 : 169
- $60,000 to $74,999 : 393
- $75,000 to $99,999 : 572
- $100,000 to $124,999 : 373
- $125,000 to $149,999 : 186
- $150,000 to $199,999 : 169
- $200,000 or more : 97

Median Family Income (Annual)
(Porter Township, Indiana : 2009)

- Median family income in the past 12 months (in 2009 inflation-adjusted dollars) : 76,420

Modes of Transportation in
Porter Township, Indiana

Car, Truck, Or Van:
- Drove Alone : 88.79%
- Carpoled : 6.62%

Public Transportation:
- Bus Or Trolley Bus : 0.21%
- Streetcar Or Trolley Car : 0.0%
- Subway Or Elevated : 0.0%
- Railroad : 0.0%
- Ferryboat : 0.0%
- Taxicab : 0.0%
- Motorcycle : 0.21%
- Bicycle : 0.0%
- Walked : 0.21%
- Other Means : 0.16%
- Worked At Home : 3.81%

AM Radio Stations Near
Porter Township, Indiana

- WJOB (1230 AM; 1.0 kW; Hammond, IN; Owner: Vazquez Development, Llc)
- WWCA (1270 AM; 1.0 kW; Gary, IN; Owner: Starboard Media Foundation, Inc.)
- WTHI (1370 AM; 1.0 kW; Gary, IN; Owner: Wth Radio, Inc.)
- WTHI (1370 AM; 0.5 kW; Gary, IN; Owner: Wth Radio, Inc.)
- WIMS (1420 AM; 5.0 kW; Beverly Shores, IN; Owner: Gerard Media, Inc.)
<table>
<thead>
<tr>
<th>House Value</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $10,000</td>
<td>0</td>
</tr>
<tr>
<td>$10,000 to $14,999</td>
<td>0</td>
</tr>
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<td>$15,000 to $19,999</td>
<td>8</td>
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<tr>
<td>$20,000 to $24,999</td>
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<td>$25,000 to $29,999</td>
<td>18</td>
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<td>$40,000 to $49,999</td>
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<td>$60,000 to $69,999</td>
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<td>$80,000 to $89,999</td>
<td>47</td>
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<tr>
<td>$100,000 to $124,999</td>
<td>225</td>
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<tr>
<td>$125,000 to $149,999</td>
<td>269</td>
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<tr>
<td>$150,000 to $174,999</td>
<td>483</td>
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<tr>
<td>$175,000 to $199,999</td>
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</tr>
<tr>
<td>$200,000 to $249,999</td>
<td>638</td>
</tr>
<tr>
<td>$250,000 to $299,999</td>
<td>330</td>
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<td>$300,000 to $399,999</td>
<td>403</td>
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<td>$400,000 to $499,999</td>
<td>34</td>
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<td>$500,000 to $749,999</td>
<td>87</td>
</tr>
<tr>
<td>$750,000 to $999,999</td>
<td>0</td>
</tr>
<tr>
<td>$1,000,000 or more</td>
<td>0</td>
</tr>
</tbody>
</table>
Enrollment

Enrollment By Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>130</td>
<td>136</td>
<td>149</td>
<td>139</td>
<td>120</td>
</tr>
<tr>
<td>Grade 10</td>
<td>134</td>
<td>140</td>
<td>133</td>
<td>152</td>
<td>147</td>
</tr>
<tr>
<td>Grade 11</td>
<td>133</td>
<td>142</td>
<td>128</td>
<td>125</td>
<td>144</td>
</tr>
<tr>
<td>Grade 12</td>
<td>127</td>
<td>129</td>
<td>138</td>
<td>127</td>
<td>123</td>
</tr>
<tr>
<td>Grade 12+Adult</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>524</td>
<td>547</td>
<td>548</td>
<td>543</td>
<td>530</td>
</tr>
</tbody>
</table>

Enrollment Trend

Enrollment 2011.12 by Free/Reduced Price Meals

- Free meals
- Reduced price meals
- Paid meals

Enrollment 2011.12 by Ethnicity

- American Indian
- Hispanic
- Multiracial
- Native Hawaiian or Other Pacific Islander
- White

Enrollment 2011.12 by Special Education

- Special Education
- General Education

Enrollment 2011.12 by English Language Learners

- English Language Learner
- Non-English Language Learner
1. Parental Participation:

Boone Grove High School maintains a warm and inviting environment to encourage parents to participate in the school functions with the school staff to provide the best education possible for all students. Parents serve on textbook adoption committees, school improvement committees, handbook committees, and athletic and music boosters committees. Parents are also involved in class activities including homecoming and prom and celebrations of students’ academic and athletic successes.

When the need arises, task forces made up of parents, teachers, administrators, and community members meet to discuss the issues and any resolutions. Roundtable discussions are held before and during implementation of new programs and activities.

2. Safe and Disciplined Learning Environment:

The first responsibility of all Boone Grove High School staff members is to insure the safety of all students. Considerable attention is given to this responsibility and all staff and students have increased their awareness of school safety. Emergency plans for the high school have been reviewed, revised, and coordinated with plans from the central office staff and the local emergency response personnel. Procedures for emergencies have been practiced by the school staff and students. Mandatory fire and tornado drills have been conducted and evaluated to develop the most efficient procedures. Entry to Boone Grove High School is restricted and monitored. No doors are unlocked during the school day. Visitors must be buzzed in, sign-in, and wear a visitor’s badge. Delivery sites are closely monitored. Bus and car traffic patterns are analyzed to improve student and driver safety. Closed circuit cameras with recording capabilities have been added to the hallways and entryways. Boone Grove High School also employs a school resource officer.

3. School Community Survey:

Indiana Research Service, Inc., a Fort Wayne-based independent research company, conducted telephone interviews with residents of the Porter Township School Corporation about their opinions of several aspects of the school district. All Indiana Research telephone interviewers were professionally trained and supervised in customer courtesy, telephone etiquette, research practices and coordination of work in a computer-assisted telephone-interviewing (CATI) environment. The company’s average interviewer has five years of call center experience. All interviewers are accent-neutral Midwesterners. All interviewers are thoroughly briefed on each project. Indiana Research’s supervisor-to-interviewer ratio never exceeded 15 to 1. Phone numbers for this survey were selected at random from zip codes served by Porter Township School Corporation. Zip code borders and school district borders do not perfectly coincide, so a small number of people surveyed may live outside Porter Township. All phone calls were conducted between November 15th and December 6th, 2006. Based on 200 completed interviews and an estimated district population of 9,294 in 3,327 households, the margin of error is +/-6.86% at the 95% confidence level. The High School became the host for two of the corporation voting districts beginning in the 2010-2011 school year.
4. Assessments:
The following assessments are used:

- ECA for English 10, Algebra I and Biology I
- Acuity Testing beginning with English in the 2012-2013 school year
- Teacher Created Quarterly Assessments in all subject areas beginning in 2012-2013 school year
- Review by North Central Accreditation Association
- Annual Department and Administrative Reviews
- Disaggregation of student grades
- SAT and ACT and PSAT scores
- Annual review by IDOE
- Textbook adoption cycles

5. English/ Language Arts Curriculum:

The Boone Grove High School English Language Arts curriculum is continually reviewed and aligned by teachers and administrators with Indiana Academic Standards and the Common Core Standards. The BGHS English Language Arts Curriculum is based on a balance of reading, writing, speaking, and listening. The students are expected to take four years of English for graduation. They must take English 9, English 10, English 11, and English 12 which are all year long classes. Each class is taught based on the Common Core standards utilizing textbooks, supplemental novels, online, and other print resources. The importance of English education is to build a strong foundation in reading, writing, and communication skills across the board.

6. Mathematics Curriculum:

The Boone Grove High School mathematics curriculum is continually reviewed and aligned by teachers and administrators with the Indiana Academic Standards and the Common Core Standards. The BGHS mathematics curriculum is based on a balance of teaching essential math skills for standardized testing and lifeskills. The students are expected to take a minimum of three years of mathematics for graduation. They must take Algebra I, Geometry, and Algebra II. There are options to also take Pre-Calculus, Probability and Statistics (Dual Credit class), and AP Calculus. Each class is taught based on the Common Core or Indiana Academic Standards utilizing textbooks, workbooks, and other print resources. The importance of mathematics education is to build a strong foundation in all types of mathematics skills need to perform daily tasks and to increase critical thinking skills in all areas.

7. Special Academic Programs:

- Supplemental preparation and remediation for ECA testing
- A+ Credit Recovery Online Classes
- Daily Academic Remediation offered through individual teachers
- Honors classes in all core subjects
- Dual Credit and AP classes in all core subjects
8. Extra-curricular Activities:

Boone Grove High School offers various extra-curricular activities to enhance students’ lives at school. These extra-curricular activities include:

Yearlong Activities:
Art Club  Spell Bowl  Dance Team
French Club  National Honor Society  Cheerleading
Spanish Club  Student Council  Bowling
Drama Club  Jazz Band  Academic Teams

Athletics:
Football  Basketball  Softball
Soccer  Wrestling  Tennis
Volleyball  Track  Golf
Cross Country  Baseball

9. Recognition of Student and Staff Accomplishments:

Boone Grove High School regularly offers opportunities to provide recognition to staff and students.

Academic Honors Breakfasts
Academic Wall of Fame Plaque
Academic Wall of Fame Dinner
Athletic Pictures/ Awards displayed throughout the school
Athletic Awards programs
Honor Society Induction Ceremony
Principal’s Honor Roll Awards
Individual Student Achievement Awards in Various Disciplines
Notes home for good student behavior
Accolades in Cornerstone Monthly Newsletter
Accolades on daily announcements
Accolades on website

10. Programs for High Ability Students:

Boone Grove High School offers high ability classes designed for the instructional and curricular needs of high ability students. In addition to these high ability classes, our general education program has room for focusing on differentiating instruction in the regular classroom for higher ability students.

11. Programs for Special Education Students:

Boone Grove High School is a part of the Porter County Special Education Cooperative. There are three separate special education classrooms. Many special education students are also
mainstreamed into classes. Some special education students utilize aids while being mainstreamed. Others use the resource room as needed. Individual IEP’s are filled out for each special education student and followed by the teachers.

D. Description and Location of Curriculum
Teachers in all subject areas follow the Indiana Academic and Common Core Standards. As a result of this focus on academic standards teachers have created or our currently in the process of creating quarterly assessments that adhere to the scope and sequence developed for their courses. Through the evaluation of these data, instructional tools and techniques will be constantly evolving; thus our curriculum is in a flux with continuous improvement as a goal. Furthermore the presence of literacy standards as a result of the common core and PARCC assessments, will additionally affect curriculum as it pertains to data evaluation and student achievement.

E. Title and Description of Assessments

Assessment Instruments
The school currently utilizes ECA testing in English 10, Algebra 1, and Biology 1. We are currently implementing Acuity testing in English 10 and quarterly assessment for each course. End of course assessments take place at the end of each school year and Acuity testing will take place each quarter. The Acuity test will provide an overview of each student’s knowledge by standard. The English teachers will then be able to utilize information from this test to develop remediation programs and adjust instruction. The goal of quarterly testing is to track our student’s progress, according to standards, and to use the results to identify needed enrichment or interventions that will drive instructional decision-making.

Special Education Student Testing
Boone Grove High School has a special education population that is housed in our school through a county-wide special education cooperative system. Many of these students are assessed in a mainstream environment with accommodations, if necessary. In addition to the normal exams, these students also have benchmarks that they set each quarter. The benchmarks are created based on each student’s needs and they are assessed quarterly as well.

The students that are in the LRE (Least Restrictive Environment) program take the ISTAR test in place of the ECA.
II. Vision/Mission and Belief

Boone Grove High School/Porter Township Mission Statement
Every student, every day to their fullest potential.

Boone Grove High School Belief Statement
Boone Grove High School believes in providing students with a well-rounded education that allows students to perform in an ever-changing global society. With a primary focus on literacy, applied mathematical, and academic/emotional support, we will provide students with essential skill sets that promote success throughout life.

III. Trending Data

Trending Data Summary

![Teacher Count 2010-11 by Ethnicity](Image1)

![Teacher Count 2010-11 by Years of Experience](Image2)
Attendance

<table>
<thead>
<tr>
<th>Grade</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>97.2%</td>
<td>97.0%</td>
<td>96.9%</td>
<td>96.6%</td>
<td>97.0%</td>
<td>95.9%</td>
</tr>
<tr>
<td>Grade 10</td>
<td>97.1%</td>
<td>96.8%</td>
<td>96.2%</td>
<td>97.0%</td>
<td>95.9%</td>
<td>96.4%</td>
</tr>
<tr>
<td>Grade 11</td>
<td>96.6%</td>
<td>96.9%</td>
<td>96.3%</td>
<td>96.5%</td>
<td>96.2%</td>
<td>95.0%</td>
</tr>
<tr>
<td>Grade 12</td>
<td>96.7%</td>
<td>95.9%</td>
<td>96.7%</td>
<td>96.7%</td>
<td>96.5%</td>
<td>95.0%</td>
</tr>
<tr>
<td>Grade 12+/Adult</td>
<td>***</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>94.1%</td>
</tr>
<tr>
<td>All Grades</td>
<td>96.9%</td>
<td>96.7%</td>
<td>96.5%</td>
<td>96.7%</td>
<td>96.3%</td>
<td>95.6%</td>
</tr>
</tbody>
</table>

*** suppressed
Graduation

Four Year Cohort Graduation Rate Trend

Four Year Cohort Status 2010-11

Four Year Cohort Diploma Types 2010-11

Graduates
Course Completion
GED
Students Still in School
Dropouts

Honors
Core 40
General
End of Course Assessment (ECA)

English 10

Algebra 1 Only

Biology 1 Only
Scholastic Aptitude Test (SAT)

SAT Average Composite Score of Graduates

SAT Average Math Score of Graduates

SAT Average Reading Score of Graduates

SAT Average Writing Score of Graduates
American College Test (ACT)

ACT Average Composite Score of Graduates

ACT Average Math Score of Graduates

ACT Average Reading Score of Graduates

ACT Average Writing Score of Graduates

ACT Average Science Score of Graduates

Indiana (public schools) | Corporation | School
Advanced Placement (AP) Tests

Graduates Taking an AP Exam Trend

AP Exam Yearly Passage Rate Trend
IV. Summary of Educational Programs

Summary of Current Educational Program: Curriculum

Student achievement of Indiana Academic Content Standards and developing Common Core Standards in all content and grade levels is supported by our school’s curriculum through the following:

- Boone Grove High School earned an “A” rating for improvement and student achievement during the 2010-2011 school year.
- All written curriculum for all content areas and grade levels is aligned to the Indiana Academic Content Standards or Common Core Standards.
- Classroom assessments and corporation-wide assessments are aligned with the Indiana Content Standards.

Summary of Current Educational Program: Instructional

Student achievement of the Indiana Academic Content Standards in all content areas and grade levels is supported by our teachers’ use of instructional strategies through the following:

- Teachers collaborate weekly and share examples of instructional strategies that have had an impact on student achievement.
- Teachers meet weekly for instructional staff meetings.
- Teachers are held responsible for using best practice research-based instructional strategies in their classrooms through their teacher evaluations done by the building administrators.
- Students have the opportunity to enroll in Project Care, which is a course where community members and students interact across generations.
- Boone Grove High School students have the opportunity to enroll in one of 44 vocational programs through the Porter County Career Center.

<table>
<thead>
<tr>
<th>Vocational enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995 - 96</td>
</tr>
<tr>
<td>1996 - 97</td>
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<tr>
<td>1997 - 98</td>
</tr>
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<td>1998 - 99</td>
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<td>2001 - 02</td>
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<tr>
<td>2010 – 11</td>
</tr>
<tr>
<td>2011 – 12</td>
</tr>
<tr>
<td>2012 – 13</td>
</tr>
</tbody>
</table>
We have moved from a Family Consumer Services class to a Vocational Culinary Arts class and Career Planning and Success Skills in Business at the high school.

Summary of Current Education Program: Extra-Curricular

Student achievement outside the classroom is encourage throughout all content and grade levels and is supported by our school’s staff:

- The Spellbowl team is open to students in grades 9-12. Students study and practice the spelling of words from the Academic Spell Bowl list resulting in a competition with comparably sized schools from Porter County.
- The French and Spanish clubs are open to students in grades 9-12. Students are able to partake in additional cultural experience that cannot be experienced in school.
- National Honor Society is for students who are eligible due to academic achievement and outstanding character, community, and leadership skills, which are set by the standards of the society.
- Natural Helpers is a leadership and peer counseling training retreat for students in grades 11-12.
- Key Club is open to students in grades 9-12. Students volunteer in the service organization in order to help improve the community.
- Academic Teams is open to students in grades 9-12. Students study and practice the content from the Indiana Academic Superbowl for their specific content area (social studies, English, mathematics, science, and fine arts) resulting in a competition with comparably sized schools from Porter County.
- The Student Council is open to students in grades 9-12. This organization increases student involvement in the school throughout the year.
- Art Club is open to students in grades 9-12. Students gain experience with different art mediums.
V. Student Achievement Objectives and Benchmarks

A. Boone Grove High School Improvement Goal 1

90% English ECA/ISTAR by the end of their sophomore year.

Strategies

Focus on Reading Comprehension in literary and informational texts by applying summarization, paired reading, and give one, get one strategies.

Based on recommendations provided by the Indiana Department of Education (http://www.doe.in.gov/sites/default/files/curriculum/slf-instruction.pdf), we will provide a school-wide focus on literacy that positively impacts our goal. Along with the new focus on literacy across all subject areas brought on by the presence of common cores, these strategies give teachers the ability to apply research-based, state-supported tactics to affect student performance in regard to reading comprehension.

Summarization

Purpose
This tool is used after reading to improve comprehension:
Focus students’ attention on key words in the reading and how to use them to develop a summary
Help students develop a process for selecting key words
Help students use critical thinking to make decisions about what words to include in order to create an effective summary
Provide an opportunity for students to make choices

Description
This strategy asks readers to select important words that relate to the main ideas of a text reading and to use them in a one- or two-sentence summary.

Directions
1. Have students read the entire text selection or a designated portion of a text and underline the key words and main ideas, or list them on paper.
2. Distribute the Sum it Up template. In pairs or small groups, ask students to share their lists and reach a consensus on what words are important. These main idea words should be listed on the Sum It Up template in the space provided.
3. Ask them to write a 1–2 sentence summary of the important ideas of the text, using as many of the main idea words as possible. Together, the sentence(s) may only contain 20 words. Note: Establish up front if articles and conjunctions (i.e. and, the) count as words.
4. When each group has completed this activity, ask the group to write their summary on chart paper or the whiteboard. Compare their responses. If students read different portions of the same text, note that some of their sentences could now be put together to create a summary of the important ideas of the text.
Tips
It’s okay to vary the number of words to be included in the summary. Remember, though, that the value of having a specific number of words is in the way it scaffolds students thinking about what summarizing means. In general, this strategy is most successful at helping students learn how to summarize when a word limit is given, even if students are allowed to add an extra word or two if they need to.
Have students create a summary sentence about what they know about the topic before reading the text. After they finish the Sum it Up activity, have them compare their knowledge before and after reading.

Paired Reading
Purpose
This tool used during reading to improve comprehension:
Give students practice in oral reading, to build fluency
Provide practice with active listening, reading aloud, and summarizing
Develop specific skills related to reading comprehension

Description
This combined reading comprehension and fluency strategy supports students to be actively involved in the structured reading aloud of a shared text. Students benefit from the intensive sessions of reading, speaking, and active listening.

Directions
1. Establish appropriate pairs of students.
In general, this strategy is most effective for building both comprehension and fluency when teachers avoid using the “helping model” to pair students. When possible, avoid pairing the most advanced or capable students with those that are struggling the most. This type of pairing has the greatest potential to frustrate both participants.
While partners do not need to be completely equal in their reading skills, creating pairs in which both participants contribute equally to the understanding of the text will improve student engagement and performance.
2. Basic paired reading requires establishing ground rules about when and how help will be asked for/offered when reading, how turns will be taken, and what each role will include. One basic set of ground rules might be the following:
In pairs, take turns reading a paragraph at a time from an assigned reading. The reader reads in a low voice, loud enough only for the listener to hear.
When the reader completes the paragraph, the listener provides a summary of the paragraph that needs to be approved by the reader. If the summary is not clear or accurate, the pair goes back to the text to add what is necessary.
Then the two switch roles, with the first reader becoming the active listener and summarizer.

Tips
Give directions for what the pair should do when they finish reading. Possible options include:
Discussing what they each found interesting about what they have read
Answering questions or completing a graphic organizer together or separately
Adding to their learning log or journal based on what was read
Asking the partners to write a collaborative summary of what they read
As students get more comfortable with this strategy, let readers read longer segments of the text before switching roles.

**Give One, Get One, Move On**

**Purpose**
This tool is used before and after reading to improve comprehension:
*Use before reading to* help students brainstorm key ideas on a topic/reading to activate prior knowledge and build background knowledge
*Use after reading to* help students to summarize and synthesize key concepts in the reading

**Description**
This strategy supports collaborative reflection on, interaction with, or review of a reading selection by using a protocol to solicit responses from multiple readers.

**Directions**
1. Set up a box matrix with six or nine boxes and hand out copies.
2. Ask students to write the topic of the template in the topic section. Then ask them to think of an important idea about the topic and write it in the first box.
3. Set up a rotation pattern (e.g., pass to the left) by telling students to pass the sheet to another student.
4. Students read what was written in the first box and write an idea in box 2. It can be the same idea they put in box 1 on their own sheet, as long as it is not the same idea that appears on the sheet that was passed to them. No ideas can be repeated on a paper. If their idea already appears on the paper, the student has to think of another idea to write.
5. Students continue passing on each paper, reading the ideas, and adding new ideas until all the boxes are filled with ideas.
6. Each sheet is returned to the original owner to read and reflect upon.

**Tips**
Use as a summary of different text around the same topic.
Set up a template to reflect different points of view or different arguments.
Have students write summaries based on the sheets that they get back.
Use to generate ways to respond to a text, story ideas for writing, etc.
Use to help students summarize/reflect on a lecture/presentation.
Give One, Get One, Move On Template

Name ___________________________ Date ___________________________

Topic ____________________________

Directions
Write the topic in the first section. Think of an important idea you have learned today. Write it down in box 1. Pass the sheet to another student who will read silently what was written in the first box. That student will add an idea in box 2. Do not repeat ideas that are already listed. Continue passing on the paper and adding ideas until all the boxes are filled with ideas. Return the sheet to the original owner.

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B. Boone Grove High School Improvement Goal 2

**Target Improvement Area:** Applied Mathematics

**Goal:** 90% of all eligible students will pass the Algebra I ECA/ISTAR by the end of their sophomore year.

1. **Applied Mathematics Strategies**
   
   Students who have demonstrated a deficiency in applied mathematical skills on quarterly assessments and End of Course Assessments will be provided additional tutoring support before or after school.

   Increased applied mathematics activities incorporated with the current standard being taught in the classroom will be a strategy to reduce the difficulties with this concept that the students experience. This approach will also assist the students that have learning disabilities.

   Applied mathematics will be incorporated across the curriculum weekly to ensure the mastery of the concept and show that applied mathematics is used in real world issues and challenges. Teachers will create real world mathematical problems based on course content.

C. Boone Grove High School Improvement Goal 3

90% of all students will graduate within their four year cohort.

**Strategies**

Staff will focus on constantly improving instruction through the data provided by quarterly assessments. This will allow for increased student support. With this additional support, more students should be able to attain the credits required for graduation. In the event that students are unable to receive credit in a traditional classroom other options such as alternative school and A+ credit recovery are available. We are also continuing to create additional support mechanisms that assist in student graduation.
VI. Professional Development

Boone Grove High School uses staff meetings, online Moodle days, and early release Wednesdays to provide comprehensive in-service training to teachers. Staff is devoted to the continual implementation and revision of our school improvement plan. Teachers are encouraged to attend conferences relevant to their grade level and content areas. Four of our staff members have been participants of the Teacher Leader Academy (TLA) at the Central Indiana Education Service Center.

Timeline for Implementation and Professional Development
2012-2015

2012-2013 School Year:
Create a SIP Committee and organize professional development goals
Solidify Goals for school-wide improvement
Begin doing Acuity Testing in English Language Arts
Begin doing Quarterly Assessments based on standards- in all classes
- Have all tests completed and give tests to all students
- Collect individualized student data based on standards
Create a professional development calendar with specific goals for the year
Have specific department meetings that focus on instruction and performance
Evaluate collected data, ECA results, PSAT results, graduation rates, A+ usage, attendance averages, and other useful data.
Plan for specific professional development on reading comprehension, applied mathematics, and factors impacting graduation rate.
Implementation of parent-teacher conferences
Implementation and training with new technologies

2013-2014 School Year:
Establish sub-committees and assign specific roles for all stakeholders-ensure all teachers are playing a part.
Re-write and maintain a database for all class curriculums
Create a stronger focus on collection and evaluation of student test data
Create and maintain a student data warehouse
Review and Update SIP plan and goals
Evaluate collected data, ECA results, PSAT results, graduation rates, A+ usage, attendance averages, and other useful data.
Focus on vertical articulation and group collaboration
Implementation and training with new technologies
Professional development on actively engaging students in the classroom
2014-2015 School Year:
Evaluate collected data, ECA results, PSAT results, graduation rates, A+ usage, attendance averages, and other useful data.
Review Sip plan and goals
Chart progress of implementation of goals (including specific data)
Form online communities and develop stronger communication with parents/ community
Implementation and training with new technologies
Evaluate the implementation of the school improvement plan for the past 3 years

Specific Timeline for Professional Development 2012-2013

September 26- Review current school improvement document with a focus on goals.

October 3rd- Discuss specific strategies for reading comprehension and applied mathematics in every class.

October 10th- Plan how to collect, analyze, and utilize data from quarterly assessments

*October 17th- Review AdvancEd Required Actions documents and analyze our implementation of required actions.
Continue work on quarterly assessments
Utilize technology to aid in our goals of 90% passing on ECA tests
Discussion of Parent/Teacher conferences

October 24th- Discuss and analyze graduation rate data and methods of professional development to increase graduation rates.
Make sure all quarterly assessments are ready to go

October 31st- Specific strategies on how to implement changes in all classes to include applied Mathematics

November 7th- Discuss results of 1st quarterly assessments and how to collect specific data for each student based on standards.

*November 14th- Departmental plans on how each department and class is implementing reading comprehension strategies and applied mathematics strategies.
Work on quarterly assessments
Firm plans in place on how we are each collecting and documenting student data from quarterly assessments.

November 21- Further discussions on needs and goals for future meetings.
professional development action plan

School Goal #2: Applied Mathematics

Teachers will collaboratively learn strategies and pedagogy to become experts at improving and assessing all students in the reading areas of informational text and literary text.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Intended Audience</th>
<th>Person Responsible</th>
<th>Collaborative Partners Needed</th>
<th>Time Line</th>
<th>Resources (People, materials, time)</th>
<th>Need</th>
<th>Have</th>
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<tbody>
<tr>
<td>All teachers</td>
<td>Teachers and Principal</td>
<td>Teachers, departments, professional colleagues in other schools, presenters</td>
<td>Ongoing until 2015</td>
<td>Time, Internet, teacher leaders</td>
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Professional Development Action Plan
School Goal #3: Graduation Rate

Teachers will collaboratively learn strategies and pedagogy to become experts at improving and assessing all students in the reading areas of informational text and literary text.

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## Professional Development Action Plan

**School Goal #1: Reading Comprehension**

Teachers will collaboratively learn strategies and pedagogy to become experts at improving and assessing all students in the reading areas of informational text and literary text.

<table>
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