Dr. Mary Sugg Lovejoy, Assistant Superintendent for Curriculum and Instruction and Alan Veach, BNTHS Principal, have submitted the following report to the Board regarding the progress of Bloomington New Tech High School.

Introduction

The following is a report on the progress of Bloomington New Tech High School (BNTHS). Areas to be discussed are: student demographics, Bloomington New Tech High School’s four-year course articulation plan, assessment and professional development.

Student Demographics

The student demographic information found below includes 84 of the 90 students that have applied to NTHS. Students not represented in the data include five home and private schooled and three new applicants for whom demographic information is not available. Three students have withdrawn their original applications for BNTHS and plan to attend BHSS or BHSN. Four additional applications have been received since the February 1 deadline. One special education student’s application was removed at the request of the case conference committee.

When comparing the following data to that of the other MCCSC high schools, the BNTHS population appears to be comparable in most areas. One area of significant difference is the percentage of students who qualify for free and reduced lunch. Thirty-nine (39%) percent of the BNTHS applicants qualify for free or reduced lunch compared to 27.7% at BHSN and 24.4% at BHSS.

The BNTHS staff will analyze this data as the marketing campaign for the 2008–2009 school year is developed. Two categories to receive special attention will be equity in gender and increased ethnic diversity.

Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>5</td>
<td>0.059524</td>
</tr>
<tr>
<td>Black</td>
<td>1</td>
<td>0.011905</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>0.011905</td>
</tr>
<tr>
<td>Multi</td>
<td>2</td>
<td>0.02381</td>
</tr>
<tr>
<td>White</td>
<td>75</td>
<td>0.892857</td>
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</table>

84
**Gender**

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Males</td>
<td>56</td>
<td>0.666667</td>
</tr>
<tr>
<td>Females</td>
<td>28</td>
<td>0.333333</td>
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</table>

**Special Education**

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>69</td>
<td>0.821429</td>
</tr>
<tr>
<td>Yes</td>
<td>15</td>
<td>0.178571</td>
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**High Ability**

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>80</td>
<td>0.952381</td>
</tr>
<tr>
<td>Yes</td>
<td>4</td>
<td>0.047619</td>
</tr>
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</table>
4-year Course Articulation Plan & Physical Education

The following is a tentative four-year course articulation plan for the students of BNTHS. This plan was developed by Dr. Lovejoy, Mr. Veach and the BNTHS staff and through consultation with Dorothy Winchester of the Indiana Department of Education. The four-year plan was designed with the Core 40 as the default diploma. BNTHS students who are interested in graduating with the Indiana Academic Honors Diploma will have the opportunity to do so.

Courses taken during the junior and senior years have been compared to courses found in the Indiana Core Transfer Library. Students may earn the required 12 college credits for graduation from BNTHS during their junior and senior years. Students may also earn dual college credit through the Hoosier Hills Career Center.

Freshmen students will be expected to complete physical education requirements by completing a Personal Fitness Plan. This plan of action was approved by Becky Kennedy from the Indiana Department of Education. Dr. Lovejoy and Mr. Veach will be working with Jennifer Stabb to develop the physical education and health curriculum. The state approved curriculum developed by the Central Indiana Education Service Center will be used as the keystone for this course.

The curriculum and instruction program for fine arts and world languages is under development. Spanish, Japanese and Chinese are the world languages under consideration. Each of these languages clearly benefits the BNTHS students. Our goal is to award students with fine arts credits for the work they do outside the traditional school day. It is also a goal to integrate fine arts courses into traditional core content areas. The BNTHS staff recognizes that student creative and artistic talent will be challenged through the project-based learning curriculum. Students will be expected to include creative/artistic components into their class assignments and final presentations.
### Freshman courses
- Global communications (English 9, World History)
- Biology and Life (Biology, Health)
- Algebra or Geometry
- Digital Media (Dual Credit W/ IUPUI)
- Career Planning (prep for Service Learning/Internship)
- PE Independent Study

13 Credits

### Sophomore courses
- English 10
- World Art (Spanish/Art Appreciation)
- Chemistry
- Geometry
- Algebra II

12 Credits

### Junior Courses
- American Studies (English 11, US History)
- Physics
- Algebra II
- College Algebra (Ivy Tech MAT 136)
- Service Learning (2 periods/1 semester)
- World Language 2 (Ivy Tech SPN 102, IU HISP - S150)
- Computer Graphics

14 credits (Minimum 3 college credits)
Senior Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Studies (Government, Econ)</td>
<td>Ivy Tech ENG 111, IU ENG - W131</td>
</tr>
<tr>
<td>Senior English (Composition, Speech)</td>
<td></td>
</tr>
<tr>
<td>Senior Composition (Ivy Tech ENG 111, IU ENG - W131)</td>
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</tr>
<tr>
<td>Fundamentals of Public Speaking (COM 101, CMCL - C121)</td>
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</tr>
<tr>
<td>College Algebra (Ivy Tech MAT 136)</td>
<td></td>
</tr>
<tr>
<td>Finite Mathematics (Ivy Tech MAT 135, IU MATH - M118)</td>
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</tr>
<tr>
<td>Calculus - Short 1 &amp; 2 (Ivy Tech MAT 201 &amp; 202, IU MATH - M119,120)</td>
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<tr>
<td>College Biology 1 &amp; 2 (Ivy Tech BIO 105/106, IU BIO - 111,112,113)</td>
<td></td>
</tr>
<tr>
<td>Senior Internship (2 periods/1semester)</td>
<td></td>
</tr>
<tr>
<td>Spanish 3 (Ivy Tech SPN 201, IU HISP - S200)</td>
<td></td>
</tr>
</tbody>
</table>

10 Credits (Minimum 9 college credits)

CEEP Partnership

On February 14, Mr. Harvey, Dr. Lovejoy and Mr. Veach met with Jonathan Plucker from Indiana University’s Center for Evaluation & Education Policy (CEEP) to discuss the development of an assessment plan for BNTHS. Throughout the next several weeks, the New Tech staff will be using a graphic logic model to identify the short, intermediate and long-range outcomes to be measured in this plan. The assessment plan will be in place prior to the start of the 2008–2009 school year. The assessment tool may be transferable to Early College and other high school transformation projects.

Professional Development

The New Tech staff meets each Thursday and on one Saturday per month for professional development. The focus of these meetings has been logistics and project development. The staff traveled to Decatur Central High School on February 6 to observe the New Tech School of Ideas at Decatur Central. The staff was able to spend an extensive amount of time in the classrooms as well as talking with the teachers. The Decatur teachers were very candid in their remarks. They discussed what has worked well and what they would have done differently as well as the importance of soft skills. Soft skills were defined as working in teams, personal responsibility, professional conduct, time management and ownership. As a result of this visit, the BNTHS staff has identified 6 focus areas (listed below) that will be targeted during the first three weeks of school. It is our belief that if the students demonstrate competence in these soft skills, they will be more successful in completing their course work throughout the remainder of the year.

The New Tech staff and Dr. Lovejoy will travel to Napa on April 7, 8 and 9. The staff will be shadowing teachers at Napa New Tech in their specific content areas. During the trip to Napa the team will be spending an extensive amount of time working on developing mission and belief statements. Dr. Lovejoy will guide the staff through this process. The staff will continue to develop an effective project-based learning curriculum when they attend the New Schools Training in Grand Rapids, Michigan on June 23–27.
Focus Area 1
Respect
Teamwork
Camaraderie
Low Ropes Challenge – Enculturation
Praise Cards
HUD training w/ Shanna Ritter – Alan contact
Establishing school rules
Joe LaMantia – Ann contact
Collection on Found Items

Focus Area 2
Greenness
Crossroads Greenhouse/Southside Landfill Field Trip
Evergreen Village (local field trip); Straw bale house (local)
Debate/project over what is truly environmentally sound
www.need.org
Sell it in a way that all community can support

Focus Area 3
Time Management
HR professional – guest speaker
Professionalism
Presentation Skills

Focus Area 4
Scavenger Hunt
Public Transportation
Local Resources (Libraries)

Focus Area 5
Learning System Training
Email use
New Tech Group Contract

Focus Area 6
Naming of the school
Logo
Motto
Bring in guest speakers that have experience naming schools (Jim Harvey - BHSN, Doug Waltz-Summit, Others?)
Mini content area project