

Benjamin Bosse High School School Improvement Plan 2012-2013

I. Overview of Benjamin Bosse High School

Benjamin Bosse is one of five high schools in the Evansville-Vanderburgh School Corporation. Bosse's district is comprised of two elementary schools, two K-8 schools and one middle school. Its location near the center of Evansville and its district boundaries make Bosse the city's only truly urban and "neighborhood" high school. Bosse's enrollment has stabilized at approximately 800 students in grades 9-12. Bosse is Evansville's smallest high school. Bosse's physical location and small size in comparison with its immediate neighbors provides us with unique opportunities as well as special challenges.

Bosse serves a diverse community. To the east and north of the school is a small, historically affluent neighborhood home to university employees and other professionals. To the south resides a large blue-collar segment and to the west is Evansville's poorest inner city. Our student population ethnicity is 49% Caucasian, 34% African American, 13% Multi-racial, and 3% Hispanic and Asian. Our special education population is 20% of our total enrollment. The socio-economic status indicates 60% receiving free lunch and 12% receiving reduced lunch.

Bosse serves students from the severely and profoundly handicapped to national merit finalists. Fifty-four teachers organized into eleven departments provide students with a wide range of academic and vocational opportunities. Agreements with local businesses and universities provide school to work and dual credit opportunities. A full array of special education services is available. Guidance and counseling services are provided by three traditional counselors. The school's social and cultural mission is supported through a variety of extra-curricular programs designed to expand and enrich the academic curriculum for all of Bosse's students.

II. Vision, Mission, and Beliefs

A. Evansville - Vanderburgh School Corporation Vision

To be an Innovative Leader and Indiana's Highest Performing Urban School District

B. The Mission of the Evansville-Vanderburgh School Corporation

Equity and Excellence for All Children

C. Benjamin Bosse Mission Statement

The Benjamin Bosse High School Community shares the responsibility to develop life-long learners who are productive members of society. We challenge each individual to progress academically, technologically, culturally, physically, and emotionally.

D. Benjamin Bosse Beliefs

- All students can learn.
- Students need to be prepared for the ever-changing demands of society in the 21st century.
- Learning is a life-long process for both students and staff.

- Cultural diversity helps students to understand others and their culture.
- A student's self-esteem, self-discipline and self-motivation affect his ability to be a successful student and a productive member of society.
- The school, parents, and the community are responsible for fostering the love of learning.
- Students learn best in a safe and orderly climate.
- Positive interaction among parents, students, and staff is crucial for student success.

III. Curriculum

Bosse offers a comprehensive academic and vocational curriculum aligned with and expanding the standards adopted by the Indiana State Board of Education. The program of studies is designed to meet the needs of Bosse's diverse student population. Honors, Advanced Placement classes, the International Baccalaureate Program, college preparatory classes, vocational classes, remediation classes, and special education classes are available on site. Students interested in classes not offered by Bosse may enroll part time in any Evansville-Vanderburgh School Corporation School. Students are expected to complete the Core 40 curriculum or must complete an opt-out process with a series of classes comprising a career cluster before graduation. Teachers at Bosse, under the direction of the building administration and with the assistance of district wide personnel, enrich the curriculum.

Bosse encourages all students to achieve at the highest possible levels. The curriculum of Benjamin Bosse High School provides students with the opportunity to earn required and elective credits which are applicable to the Academic Honors Diploma, Core 40 diploma and International Baccalaureate Diploma. The Academic Honors Diploma, Core 40 curriculum, and International Baccalaureate Program require a strict, sequence-based series of classes. The teachers, counselors, department chairs, and administration attempt to not only encourage students to complete this series of classes, but to remove potential barriers to student success.

- Bosse's teachers and counselors maintain high levels of expectations for students.
- Students are enrolled individually and with the minimum goal of completing Core 40.
- Students are also encouraged to complete an IB, Academic Honors or a Technical Honors Diploma
- IB Certificates are also available for Core 40, Academic Honors and Technical Honors Diploma.

IV. Safe and Disciplined Learning Environment

One of Bosse's primary concerns is student safety. The EVSC has a Coordinator of Safety and Security who is responsible for our corporation's safety and security program. Elements of this program are listed below:

- Access to the school is restricted to one set of doors once the school day has begun.
- All visitors are required to sign in with the office upon arrival and out upon exit.
- Administrators are constantly available through electronic means.
- A school wide camera system continually monitors the hallways.
- An attendance district wide police liaison officer maintains an office at Bosse.
- EVSC has provided each high school with one additional police officer.
- A positive behavior intervention support district-wide plan is utilized by teachers and administrators.

V. Technology

A district technology plan, a group of trainers, (ICATS - Integrating Curriculum and Technology Specialists) for the corporation, and a computer specialist in the building are available. ICATS have trained the faculty in the use of the school corporation's web template, grade book, attendance and discipline RDS system, Angel and APEX virtual learning.

Parents continue to have access to their student's grades, attendance, transcripts, standardized test scores, and emergency information through RDS access. The RDS access system also allows counselors, supervisors of extracurricular activities, and coaches to monitor student achievement. In conjunction to its webpage Bosse has added a Facebook page to communicate with current and former students, as well as, parents and others of the Bosse community.

Bosse has four stand alone computer labs, and each teacher has a computer.

The teachers have Internet access in the classroom which allows them to supplement and enhance instruction. They have access to averkeys, a digital camera, laptops, Promethium Boards, and LCD projectors. The teachers and students have designed and built web pages as part of the instructional process. The building has televisions in each room and is wired for in-house broadcasts.

Each student was issued a net-book for use at school and home. An achievement coach is available to help integrate this technology into the classroom.

Promethean Boards have been placed in all classrooms.

VI. Parent Involvement

Benjamin Bosse High School welcomes parent involvement and participation and would like to see it increase. We have an active and supportive PTA. The school calendar reflects some of the attempts to bring parents into the school.

- Eighth grade night to discuss high school life and enrollment
- Freshman orientation to help students and parents familiarize themselves with the school
- PTA open house to encourage communication between parents and the school
- Extracurricular activities including athletic and fine arts events
- Parent representation on the school dress code committee
- Junior and Senior Parent Nights are conducted to review graduation guidelines
- NCAA informational meetings are provided to ensure parents are aware of collegiate athletic eligibility.
- Senior conferences are held with each senior and parent to assess course completion for graduation and post-secondary requirements.

VII. Data Collection Tools

The school utilized many different types of data collection tools to create the data section of this plan: standardized tests, studies, surveys, discussion groups, student portfolios, and existing statistical data.

The Data Wise school improvement committee analyzed disaggregated standardized achievement scores from ISTEP and college entrance exams to provide a picture of how Bosse students compare to schools state and nation-wide.

The committee also utilized existing demographic and statistical data to develop a greater understanding of student achievement and school improvement. These sources include free and reduced lunch rates, enrollment figures, ethnic composition percentages, attendance and graduation rates.

VIII. Data Summary

Student Performance

The GQE are Bosse's primary formal tools to identify individual student's strengths and weaknesses and to assess academic achievement. An analysis of this data reveals that Bosse's composite GQE scores are below state and corporation averages, but are improving.

ECA Passing Both

Years	2009-2010	2010-2011	2011-2012
Bosse	40.6	55.7	
State	55.3	66.7	

ECA Math 10th Grade and Alg I ECA

Years	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bosse	41	40	46.5	64.1	73. Projected
State	67	66	62.0	71.6	

ECA English/LA 10th Grade and Eng. 10 ECA

Years	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bosse	48	52	46.9	59.9	67. Projected
State	69	68	63.5	70.7	

ISTEP Biology ECA

Years	2009-2010	2010-2011	2011-2012
Bosse	24.6	26.7	25. Projected
State	36.9	46.0	

Teachers are required to utilize Reading Strategies available to them to help assist students with their reading and reading comprehension skills.

While the GQE addresses the minimal standards of all of Bosse students, three data sources, percentage of graduates pursuing a college education, percentage of types of diplomas awarded, and scores from

college entrance exams, are also used to reflect the performance level of those students with educational aspirations beyond high school. Acuity and NWEA testing is utilized to prepare for the GQE.

Bosse graduates pursue a college education at rates which meet or exceed state averages.

Graduates Pursing College Education

Years	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bosse	56	74	84	94	88.	93
State	76	77	78			

Students Earning Core 40 Diplomas

Years	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bosse	45	50	66	45.1	52.9	81.
State	71	71	75	48.3	49.6	

Students Earning Academic Honors Diplomas

Years	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
Bosse	20	23	22	20.4	19.6	15.5
State	32	32	32	29.3	30.4	

SAT Scores

Years	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bosse	926	1028	(20-12%) 1036	(43-32%) 928	924	
State	1004	1004	1003	997	990	

ACT Scores

Years	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
Bosse	18.3	19.5	18.3	19.1	18.2	
State	22.0	22.0	22.2	21.	21.	

School Community

A review of the Bosse High School mission statement makes clear that the focus is to educate the whole child. Though increasing academic achievement is the overriding goal, helping students to develop socially and emotionally is of great importance. Children of lower socio-economic families face unique challenges in reaching traditional educational goals as measured by standardized tests. The Link Program is used to help incoming students to better adjust to the high school environment. Freshman students are assigned upper class mentors to help them transition into Bosse. The Link program also sponsors extracurricular activities to expand the social development of first year students.

Teen Power through Youth Resources has assisted Bosse students in becoming positive contributors to the community through various neighborhood projects including TAC and Teen Court.

Bosse has also has a Freshman Academy which is a program designed specifically for incoming freshmen. The teaching staff consists of teachers in all core subjects and electives. The Academy's classrooms are strategically situated in the building to help create a better flow pattern for students and to assist with the freshman transition into high school.

SICAN through an education grant will develop a mentoring program exclusively for Bosse students with adults from various professional backgrounds.

Monthly district meetings consisting of all Bosse administrators are conducted to focus on common discipline standards, school dress code, curriculum alignment, and parent involvement.

Developmental Reading and tutoring are available for students.

Socio-economic status is determined by the percentage of students on free lunch.

Years	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Paid	38.3	37.4	35.0	33.	29.3	28.
Reduced	16.9	13.2	13.0	13	11.1	12.
Free	44.8	49.5	53.0	54.	59.5	60.

Attendance Rate

Years	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bosse	94.8	94.5	94.3	94.2	92.4	96.
State	95.8	95.9	96.1	95.8	95.9	

Graduation Rate

Years	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bosse	74.7	68.3	78.0	85.0	70.8	77. projected
State	77.4	77.8	81.6	84.5	85.7	

IX. Conclusions Derived from Data

A. Curriculum - Indiana Academic Standards

Bosse High School, in conjunction with the Evansville - Vanderburgh School Corporation, has worked to align curriculum with the Indiana Standards and move toward the implementation of Common Core. Administration and department chairs ensure that teachers are aware of, and are teaching to, the standards in their respective subject areas.

B. Instruction that Supports the Achievement of Indiana Academic Standards

Alignment with the Indiana standards has been met for each department. Department chairs are leading the way to incorporate the Common Core Standards as identified by the State of Indiana. Teachers continue to make standards part of their instruction. Each teacher will have a copy of the new standards. Teachers will include the standards which will be covered in the syllabi given to students. In addition, the entire school continues to utilize a writing rubric to prepare for the GQE.

C. Assessments of Student Achievement - Acuity, NWEAs and ECAs as well as other Assessment Strategies

As described earlier in this document, Bosse High School uses many different assessment strategies in addition to the GQE to determine student achievement. Bosse tries to go above and beyond the standardized test to ensure quality assessment.

D. Professional Development

- New teachers are given additional days for corporation staff development. If substitutes are available, teachers may request professional leave days for conferences, workshops, curriculum writing, and conventions.
- Peer coaching is emphasized among teachers. Department chairs encourage sharing of ideas among teachers in their departments.
- Monthly in-house staff development has included incorporating reading and reading comprehension work, using problem solving and critical thinking, writing rubric, writing across the curriculum, various teaching strategies, and practices learned at conferences. The focus continues to be on improving reading and reading comprehension in all curricular areas. Department chairs continue to lead their respective departments in developing comprehensive lesson plans, tests for subject areas, and final exams that test state standards for all students.
- Professional development continues to be provided to teachers on how to effectively utilize netbooks in the classroom.
- As an International Baccalaureate school, our teachers and administrators continually receive training to offer current curriculum necessary for our students to be in the IB program.
- In 2011-2012 Universal Design/Differentiated Instruction training will be provided to staff to begin a two year program which includes coaching and modeling from Indiana University experts.

X. Goals and Interventions

Bosse's number one goal remains increasing reading and reading comprehension skills:

12-13 Objectives: 1. Continue to utilize the school wide five step process for answering constructed response questions in both ELA and math. 2. Increase in amount of time dedicated to Professional Learning Communities with a more intentional focus on developing strategies for meeting the diverse learning needs of our students. 3. Develop a proactive transition learning community to provide more intentional interventions for Tier 2 freshmen students. 4. Utilize the EVSC online professional development registration and attendance record to emphasize the importance of job-embedded professional development. 5. Implement a more intentional staff committee structure that provides for shared leadership and greater faculty ownership. 6. Dig into data and develop and implement a more-focused strategy for re-testers in regards to the ECA.

13-14 Objectives: 1. Deliberate and intentional focus on Tier 2 students with school-wide implementation of RTI and PBIS. 2. Assess the effectiveness of a more-focused strategy for re-testers and Professional Learning Communities. 3. Continue professional development on student achievement in regards to re-testers. 4. Peer observations in and amongst the staff in order to focus and improve instruction for both the observer and the observed.

14-15 Objectives: 1. Reexamine data and sustain or reestablish a Learner Centered Problem and Problem of Practice. 2. Teacher-led professional development, modeling expertise in regards to Tier 2 and Tier 3 students.

Bosse's number two goal to improve the school's culture will enable the instructional strategies in the interventions of goal one to be effective:

12-13 Objectives: 1. Improved collaboration between teachers, counselors and administrative staff to increase student achievement, decrease inappropriate behaviors and encourage regular attendance. 2. Increase the number of credits earned by students identified as "at-risk". 3. Assist students in developing strategies to maintain success beyond the transition program. 4. Provide mentoring and support for transition students. 5. Introduce and develop RTI and PBIS. 6. Implement the Achieve 3000 program for 9th grade and limited upperclassmen.

13-14 Objectives: 1. Full school implementation of Top Dog program to increase student achievement in the areas of attendance, discipline and academics. 2. Implement the BTLC program for sophomores as well. 3. Mentor former BTLC students for continued success. 4. School-wide implementation of RTI and PBIS.

14-15 Objectives: 1. Evaluate and assess the effectiveness of school-wide Top Dog and BTLC. 2. Evaluate the need for a junior-senior BTLC.

XI. Specific Areas Where Improvement is Needed Immediately

Improvement is needed immediately in the area of attendance, student behavior and collaboration with staff to increase student achievement. Bosse needs to increase the number of credits earned by students identified as "at risk." We believe that a focus on reading and reading comprehension will continue to result in an improvement in English/Language Arts and Math and thus increase ACT, SAT scores, as well as, our total graduation rate.

XII. Benchmarks for Progress

Interventions for Goal One:

Fall: 40% of students in grades 9-11 will earn Proficient or better on the Fall ELA and Math PARCC assessment.

Winter: 55% of students in grades 9-11 will earn Proficient or better on the Fall ELA and Math PARCC assessment.

End of Year: ELA ECA School-wide 60% earn pass/pass+, Algebra ECA Schoolwide 53% earn pass/pass+

Intervention for Goal Two:

Fall: 25% of all Bosse freshmen will earn Top Dog Honors.

Winter: 35% of all Bosse Freshmen will earn Top Dog Honors.

End of Year Goal: 45% of all Bosse Freshmen will earn Top Dog Honors.