

BULLDOG READY

MASTER PLAN 2025

UPDATED: AUGUST 2025

KNOWLEDGE

SKILLS

ATTRIBUTES

EXPERIENCES



BULLDOG READY
WEBSITE



Community-connected learning through real-world experiences.

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LETTER FROM THE SUPERINTENDENT

March 4, 2024

Dear Members of the Ford Next Generation Learning Committee,

I am thrilled to share with you the transformative journey of Batesville Community School Corporation (BCSC) towards ensuring every student is Bulldog Ready. Our vision, crafted collaboratively by over 70 stakeholders, reflects our commitment to preparing students for success beyond graduation.

Bulldog Ready is more than a vision; it's a dynamic framework encompassing the knowledge, skills, experiences, and attributes essential for each graduate's success. This K-12 continuum is tailored to meet the needs of students at every grade level, ensuring a comprehensive and targeted approach to learning.

Central to our vision is the expansion of learning beyond the traditional classroom walls, embracing the resources and opportunities available within our community. By fostering partnerships and engaging with local stakeholders, BCSC is creating an environment where students can thrive academically and personally.

Our commitment to providing an engaging and relevant learning environment is unwavering. We understand the importance of academic knowledge, transferable skills, and real-world experiences in preparing students for the challenges of tomorrow.

I am confident that Batesville Community School Corporation's dedication to student success aligns closely with the goals of Ford Next Generation Learning. We are eager to join the Ford NGL community and continue our journey of innovation and excellence.

Thank you for considering BCSC for this esteemed designation. Together, we can empower every student to excel and become Bulldog Ready for their future endeavors.

Sincerely,



Paul Ketcham, Superintendent
Batesville Community School Corporation

The Bulldog Ready initiative represents a bold vision for the future of our students at Batesville Community School Corporation. This vision is captured in our Bulldog Ready Portrait of a Graduate, which embodies the academic knowledge, skills, and attributes that, when combined with a robust portfolio of experiential and career-focused learning, will empower our graduates to succeed. Our commitment to this vision is driven by several key factors:

RELEVANCE IN EDUCATION

We strive to ensure that every student sees the relevance of their education, both inside and outside the classroom. By integrating real-world experiences and career-focused learning opportunities, we make education more meaningful and engaging. This approach helps students understand the practical applications of their studies, fostering a deeper connection to their learning journey.

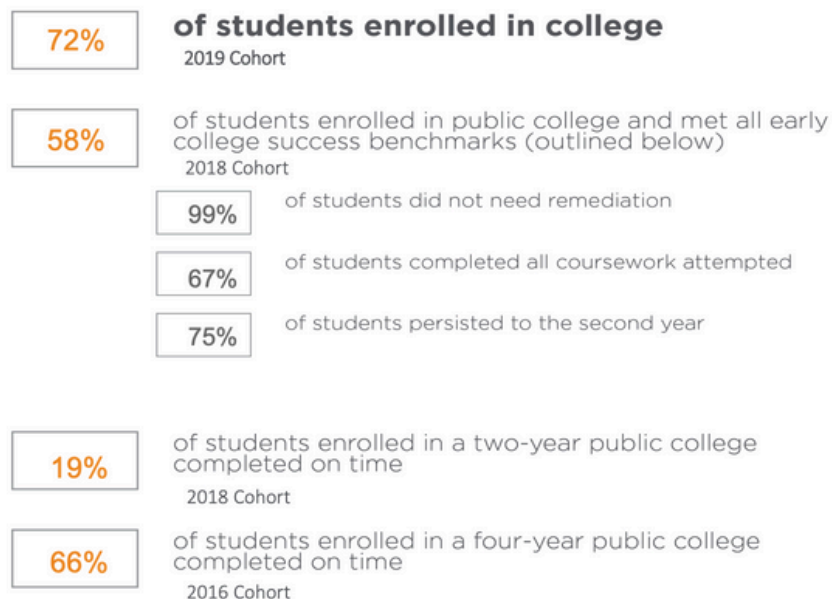
CURRENCY OF THE BHS DIPLOMA

A Batesville High School diploma should be more than just a piece of paper. It should represent a valuable credential that students, their parents, and the community recognize as having significant value beyond high school. By enhancing our curriculum with certifications, work-based learning opportunities, and career pathways, we ensure that our graduates are well-prepared and highly desirable candidates for employment, further education, or enlistment.

CONFIDENCE AND READINESS

We aim to instill a sense of confidence and readiness in our students, preparing them to thrive in whatever path they choose. Our goal is to produce graduates who are not only academically competent but also equipped with the soft skills and practical experiences needed to succeed in a rapidly changing world.

THE CATALYST FOR CHANGE: COLLEGE READINESS INSIGHTS



The Indiana Commission for Higher Education's College Readiness Scorecard provided us with crucial insights into our students' post-secondary success. As we reflected on the data from the end of the 2021 school year, we had several aha moments:

- **ENROLLMENT:**
 - 72% of our students enrolled in college.
- **PERSISTENCE:**
 - 75% of those students persisted to their second year.
- **COMPLETION RATES:**
 - 19% of those enrolled in a two-year program completed on time, while 66% of those in a four-year program completed on time.

These statistics prompted us to question whether we were doing everything possible to find the right fit for every graduate. Were we providing enough career-based experiences to better equip our students for life beyond high school? Could we expand our offerings to include more certifications and work-based learning opportunities, making learning more relevant and impactful?

OUR COMMITMENT TO TRANSFORMATIVE EDUCATION

Taking the leap into the Ford NGL (Next Generation Learning) Transformational journey was a deliberate step towards addressing these questions. We are committed to:

- **Increasing the number of innovative career exploration and engagement opportunities in the elementary and middle school.**
- **Increasing the number of students engaging in high quality work-based learning opportunities during high school.**
- **Increasing the number of students earning a high-value post secondary credential by increasing access and enrollment in Next Level Programs of Study, Indiana College Core, and/or Grad Pathway high value credentials.**

The Bulldog Ready initiative is not just a program; it is a comprehensive approach to education that aligns with our community's values and the aspirations of our students. Through this journey, we aim to create a brighter future for every Batesville graduate, ensuring that they are not only ready for their next steps but also empowered to lead, innovate, and make a difference in the world.



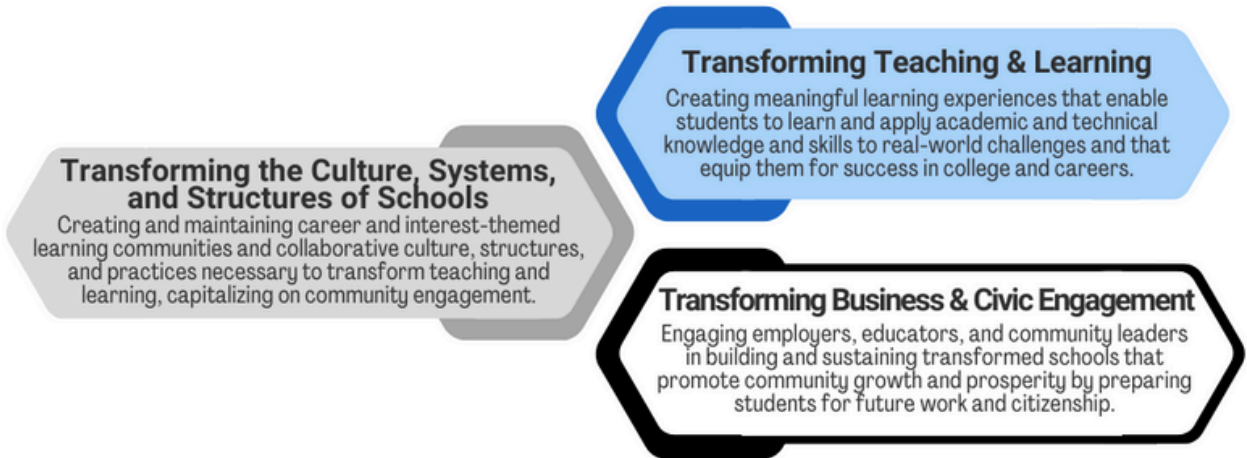
EXECUTIVE SUMMARY

Batesville Community School Corporation (BCSC) embarked on its Bulldog Ready journey in the summer of 2022, supported by the prestigious 3E (Explore, Engage, Experience) grant from the Indiana Department of Education (IDOE), in partnership with the Central Indiana Education Service Center (CIESC) and six other school districts located throughout Indiana. The key component of this grant involves a groundbreaking collaboration with Ford Next Generation Learning (NGL), an organization renowned for assisting school corporations in strategic planning to develop a community-connected model for students.

Leveraging this grant and partnership, BCSC began its transformative journey to enhance educational experiences and community engagement. As stated on the Ford NGL website, “First and foremost, students are at the center of everything we do. At the heart of our approach is a fundamental shift in mindset about what it means to prepare young people for college, careers, and life.” The Ford NGL framework aims to transform the student experience, including teaching and learning methods, the culture, systems, and structures of schools, and the partnerships between the schools and community.

What is Bulldog Ready?

BULLDOG READY IS A TRANSFORMATIONAL COMMUNITY-CONNECTED APPROACH TO K-12 EDUCATION IN BATESVILLE. AT THE HIGH SCHOOL LEVEL, STUDENTS WILL STUDY THROUGH THE LENS OF AN AREA OF PERSONAL OR CAREER INTEREST, INTEGRATING IT WITH CORE ACADEMIC KNOWLEDGE WITHIN A SMALL LEARNING COMMUNITY.



This framework resonates deeply with BCSC's core values:

- *Safety*
- *Learning*
- *Integrity*
- *Innovation*
- *Community Partnership*
- *Fiscal Responsibility*
- *Wellness*

Under the guidance of two Ford NGL coaches, BCSC advanced through the initial three stages of the Ford NGL Roadmap: Explore, Envision, and Plan. Commencing in November 2022, the Explore phase transitioned to the Envision phase from January 2023 to May 2023, culminating in the Planning phase from August 2023 to June 2024. Throughout this journey, BCSC engaged stakeholders, conducted thorough assessments, and utilized evidence-based practices to inform decision-making and strategy formulation. This rigorous and systematic approach underscores BCSC's commitment to excellence and continuous improvement.

During the Envision phase, stakeholders collaborated on defining the Bulldog Ready Portrait of a Graduate, outlining the desired knowledge, skills, experiences, and attributes for students as they transition to college, career, or military service. The Bulldog Ready vision statement was also created during the envision phase:



Together with our community, BCSC is committed to providing an engaging and relevant learning environment based on a strong foundation of academic knowledge, transferable skills, and real-world experiences. Batesville Bulldogs embody confidence, empathy, and resiliency to ensure 21st-century success.



Through a series of three master planning days, seven tactic teams crafted a comprehensive plan with strategies, action steps, timelines, and responsibilities to guide the “community-connected” approach to education. These findings underscore the collective wisdom, creativity, and dedication of BCSC stakeholders in shaping a vision for educational excellence and student success.

The Bulldog Ready transformation model will launch in August 2024, introducing two freshman communities at Batesville High School (BHS), fostering smaller learning environments where students feel valued and develop a sense of belonging, while exploring the pathways and opportunities available to them at

BHS. The Master Plan will steer K-12 transformation, ensuring collaboration and implementation fidelity among all stakeholders. Ongoing professional learning will support the Bulldog Ready Transformation, enhancing workforce development and talent retention within the 47006 community and beyond. BCSC is encouraged to sustain momentum, prioritize resource allocation, and foster a culture of continuous learning and innovation to realize the full potential of the Bulldog Ready initiative.



In conclusion, BCSC's Bulldog Ready initiative marks a pivotal moment in our educational journey, propelled by collaboration, innovation, and a steadfast commitment to student success. The commitment of BCSC and the 47006 community ensures its transformative impact on students, teachers, and the broader community. Through this deep dive into our town's attributes, our school system's processes, local employers' needs, and our students' goals—with a broad range of community partners actively involved—we hope to emerge with an innovative game plan to make a diploma at Batesville worth even more at graduation.

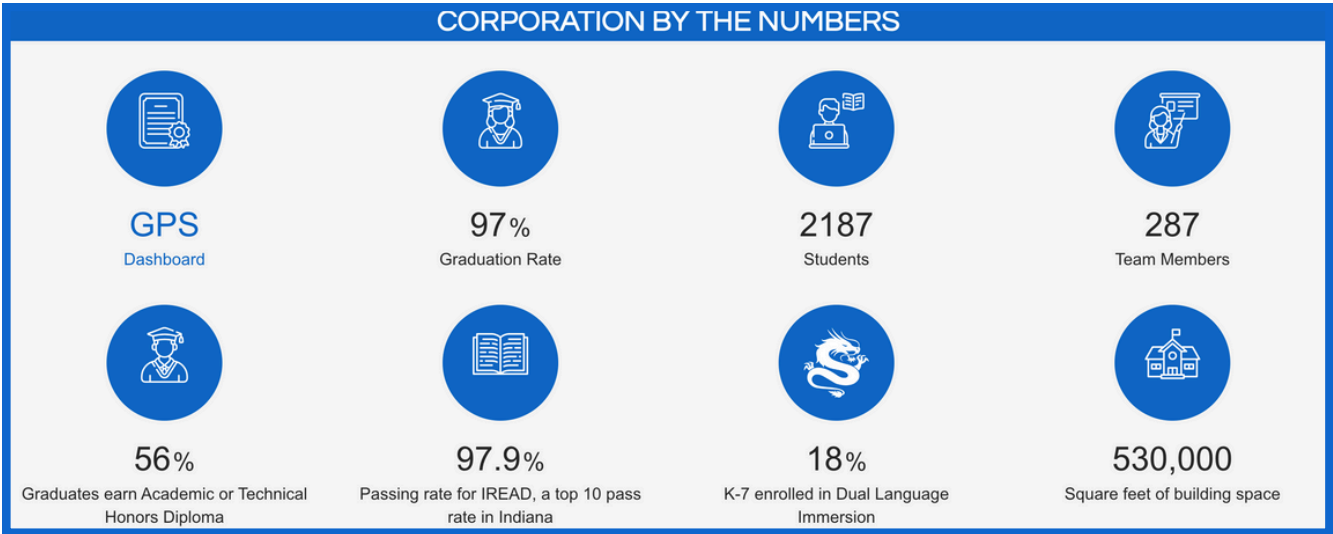
Serving as a living document, the Master Plan will guide ongoing efforts to realize the vision of a community-connected learning environment, fostering 21st century success for all stakeholders. This journey towards Bulldog Readiness exemplifies BCSC's unwavering dedication to academic excellence, holistic development, and community prosperity. As we continue to forge ahead, guided by our shared vision and collective commitment, we are confident in our ability to shape a brighter future for our students and the 47006 community as a whole.

INTRODUCTION

Batesville is in the heart of southeastern Indiana, within a short drive of numerous metropolitan areas. Located on I-74, it is on the direct path between Cincinnati, Ohio and Indianapolis, Indiana. Batesville is located on the border of Ripley and Franklin counties, an area rich in scenic beauty and Hoosier hospitality. Batesville itself combines the prosperity of economic growth through industry with small-town charm. Founded in 1852, and snuggled in the hills of Southeastern Indiana, it has grown to a community of 7,200 friendly, family-oriented, and forward-thinking citizens.

Batesville prides itself on community involvement and the commitment in making the quality of life nothing but the best. While maintaining rural charm, Batesville is fortunate to provide the community with a variety of amenities. Some of these advantages include exceptional public and private school systems, business & industry based companies, top-notch park facilities and world-class healthcare that far surpass what one would expect from a rural community.

Batesville Community School Corporation (BCSC) stands as a beacon of educational excellence, serving the vibrant community of Batesville, Indiana. With a rich history dating back to the 1850's, BCSC has consistently strived to provide exceptional learning opportunities for its students. Currently, BCSC serves roughly 2,200 students across four schools, boasting a diverse and inclusive learning environment. Guided by a dedicated team of educators, administrators, and staff, BCSC is committed to nurturing the intellectual, social, and emotional growth of every student.



2023 - 2024 BCSC ENROLLMENT AND INDICATORS

Indicator	District
Total Number of Students	2,187
Number of Schools	4
American Indian or Alaska Native	0.1%
Asian or Asian Pacific Islander	1.9%
Black or African American	0.2%
Hispanic/Latino	4.6%
Multi-Racial	1.8%
White/Causasian	91.4%

BCSC aims to tailor its educational offerings to meet the unique needs of the 47006 community, aligning curriculum and school-day structures with the goals of local employers and the aspirations of its students. BCSC seeks to fulfill Indiana Department of Education (IDOE) goals, including increasing the number of students earning high-value credentials before graduation. Specifically, Batesville High School has set a strategic goal that 80% of the Class of 2025 will graduate with a tangible outcome, such as the Indiana College Core or an industry-recognized credential. This initiative builds upon existing partnerships with Ivy Tech and local employers, aiming to expand work- and skills-based learning opportunities for students.



BCSC COMMUNITY PARTNERSHIPS

BCSC values its strong community partnerships, particularly with the Batesville Community Education Foundation (BCEF) and the Batesville Area Arts Council (BAAC). Collaborating with BCEF, a non-profit foundation supporting public education, has resulted in a generous donation exceeding \$730,000, providing innovative learning experiences for students.

Furthermore, BAAC enriches BCSC schools' curriculum through arts integration programs, contributing \$15 per student annually, totaling nearly \$1 million in thirty years. These partnerships highlight BCSC's dedication to enhancing education and promoting community involvement for the benefit of all students.



Expanding on the 2013 Advanced Manufacturing Cooperative, BCSC, in collaboration with Batesville Tool and Die and Ivy Tech Community College, is bolstering vocational education by constructing an Innovation Center at BHS. This initiative, supported by a substantial investment from local manufacturer Wood-Mizer, LLC, includes a \$1.5 million donation. The partnership underscores Wood-Mizer's commitment to Batesville and youth education in high-demand trades. The Innovation Center, scheduled for completion in fall 2024, will initially offer welding classes and later expand to include robotics and precision machining programs.

Through this joint effort, BCSC aims to equip students with industry-relevant skills and certifications, enhancing their career opportunities and contributing to the community's skilled workforce. The project received funding from various sources, including the Indiana Regional Economic Acceleration and Development Initiative (READI) grant and the City of Batesville's Redevelopment Commission, showcasing a shared commitment to empowering students through practical learning experiences.



BCSC has forged a robust partnership with Ivy Tech Community College, resulting in significant college cost savings and expanded educational opportunities for BHS students. Through this collaboration, nearly half of the BHS graduating class of 2023 participated in Ivy Tech programming, with 87 students earning either the Indiana College Core (ICC) or an associate’s degree. The potential cost savings for families totaled nearly \$3 million, with 49 students earning the ICC and an additional 38 students obtaining an associate’s degree. Furthermore, 54 students had the opportunity to earn workforce-based credentials, which enhanced their employability and desire to be the most desirable applicant. This partnership not only provides students with valuable educational experiences but also strengthens ties between BCSC, Ivy Tech, and local employers.

NEARLY \$3 MILLION SAVED BY BHS SENIORS VIA IVY TECH CLASSES

Over half of the Class of 2024 participated in Ivy Tech programming earning a savings of nearly \$3 million!

85% of the Class of 2024 is projected to earn a diploma +1

297 total degrees/certifications
Students in the Class of 2024 & 2025 are on track to earn a total of 297 certifications/degrees.

BCEF paid nearly \$4000 in fees
BCEF paid for nearly \$4000 in certification & testing fees for students earning certifications for the Class of 2024 & 2025.

IVY TECH COMMUNITY COLLEGE

BATESVILLE HIGH SCHOOL

BHS CLASS OF 2024 & 2025

Another standout partnership is with Margaret Mary Health, where students engage in co-op and mentorship programs that span 18 weeks, rotating through various departments such as the ER, OB, PT, Oncology, and the lab. Each rotation lasts four weeks, allowing students to work alongside doctors, nurses, and other hospital staff, gaining hands-on experience in different medical fields. Additionally, students participate in monthly Area Health Education Centers (AHEC) meetings that focus on job skills, certifications, and a thorough review of their site placements, addressing the positives, challenges, concerns, and overall experiences. This comprehensive exposure equips students with invaluable insights and skills for their future careers in healthcare.





The City of Batesville has played a crucial role in bringing the Bulldog Ready transformation to fruition. They have been supportive throughout the process and remain committed to investing in the schools. The Indiana Regional Economic Acceleration and Development Initiative (READI) funding will be utilized to sustain the Ivy Tech Dual Credit and Dual Enrollment scholarship program, as well as to establish a new welding lab at Batesville High School.

“The Batesville Redevelopment Commission is pleased to support Batesville Schools in their efforts to create a welding program for its students. One of the goals of the RDC is work-force development, and a welding program offered within Batesville High School will help fill a need for many of our local employers,” said Bill Narwold, city of Batesville Redevelopment Commission President.

Moreover, they have allocated \$132,000 to support BCSC in advancing to phase four of the Ford NGL Roadmap. This funding will enable the school corporation to progress to the implementation phase and witness the realization of the master plan. This ongoing support underscores the community's dedication to Bulldog Ready.

Economic Growth | 47006

Batesville’s motivated workforce contributes to the growth of local companies and is the engine of our economy. Our location between the two major cities of Indianapolis and Cincinnati puts us in the ideal location for attracting talent, while nearby educational opportunities provide an excellent pipeline for a diverse workforce. Our small-town charm with easy access to big-city amenities contributes to a rich quality of life.



Geographically, Batesville’s location and transportation system provide considerable opportunities to attract workers from neighboring counties. The average commute time is 18 minutes and currently, the 50-mile labor shed is over 1.2 million strong.



INDIANA

LOCAL CORPORATE PARTNERS




HILLENBRAND - HILLENBRAND.COM

Hillenbrand is a global industrial company operating in over 40 countries with over 10,000 associates serving a variety of industries worldwide. Their portfolio includes brands such as Coperion, Milacron Injection Molding & Extrusion, Mold-Masters, Rotex and DME.

BATESVILLE (BATESVILLE CASKET) - BATESVILLE.COM

For more than 115 years, the Batesville company has crafted products that make funerals meaningful, allowing families to truly honor the lives of those they love. As a recognized leader in the funeral service industry, they are known for product innovation, digital solutions, superior customer service, and reliable delivery. They offer a comprehensive portfolio of memorial products and services, and are located right here in Batesville, Indiana.






WOOD-MIZER - WOODMIZER.COM

Since 1982, Wood-Mizer has brought quality personal saw equipment to people all over the world and has earned the reputation of the world's largest manufacturer of portable band sawmills. Wood-Mizer offers a complete line of wood processing equipment built in the USA, such as portable sawmills, industrial head rigs, resaws, edgers, kilns, log splitters, material handling equipment, bandsaw blades, and maintenance equipment for woodworking hobbyists to full-time sawmill operators.

CRUM TRUCKING - CRUMTRUCKING.COM

Crum Trucking is a family-owned transportation company located in Batesville, Indiana. They are a premier provider of competitively priced, on-time freight solutions built on a foundation of small-town values. As responsible corporate citizens, they constantly strive to be leaders in environmental sustainability efforts. Crum Driving Academy offers professional, comprehensive, & personalized CDL training that meets all new Entry – Level Driver Training (ELDT) regulations now required by the FMSCA.





BATESVILLE TOOL & DIE - BTDINC.COM

A leading manufacturer since 1978, Batesville Tool & Die has become a global supplier of precision metal stamping components for the automotive, appliance, and other industries. With facilities in Batesville, IN, Aiken, SC, and Queretaro, Mexico, they are a full-service supplier of metal stamping, welding, and assembly.





LOCAL CORPORATE PARTNERS



BAXTER - BAXTER.COM
 Another Batesville original, this is one of the world's leading medical technology companies, empowering healthcare professionals to deliver more personalized care and support to their patients. Their mission is to create innovative products that save and sustain lives and improve healthcare for all.

MED-MIZER - MED-MIZER.COM
 For close to two decades, Med-Mizer has been building and innovating industry-leading beds and safe patient-handling solutions that improve the patient and caregiver experience in Batesville, Indiana. Their mission is to create products that improve patient outcomes and increase caregiver efficiencies, promoting a safer environment. They are the creator which has reduced the need for patient repositioning and the risk of falls.







THRIVE MARKET - THRIVEMARKET.COM
 Batesville is proud to be the location of one of three fulfillment centers for the popular Thrive Market brand. Their mission is to make healthy living easy and affordable for every American family. Thrive Market carries more than 6,000 products, including organic and non-GMO foods, ethically sourced meat and seafood, and items for babies and kids. From this location, healthy, organic grocery orders are packed and shipped all over the country.


GLOBAL ATLANTIC - GLOBALATLANTIC.COM
 Global Atlantic Financial Group is a leader in the U.S. life insurance and annuity industry, serving the needs of individuals and institutions. With differentiated investment and risk management capabilities, deep client relationships, and a strong financial foundation, the company has established a track record of delivering proven, value-added solutions and long-term growth. Global Atlantic is a majority-owned subsidiary of KKR, a leading global investment firm that offers alternative asset management across multiple strategies and capital markets solutions.



SARAH LAMPING
 Economic Development Director
 Office: 812.933.6113 Cell: 812.363.5181
slamping@batesville.in.gov

 @City of Batesville
 @Batesville, Indiana
 @discoverbatesville

DISCOVERBATESVILLE.COM



The Batesville labor force includes over 4,000 individuals, engaging in everything from healthcare to manufacturing. The spirit of entrepreneurship is particularly strong in Batesville, with small businesses making up the majority of our employers. At the same time, our residents are also employed at some of the largest employers in the country, making for a qualified workforce with a diverse set of skills.

 <p>Indiana #1 Best Place to Start a Business</p>	 <p>Indiana Invests \$500 million in Quality of Place & Talent Attractions Initiative</p>	 <p>1.2 Million Workforce within 50-mile radius of Batesville</p>	 <p>18 Minute Average Commute time for residents of Batesville</p>
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Batesville is just one city in a region made up of cooperative communities, local businesses, and local governments. We work together, pooling resources, talent, and efforts to achieve greater results. Regional collaboration means all governments, big and small can participate and deliver more meaningful results for our business communities. As a responsible regional partner, we help engage and connect people and resources, leveraging regional insights to make more informed decisions.



Economic Growth | Region 9

Economic Growth Region 9 (EGR 9) is situated between the Ohio state border and the beautiful Ohio River and is home to some of the most pristine natural areas in the state. This 10-county coalition within Southeast Indiana has a common goal: to attract talent and establish the region as a place where people want to live, work, and grow. Working together as a team, EGR 9 aims to build pride and empowerment among Southeastern residents, attract talented people to our area, and diversify our population.

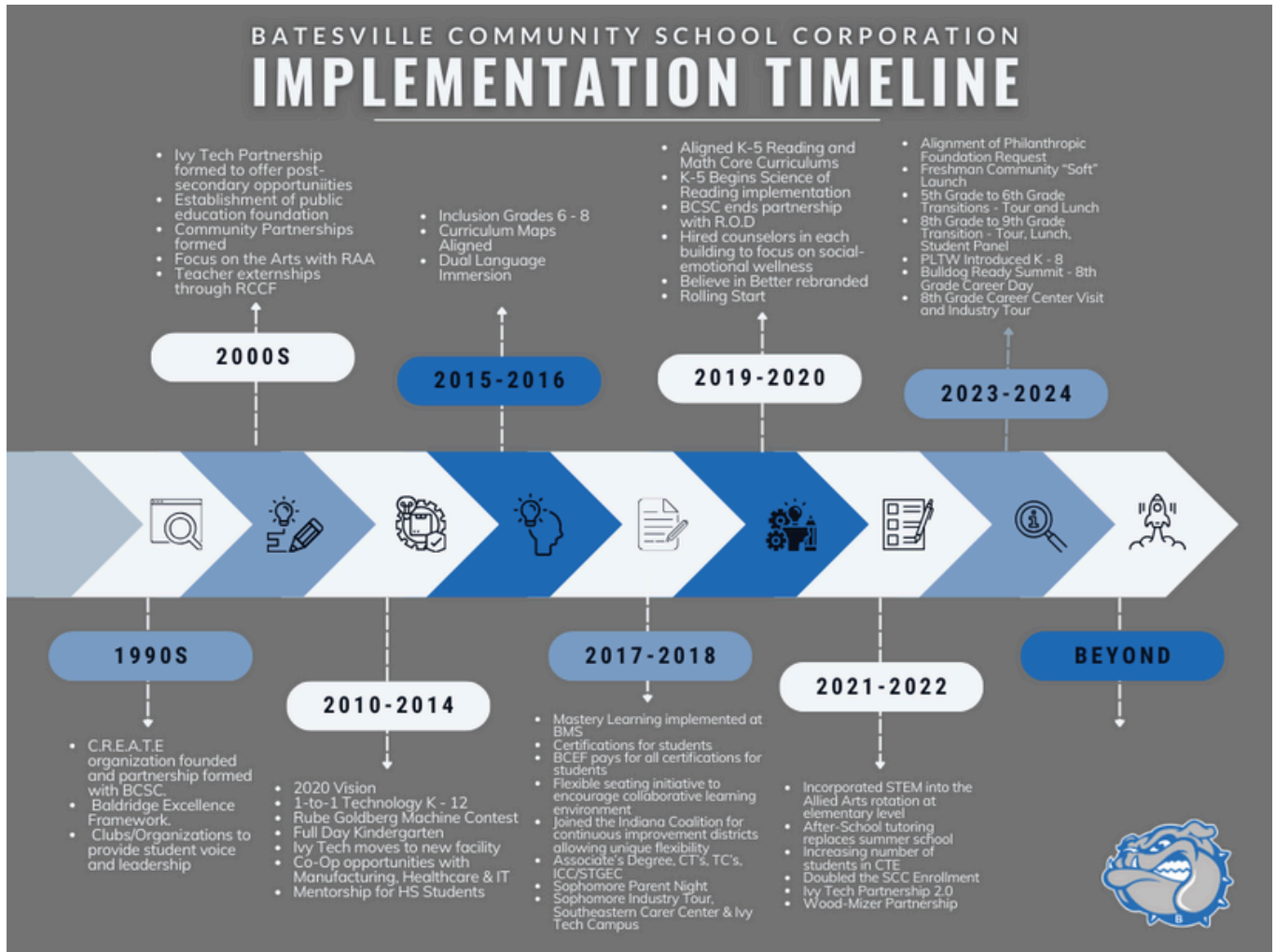


Frequently Listed Jobs	
Top 20 job listings in Region 9 in the past month	
Rank	Occupations
1	Registered Nurses
2	Licensed Practical and Licensed Vocational Nurses
3	Nursing Assistants
4	Social and Human Service Assistants
5	Construction Laborers
6	Personal Care Aides
7	First-Line Supervisors of Production and Operating Workers
8	Customer Service Representatives
9	Production Workers, All Other
10	Project Management Specialists
11	Maintenance and Repair Workers, General
12	Physical Therapists
13	Computer and Information Systems Managers
14	Mental Health and Substance Abuse Social Workers
15	Janitors and Cleaners, Except Maids and Housekeeping Cleaners
16	Recreation Workers
17	First-Line Supervisors of Housekeeping and Janitorial Workers
18	Food Preparation Workers
19	Industrial Engineers
20	Retail Salespersons

Source: Indiana Workforce Development, Indiana Career Connect

Applicant Pool	
Top 20 occupations desired by applicants on their resumes in the past 12 months	
Occupations	# of Applicants
Production Workers, All Other	672
Assemblers and Fabricators, All Other	503
Helpers--Production Workers	332
Laborers and Freight, Stock, and Material Movers, Hand	232
Cashiers	229
Customer Service Representatives	218
Office Clerks, General	163
Office and Administrative Support Workers, All Other	149
Industrial Truck and Tractor Operators	147
First-Line Supervisors of Production and Operating Workers	141
Construction Laborers	137
Managers, All Other	137
Extraction Workers, All Other	129
Heavy and Tractor-Trailer Truck Drivers	125
Retail Salespersons	125
Welders, Cutters, Solderers, and Brazers	114
Packers and Packagers, Hand	110
Electrical and Electronic Equipment Assemblers	109
Inspectors, Testers, Sorters, Samplers, and Weighers	107
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	103

Source: Indiana Workforce Development, Indiana Career Connect



The Bulldog Ready timeline is not just a snapshot of recent endeavors; rather, it's a reflection of Batesville School Corporation's rich history of innovation and community partnership.

Since the 1990s, Batesville has been forging connections with local organizations and institutions, laying the groundwork for a collaborative approach to education. In the 2000s, a landmark partnership with Ivy Tech Community College was established, further expanding opportunities for students to excel. Organizations such as BAAC, BCEF, Ripley County Community Foundation, and C.R.E.A.T.E. have played pivotal roles in fostering a forward-thinking environment within BCSC, ensuring that every student has the tools they need to succeed. Additionally, co-op opportunities have long been a cornerstone of the Batesville experience, offering students the chance to gain real-world experience and industry-recognized credentials while still in high school.

As we embark on the Bulldog Ready journey, we carry with us the legacy of innovation and collaboration that has defined Batesville School Corporation for decades.

In the fall 2022, Batesville Community School Corporation received the 3E Grant, joining forces with six other Indiana districts and the Central Indiana Educational Service Center (CIESC) to create a network of high-performing schools called the Indiana Career Collaborative. The 3E Grant, designed to enhance pre-K to career pathways, aims to blur the lines between PK-12, higher education, and the workforce by fostering robust connections among schools and communities.



College Enrollment • Full-Time Employment • Military Enlistment

Indiana Career Collaborative

a department of CIESC

The grant's primary objectives are threefold:

- Increase the number of students earning high-value postsecondary credentials by enhancing access and enrollment in Next Level Programs of Study (CTE), Indiana College Core, and Graduation Pathway high-value credentials.
- Boost the number of high school students engaging in high-quality work-based learning opportunities.
- Promote innovative career exploration and engagement in elementary and middle schools, leading to enhanced career readiness.



The grant's approach is aligned with the Indiana Graduates Prepared to Succeed (GPS) dashboard, emphasizing career and postsecondary readiness as essential for student success after high school. Through this initiative, Batesville and partner districts will reimagine student experiences, focusing on foundational skills, career exploration, and hands-on learning. The program is designed to create clear pathways for students, supporting seamless transitions to further education, employment, or enlistment.

FORD NEXT GENERATION LEARNING FRAMEWORK

Ford Next Generation Learning (NGL) is a signature program of the Ford Fund that transforms high school education by connecting traditional academics with real-world career pathways. Through partnerships with businesses and community leaders, Ford NGL creates learning opportunities that inspire and engage students by linking classroom knowledge with professional experiences.

Ford NGL mobilizes educators, employers, and community leaders to prepare a new generation of young people who will graduate from high school ready for college, careers, and life—equipped to compete in the 21st century economy. The Ford NGL framework is comprised of three distinct but interconnected strands, enabling whole communities to design and carry out a long-term plan for revitalizing education.

1. **Transforming Teaching and Learning:** *This strand focuses on creating relevant and engaging learning experiences that link traditional academics with real-world career pathways.*
2. **Transforming the Secondary School Experience:** *This strand aims to reimagine the high school structure to better support personalized learning and collaboration among educators, students, and community stakeholders.*
3. **Transforming Business and Civic Engagement:** *This strand promotes active partnerships between schools, businesses, and community leaders to ensure that education is aligned with local industry needs and opportunities.*

Together, these three strands work to create an integrated approach that drives long-term success for students, schools, and communities.

The Ford NGL Framework

A Community-Connected Transformation Model for Students



The Ford Next Generation Learning (NGL) Roadmap is a comprehensive guide to transforming PK-12 education, preparing students for college, careers, and life. This roadmap is a long-term solution that fosters community-wide engagement and shared ownership, ensuring lasting transformation.

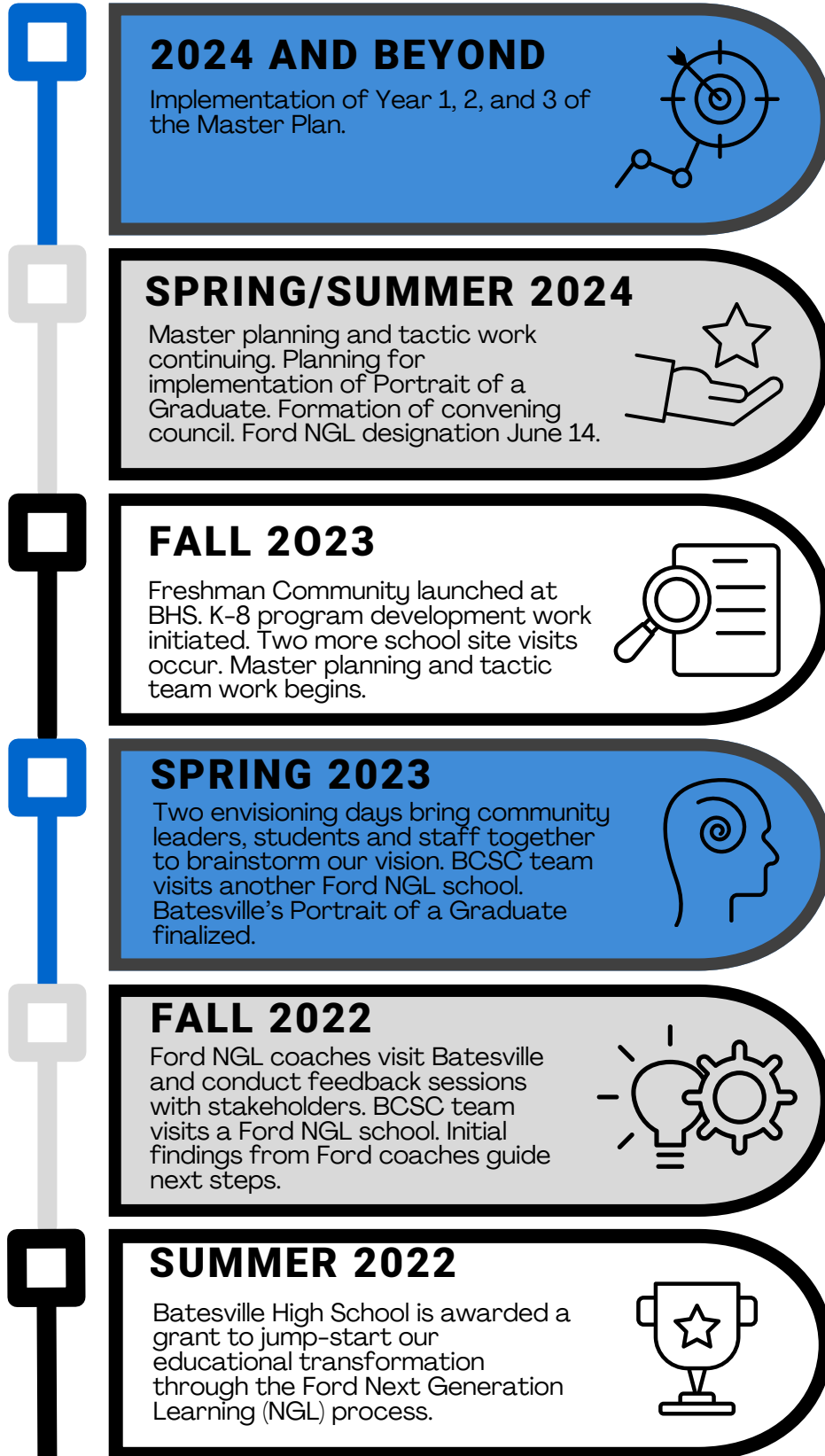
Here's why the Ford NGL Roadmap stands out:

- *Long-Term Solution* - The multi-year process inspires broad community commitment, ensuring lasting impact. It's designed to go beyond quick fixes, focusing on sustained transformation with shared ownership.
- *Continued Support* - Ford NGL coaches provide ongoing guidance, addressing unique needs and challenges with a customized approach. This support ensures you have a partner at every step of the journey.
- *Proven Approach* - The Ford NGL Roadmap is rooted in over a decade of research and development, backed by successful implementation across various communities, offering a tried-and-true model.
- *Blueprint to Success* - This roadmap provides a clear path to success, using best practices from the Ford NGL Network so you don't have to reinvent the wheel.

Here is the roadmap that is guiding BCSC through the transformation process with Ford NGL, illustrating the steps to create a PK-12 system that meets the demands of the 21st century.



BULLDOG READY TIMELINE



TRANSFORMATION TEAM

The transformation team played a pivotal role in Batesville Community School Corporation's journey toward educational transformation. Meeting weekly on Mondays, the team collaborated closely with Ford NGL coaches Beth Grzelak and Lisa Oleski to guide the implementation of the Ford Next Generation Learning model. Through consistent effort and coordination, this team successfully navigated the critical phases of the transformation process—Phase 1 (Explore), Phase 2 (Envision), and Phase 3 (Planning)—laying the groundwork for a community-driven, student-focused educational framework. Their dedication and strategic planning were key to driving the district's move toward a more personalized and career-connected learning environment.

Name	Title
Paul Ketcham	Superintendent
Jeremy Raver	School Board President
Andy Allen	Batesville High School, Principal
Dave Strouse	Batesville Middle School, Principal
Dana Cassidy	Batesville Intermediate School, Principal
Brad Stoneking	Batesville Primary School, Principal
Kyle Laker	District Lead
Jennifer Steinkamp	Batesville High School, School Counselor
Randi Stirn	Batesville High School, Teacher
Bridgitte Price	Batesville Middle School, School Counselor
Sarah Stoneking	Batesville Intermediate School, School Counselor
Claire Porter	Batesville Primary School, School Counselor



PHASE I: EXPLORE | [CLICK HERE FOR VIDEO SUMMARY](#)

Paul Ketcham, Superintendent - "This Ford NGL process is an opportunity for us to align and create a true K-12 continuum of education where there are experiences that are intentional. At the end of the day, our students win."

Phase 1 of the Ford Next Generation Learning (Ford NGL) Roadmap process was completed in cooperation with the Batesville Community School Corporation during the week of November 7, 2022. The Ford NGL team visited with the following objectives:

- *Learn more about BCSC – its leadership; staff; students; parents/caregivers; and business, post-secondary, and community partners.*
- *Share information about the Ford NGL Roadmap process and introduce the community to the Ford NGL coaches who will engage with Batesville throughout its Roadmap journey.*
- *Assess school district and community readiness and capacity for Ford NGL's community connected transformation journey.*

Within these broad objectives, the Ford NGL team focused on the following questions:

- *What strengths does this school district and community have to support the Ford NGL Transformation Model?*
- *Are there existing programs aligned to the regional workforce needs as identified by the current workforce data demand?*
- *Is the business community sufficiently-well organized to galvanize industry support for community-connected transformation, K-12?*
- *Are there post-secondary partners positioned to support community-connected transformation, K-12?*

The Explore Visit culminated in a detailed report, released in January 2023, outlining key findings and recommendations within the three Ford NGL strands which included:

STRAND 1: TRANSFORMING TEACHING & LEARNING FINDINGS

Overall, there was a sense from staff and students that students were prepared to engage in the academic content required at that level. Strong partnerships exist with the Batesville Community Education Foundation (BCEF) and Batesville Area Arts Council (BAAC) and will serve as a great resource for transformative work.

Designated time within the current academic schedules exists that have significant potential for focused and intentional career exploration and career readiness. As each school operates independently, assurance processes are recommended for

equitable access to all grade level content standards thus providing for relevant, inquiry-based learning. Scaled implementation of common planning times will help facilitate connected, inquiry-based curriculum with a greater focus on hands-on learning. Greater exposure to career opportunities can be achieved through existing programming such as “College Go” week and “Reality Check.” These experiences provide a bridge between the middle and high school transition as significant opportunities exist for enhanced Freshman Orientation activities. Vertical alignment in communication strategies and career awareness activities will increase access and bring greater relevance to existing mentorship and industry related course offerings. Career awareness strategies, in general, would benefit from a clearer structure and intentionality.

STRAND 2: TRANSFORMING CULTURE, SYSTEMS, AND STRUCTURES OF SCHOOLS

Each building within BCSC exhibits a strong, positive culture. Existing academic day structures and scheduling flexibility afforded through Indiana code provide tremendous opportunity for creative approaches to support student academic learning and experiential learning. Currently working against true transformation is vertical alignment related to experiential learning and career-related opportunities. As with many organizations, clear and consistent communication practices remain a challenge. The district is encouraged to coordinate career exposure, exploration, and engagement activities and communication practices along the K-12 continuum. Reimagined exposure and access to career activities will increase equitable knowledge related to course options, diploma outcomes, and industry recognized credentialing, including Indiana College Core attainment.

STRAND 3: TRANSFORMING PARTNERSHIPS BETWEEN SCHOOLS & COMMUNITY

BCSC is fortunate to have direct access to significant community resources and opportunities. Local government officials, led by the Batesville Mayor and Economic Development representatives, provide strong fiscal support. The Batesville Community School Board of Trustees has indicated strong interest in the Ford NGL Roadmap process and recently strengthened facilities to enhance Ivy Tech course offerings to better align with Region 9 workforce needs. A hallmark of the Batesville community is the continued strong support of BCSC by business and community partners. As existing partnerships expand and new entities provide support, coordinated communication processes are encouraged to clarify expectations and intended outcomes for students and business partners.

RECOMMENDATION TO MOVE TO PHASE 2

The Ford NGL team found sufficient evidence of existing strengths and a culture that is ready to embrace community-wide transformation. BCSC began Ford NGL Phase 2: Envision in February 2023.



Paul Ketcham, Superintendent, Jeremy Raver, School Board President, Randi Stirn, Teacher, Bridgitte Price, School Counselor, Dave Strouse, BMS Principal, Andy Allen, BHS Principal, Jen Steinkamp, School Counselor, and Kyle Laker, District Lead, also visited Akron Public Schools in Akron, Ohio, to observe the Ford NGL model in action. This experience helped solidify the district's commitment to the transformation process and gave them insights into best practices for building community-connected education pathways.

This three-day event was designed to demonstrate how Akron Public Schools mobilized the entire Akron community to build and sustain the College & Career Academies of Akron. Participants had the opportunity to:

- *Learn about the opportunities and challenges of being a mid-size urban College & Career Academies district.*
- *Choose to see the high school, middle school or elementary academies in action through school and nonprofit partner tours.*
- *Interact with students, teachers, academy principals, academy coaches and business partners to learn about the important foundations of CCAA.*
- *Understand how Akron Public Schools design, implement, and monitor a PreK-12 academy model to ensure a high level of student success.*
- *Attend breakout sessions relevant to interests and district needs.*





PHASE 2: ENVISION | [CLICK HERE FOR VIDEO SUMMARY](#)

Madison Rahschulte, BHS Graduate, Class of 2023 - "This was a great opportunity to express what I believed as a student. A lot of younger students have lots of goals and aspirations, seeing how that kinda shifts from how Batesville helped me achieve my goals to how they can better help the younger students' goals."

In Phase 2 of Batesville Community School Corporation's Ford Next Generation Learning (NGL) journey, known as the "Envision" phase, the community came together to define a vision for a community-connected transformation of K-12 education. The goal was to establish what graduates from Batesville Community Schools should know, the skills they should possess, the experiences that would prepare them for life after high school, and the personal characteristics that graduates should carry with them into any setting.

Three key events shaped the Envision phase:

- Envision Day 1 on February 21, 2023, at the Ivy Tech Batesville Campus
- Study visit to Nashville from March 6 - 8, 2023
- Envision Day 2 on April 5, 2023, at the Ivy Tech Batesville Campus

During these events, the following questions by various community stakeholder groups were addressed:

- What is the vision for community-connected transformation for K-12 students in Batesville?
- What academic and technical knowledge do graduates need?
- What skills are critical for success, whether graduates enlist, enroll, or seek employment after high school?
- What types of in-school and out-of-school experiences should graduates have?
- What personal attributes should graduates have to become active, engaged, and caring citizens?

The Envision days saw significant community participation, with 91 attendees across different stakeholder groups: 22 BCSC staff, 13 parents, 29 business partners, 23 students, and 4 Ford NGL coaches (Appendix D). These events not only provided an opportunity for input from a wide range of perspectives, but they also fostered community buy-in for the transformation process. The most tangible outcome of this phase was the development of the Portrait of a Graduate, defining the key characteristics and skills that BCSC graduates should embody.

Overall, the Envision phase served as a critical step in building a shared understanding and commitment to transforming education in Batesville and creating a collaborative vision for what a successful graduate looks like.

ENVISION DAY PHOTOS



PORTRAIT OF A GRADUATE

Bulldog Ready represents the collective effort for K-12 community-connected learning in the 47006 zip code, focusing on career awareness in grades K-8 and career exploration at the high school. The goal is to build employability skills and guide students through community-connected experiences, promoting career awareness and exploration, so they can make informed decisions about their future.

Our mission statement was crafted during the Envision phase to guide all stakeholders through the same vision. This brought together students, teachers, staff, building and district administrators, school board members, business and community partners, and parents to collaboratively determine our shared purpose. Through various exercises during the Envision days, we clarified our mission and established a collective focus.

Together with our community, BCSC is committed to providing an engaging and relevant learning environment based on a strong foundation of academic knowledge, transferable skills, and real-world experiences. Batesville Bulldogs embody confidence, empathy, and resiliency to ensure 21st-century success.



This student-created artwork served as the foundation of our portrait of a graduate.

Over the course of the Envision Days, 90+ stakeholders discussed and identified the key characteristics Batesville students should embody when they walk across the stage at graduation. These discussions were instrumental in shaping the essential skills and attributes our students should develop throughout their educational journeys.

The following 2 pages illustrate the visuals representing our message to internal and external stakeholders, outlining the knowledge, skills, experiences, and attributes considered paramount for our graduates.

BULLDOG READY

KNOWLEDGE

SKILLS



EXPERIENCES

ATTRIBUTES



**BATESVILLE
COMMUNITY**
SCHOOL CORPORATION

Together with our community, BCSC is committed to providing an engaging and relevant learning environment based on a strong foundation of academic knowledge, transferable skills, and real-world experiences. Batesville Bulldogs embody confidence, empathy, and resiliency to ensure 21st-century success.

KNOWLEDGE

Graduates will establish a foundation of academic knowledge and lifelong learning.

- Demonstrate academic mastery
- Acquire financial, health, civic, & digital literacy
- Develop an appreciation for personal growth and lifelong learning

SKILLS

Graduates will gain valuable skills that will serve them well in the future.

- Think critically and make informed decisions
- Sharpen communication skills through practice and feedback
- Identify, analyze, and solve problems effectively
- Complete credentialing requirements aligned with student skills and interests

EXPERIENCES

Graduates will find their passion and next steps after graduation.

- Expand community awareness to become responsible citizens
- Deepen understanding of subject matter through experiential learning
- Find their passion, answering "What's my why?"
- Engage in college and career exploration opportunities

ATTRIBUTES

Graduates will be prepared to become desirable applicants.

- | | |
|--------------|----------------|
| - Confidence | - Authenticity |
| - Empathy | - Leadership |
| - Resilience | - Drive |
| - Integrity | |

**Community-Connected Learning
Through Real-World Experiences**

WE ARE **BULLDOG READY**



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academies of nashville

STUDY VISIT

nashvillehub

In March 2023, representatives from Batesville Community School Corporation embarked on a three-day "Academies of Nashville" study visit, hosted by the Nashville Hub, to gain insights into how Nashville has transformed its high schools into personalized learning communities. This visit allowed participants to understand the strategies, structures, and tactics that have fueled Nashville's success in high school reform, emphasizing rigor, relevance, relationships, and readiness for every student. The experience also provided a high-level view of the systemic transformation taking place in Nashville, highlighting the extensive engagement of the business community in the effort.

The purpose of the visit was to help Batesville and its community partners envision a collaborative approach to increasing the value of every student's high school diploma. By observing the Nashville model, BCSC aimed to reimagine school using a community-connected approach, creating and expanding college and career pathways to give each student access to career coursework and experiential learning.

Nashville's innovative and intentional scaling of college and career pathways across grades 9-12 ensures that students graduate with more than just a diploma—they earn credentials, certifications, or college credits. Additionally, the Nashville model creates clear opportunities for graduates, whether they pursue enlistment, employment, or further enrollment in higher education.

Throughout the visit, attendees engaged in role-specific sessions and discussions, allowing them to reflect on their learning and consider how to apply these concepts in their own schools. As they returned to Batesville, the visit raised new questions and ideas about how to implement similar structures and community partnerships, prompting deeper reflection on their ongoing transformation journey.

Overall, the "Academies of Nashville" study visit was a pivotal experience that provided Batesville with a roadmap for achieving a more personalized and community-engaged high school experience, aligned with Ford NGL principles.



PHASE 3: PLAN | [CLICK HERE FOR VIDEO SUMMARY](#)

Eli Loichinger, BHS Student - "It should mean a lot, because people actually care what you think. That is a reassuring feeling; it is an honor. I know its not easy to get time off. I am impressed that they are willing to take a vacation day just to help the community. It shows how committed they are."

Phase 3 of the Bulldog Ready transformation began in the summer of 2023, focusing on the strategic planning and implementation necessary to bring the vision to life. The following are some of the highlights from the work completed in phase 3:

- Batesville High School (BHS) initiated the "soft" launch of its freshman community by sending a team of freshman teachers, an administrator, a counselor, and the district lead to specialized training at CIESC on June 16 and July 17. This training laid the groundwork for the Freshman Community, designed to support students during their transition to high school.
- On August 24-25, the district sent representatives to the K-8 Conference to begin the alignment of the Bulldog Ready Portrait of a Graduate with ongoing work in each of our schools.
- The transformational team had two workdays to plan for the master planning process, focusing on the 16 Ford NGL tactics. They narrowed the focus to 13 tactics and then combined them to create 7 tactic teams. Each tactic team was co-chaired by representatives from both the school and the community to ensure a balanced approach.
- BCSC hosted three Master Planning sessions on December 5, 2023, February 20, 2024, and April 3, 2024. These sessions were instrumental in engaging stakeholders and solidifying the plan's direction.
- Additionally, representatives from the district revisited Akron and Nashville for a second site visit. The Akron visit focused on middle school engagement and elementary essential experience, exploring ways to connect with area non-profits to increase community awareness among students. Revisiting both Nashville and Akron provided valuable insights and highlighted the progression of the Bulldog Ready journey compared to earlier visits.

With these key elements in place, Phase 3 set the stage for implementing the community-connected learning approach, ensuring BCSC is on track to deliver an innovative and impactful educational experience for all students.

MASTER PLANNING PROCESS

Starting in December 2023, over 70 businesses, community leaders, post-secondary institutions, parents, students, and educators across the Batesville Community School Corporation (BCSC) district came together to kick off the Bulldog Ready initiative—a transformative journey designed to prepare students for success in the 21st century. The Bulldog Ready movement is more than just education; it's about fostering passion, confidence, and resilience in every student. By engaging a diverse array of stakeholders, this initiative is set to pave the way for a new generation of learners who are ready to take on the challenges and opportunities of the future.

The master planning sessions followed the following progression:

- *Day 1: Level Set with Vision & PoG; Tactic Team Purpose & Development; Begin outlining Priority Tasks*
- *Day 2: Continue to develop Priorities and Action Steps*
- *Day 3: Develop an overall Yr 1-3 Timeline; Check for Fits, Gaps & Redundancies; Revise/Modify, if needed*
- *Day 4: Master Plan Report Review (*Transformation Team & Co-chairs only)*

Session	Location	Date
Master Planning Day 1	Romweber Party Place	December 5, 2023
Master Planning Day 2	Romweber Party Place	February 20, 2024
Master Planning Day 3	Romweber Party Place	April 3, 2024



TACTIC TEAMS

Led by Beth Grzelak, Lisa Oleski, and Kimberly Fifer, our Ford NGL Coaches, participants engaged in the three master planning sessions. Each tactic team formed a purpose statement. Each tactic team was co-chaired by a Batesville Community School Corporation representative and a community partner representative. The 7 tactic teams collaborated to develop a written plan that will serve as a guide for implementing future work in their designated tactic. (refer to Appendix A)

We identified our co-chairs first. Once our co-chairs were confirmed, we brainstormed a list of parents, business partners, and community individuals to fill each tactic team. We looked at the individual skill sets and interests of the team member and aligned them to a tactic team. (refer to Appendix B for a list of our tactic team members)

Tactical Team	Chair
Career-Focused Learning	Kyle Laker Bulldog Ready Coordinator
Design Thinking	Jackie Huber Director of Student Learning
Systems & Structures	Andy Allen BHS Principal
Communications & Marketing	Anne Wilson Communications Consultant
Student Opportunities & Outcomes	Jennifer Steinkamp BHS School Counselor
Student Voice & Leadership	Eric Peetz BIS Assistant Principal
Building a Bulldog Community	Paul Ketcham BCSC Superintendent

Moving forward, our tactic teams will meet on a structured schedule, specifically adhering to 90-day energy cycles. These meetings will occur every year in September, November, and February, ensuring regular intervals for progress assessment and strategic adjustments. The primary goal for these meetings is for our co-chairs to take ownership of their respective tactic teams, driving the initiatives forward with clear direction and accountability. Each tactic team will focus on prioritizing action steps for the first year, laying a strong foundation for sustained progress.

During each energy cycle, we will closely monitor the implementation process using a data system managed through Google Sheets. This system will enable us to track progress, identify challenges, and ensure that all team members are aligned with the established goals. By regularly reviewing data, we can pinpoint areas where teams may be encountering obstacles and provide the necessary support to overcome them. This structured approach not only promotes continuous improvement but also fosters a collaborative environment where both school and community representatives work together towards achieving our shared vision.

K - 8 FOCUS

What does it mean to be Bulldog Ready? It's more than just academic achievement; it's about equipping students with the **knowledge, skills, and attributes** that our community values. Drawing upon feedback from local stakeholders, Batesville Schools has crafted a vision for its graduates, outlined in the Portrait of a Graduate.

The journey begins in the formative years of Pre-BPS, where **community partners** play a pivotal role in fostering a love for learning, particularly through initiatives that promote **early literacy**. Our hope is that local businesses and community partners will encourage reading among young children, laying the foundation for a lifelong passion for knowledge acquisition.

As students progress into the elementary grades, the curriculum seamlessly integrates **guaranteed experiences** with career awareness. An example is the popular Touch-a-Truck events held by Batesville Main Street, where students not only explore various vehicles but also engage with professionals from different fields, gaining insights into potential career paths while having fun.

These guaranteed experiences will be built over the next three years with grades 2, 5, and 8 being planned in collaboration with the convening advisory council in the 2024/25 school year with implementation in the spring of 2025. The phased rollout will continue with grades K, 3, 6 in 2025/26 and grades 1, 4, 7 in 2026/2027.

GUARANTEED EXPERIENCES

2024/2025 SCHOOL YEAR

Grade 2	Grade 5	Grade 8
Agriculture	Digital Technology	Pathway Exploration
<ul style="list-style-type: none"> Life Cycles and Insects at Greenacres Farm 	<ul style="list-style-type: none"> Media Takeover Day - Storytelling using various media outlets 	<ul style="list-style-type: none"> Bulldog Ready Summit and BHS Pathway Exploration

2025/2026 SCHOOL YEAR

Grade K	Grade 3	Grade 6
Skilled Trades		Non-Profit
<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> Non-Profit Fair Civics Research Project So Loved Clothing Drive Non-Profit Small Group Visit

2026/2027 SCHOOL YEAR

Grade 1	Grade 4	Grade 7
<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> TBD

In the middle school years, BMS takes the concept of community engagement to new heights. Through partnerships with local nonprofits, students gain firsthand knowledge about the challenges and opportunities within their community. Whether it's volunteering at a food bank or participating in environmental cleanup efforts, these experiences foster empathy, resilience, and a sense of civic responsibility.

The phrase 'see, do, grow' will be implemented at BMS to shift the focus and guide middle school students through a three-year progression of community non-profit partnerships.

SEE

6th Grade

Learn about the non-profits in the 47006 region. Explore what their mission is and what they do.

DO

7th Grade

Each student will pick a non-profit that aligns with the passion or interest and spend a day helping the non-profit organization with a small group of other students.

GROW

8th Grade

Students will utilize Pathful to learn more about their career interest and will experience the Bulldog Ready Summit in which they will live a day in the life of a 27-year-old.

COMMUNITY STRUCTURE AT BATESVILLE HIGH SCHOOL

Starting in the 2025–2026 school year, Batesville High School will transition from two Freshman Communities to one unified Freshman Community. This shift reinforces our commitment to the community-model approach, which is designed to foster strong relationships between students and supportive adults. The community will be anchored by a dedicated team of core teachers and seven Freshman Seminar teachers focused on guiding students through high school transitions, building positive relationships, and exploring future pathways. The overall goal is to create a supportive environment that sets students up for success both in high school and beyond.

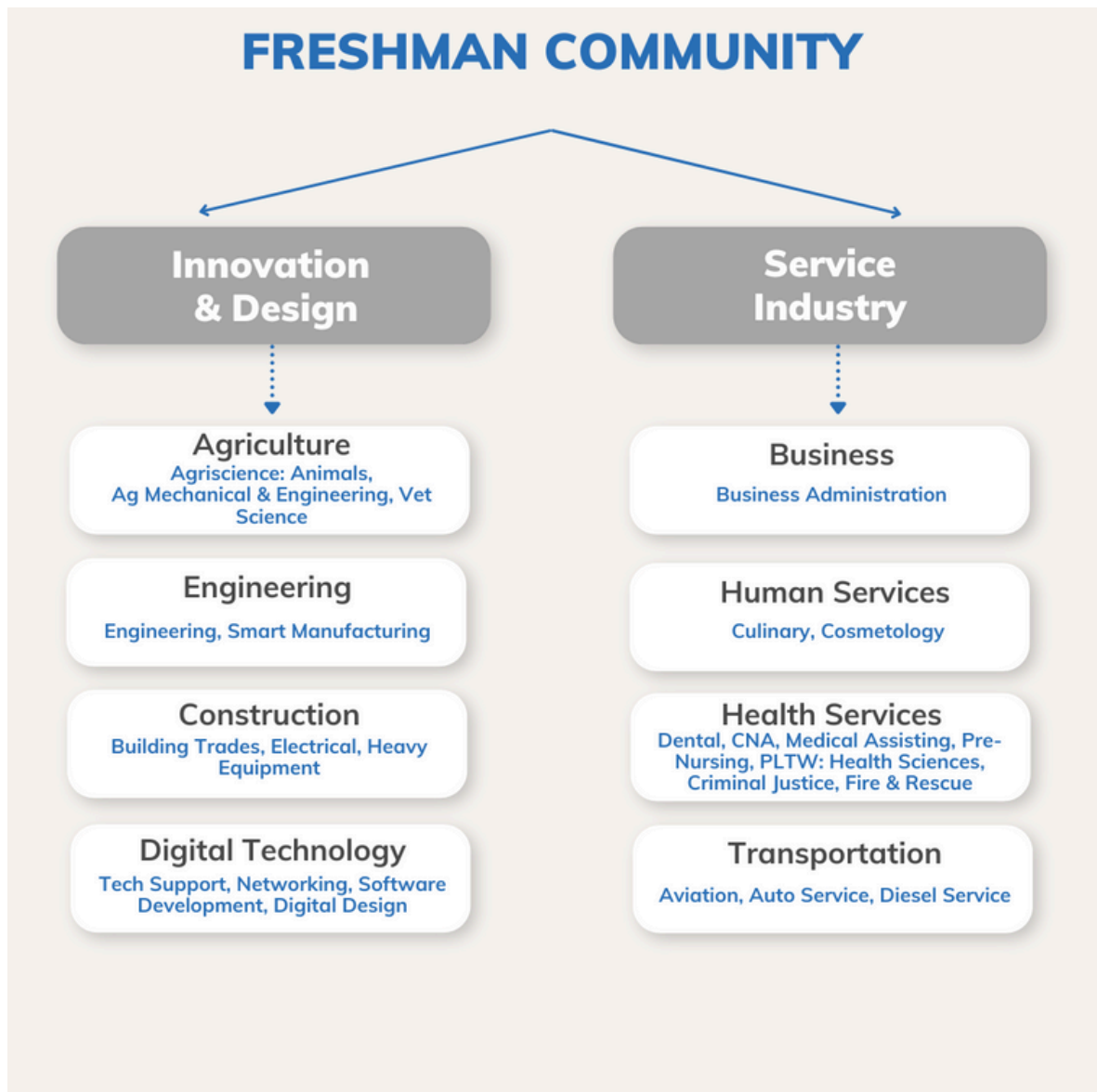


Students will delve into self-discovery, exploring their own skills, attributes, career aspirations, and enlistment opportunities, thereby preparing them for future endeavors in enlistment, enrollment, and employment. Additionally, emphasis is placed on facilitating seamless transitions from middle school to freshman community and from freshman community to career communities.

Core teachers, responsible for subjects like Math, English, Science, and Social Studies, will be allotted a common prep block to collaboratively plan activities and real-world learning opportunities tailored to each community's needs. Moreover, freshman students will engage in a 45-minute seminar course on Tuesday and Thursday each week, which will be thematically structured across the four quarters of the school year. The first quarter will focus on self-discovery, with the theme "Who are you & How Have You Grown?" Students will explore their personal identities, strengths, and areas for growth.

In the second quarter, the focus will shift to "Career & Community Exploration," leading students on a journey to explore various career paths and opportunities available to them. Following this, the third quarter will concentrate on "Employability Skills," providing students with essential skills like communication, teamwork, and problem-solving to excel in the workforce. In the fourth quarter, the spotlight will be on "College and Career Exploration," empowering students to navigate the college experience and consider post-secondary options. An Army Special Ops trailer will be on campus to engage students in enlistment opportunities using community resources. Additionally, Roadtrip Nations will discuss career opportunities, ranging from education and healthcare to manufacturing and agriculture, showcasing the diverse career paths available in our own community.

This holistic approach aims to create a supportive environment for freshmen as they begin their high school journey, ensuring they are well-prepared for academic and professional success. In the second semester of freshman year, students will be well-prepared to choose to enroll in one of the following career clusters for their 10th through 12th grade years:



During their elementary and middle school years, students will be guided to explore various experiences that will help them determine their best fit within the communities at Batesville High School.



By the end of 9th grade, students will select a career cluster to explore further, and by the end of 10th grade, they will narrow down their choices for their preferred career pathway. These communities offer a range of choices, allowing students to tailor their educational experience to align with their career aspirations. Moreover, community experts regularly visit classrooms, sharing their expertise and providing invaluable mentorship to students.

The structure of the 10-12 grade communities at Batesville High School includes two communities: Innovation and Design Community and Service Industry Community.

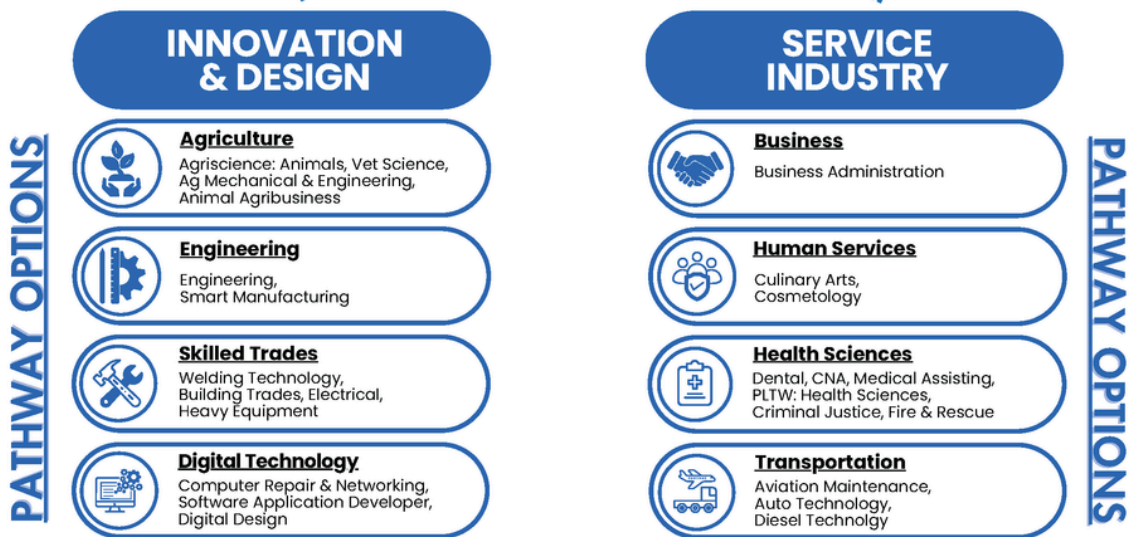
These communities will be overseen by administrators, along with a community counselor, community coach, and community teacher team lead. The principal of Batesville High School will provide overall leadership, supported by the associate principal and the Bulldog Ready Coordinator.

However, the success of Batesville Schools' community-connected learning initiative wouldn't be possible without the unwavering support of the local community. It's this collective commitment to nurturing the next generation of leaders that sets Batesville apart. EVERY Bulldog will be prepared for enlistment, enrollment, or employment.

BULLDOG READY COMMUNITIES AT BATESVILLE HIGH SCHOOL



Batesville High School Learning Communities



This community model provides teachers with unique opportunities to teach using specialized perspectives and effectively incorporate project-based learning (PBL). By structuring education around focused communities, educators can develop curricula that are closely linked to real-world contexts that resonate with their students' interests and career goals. This framework empowers teachers to create interdisciplinary projects that nurture critical thinking, collaboration, and problem-solving abilities. Through PBL, students participate in hands-on, meaningful projects that require them to apply their knowledge practically, enhancing their comprehension and retention of the subject matter. Teachers can utilize community collaborations, industry ties, and real-life scenarios to enhance the learning journey.

In essence, students will pursue courses aligned with their passions or career pathways to refine their interests by the time they complete their studies at BHS. The three-course sequence within the highlighted blue pathways will allow them to delve deeply into a chosen career trajectory.

CONVENING ORGANIZATION

The Bulldog Ready Convening Advisory Council will serve as our convening organization, providing a neutral party between the Batesville community and the Batesville Community School Corporation. They will work collaboratively with the schools to support the Bulldog Ready work by:

- *Advocate: Serve as ambassadors to spread the work about the Bulldog Ready Model*
- *Experience: Design and build guaranteed experiences in collaboration with the Bulldog Ready Coordinator*
- *Support: Recruit business and community partners to engage in career exploration and development activities K - 12*
- *Communicate: Maintain a community coordinator position at all times focused on the designated roles of the Convening Organization*
- *Participate: Engage in an annual planning session to establish goals and how to best work with Batesville Community School Corporation*
- *Measure: Annually assess and evaluate the progress in obtaining partnership goals*
- *Celebrate: Publicly recognize and promote partnership by sharing photos, videos, and stories of success*



COMMUNITY COORDINATOR

- Point of contact between Bulldog Ready Coordinator and Convening Council
- Organizes and leads the monthly Convening Advisory Council meetings
- Set goals and accountability structures for the advisory council with the Bulldog Ready Coordinator
- Onboarding of businesses before hosting a guaranteed experience
- Designated representation at all the Bulldog Ready CEO Champion meetings
- Attend the Ford NGL calls with the District Leadership once per month

IMPLEMENTATION TEAM

This team is responsible for planning and implementing the transformational work of the Bulldog Ready initiative. This group will oversee the tactic plans and ensure the action steps are being communicated, followed, and completed in the timeframe outlined in the master plan.

IMPLEMENTATION TEAM
Paul Ketcham, Superintendent
Kyle Laker, Bulldog Ready Coordinator
Building Principals - Brad Stoneking, Dana Cassidy, Dave Strouse, Andy Allen
School Counselors - Claire Porter, Sarah Stoneking, Bridgitte Price, Jen Steinkamp
Instructional Technology Coaches - Mary Lyness, Karen Kaiser, Elliott Tekulve
Hilary Timonera, Director of Special Education
Jackie Huber, Director of Student Learning
School Board President
Randi Stirn, BEA President
External Tactic Co - Chairs

CEO CHAMPION TEAM

This will serve as our steering committee, convening quarterly. It will be comprised of high-level executives from our community partners to represent all pathways in our Bulldog Ready model. The Superintendent and the Bulldog Ready Coordinator will present at each of these meetings to share the celebrations and progress made on the master plan. This team will also monitor the progress of the master plan. Tactic Co-Chairs and building-level administrators will also attend these meetings to hear directly from the CEO Champions. There will be executives from our business partners, who directly align to the following pathways offered at Batesville High School.

CEO CHAMPION MEETING DATES 2024/2025
September 6, 2024
November 5, 2024
February 4, 2025
June 3, 2025

DISTRICT LEADERSHIP

BCSC has transitioned Kyle Laker from an Instructional Technology Specialist to the Bulldog Ready Coordinator for the 24-25 School Year and beyond. Together, the district leadership team will work to coordinate and communicate with our students, parents, teachers, staff, and community the opportunities afforded through the Bulldog Ready transformation. The district leadership team will meet bi-weekly with our Ford NGL coaches.

DISTRICT LEADERSHIP
Central Office - Paul Ketcham, Superintendent
Kyle Laker, Bulldog Ready Coordinator
Building Principals - Brad Stoneking, Dana Cassidy, Dave Strouse, Andy Allen
Community Coordinator (once per month)

IMPLEMENTATION STRUCTURE

This Bulldog Ready Master Plan is a living, breathing document, created in collaboration with our 47006 community. It is intended to guide the first three years of implementation of the Ford NGL Framework for Batesville Community School Corporation. The Bulldog Ready Coordinator will meet with the tactic co-chairs every 60 days to check on the progress being made toward their goals. The CEO Champion team will review and update the master plan on an annual basis.

The following pages outline our specific tactic team plans for the 7 tactics:

- *Tactic #1: Career-Focused Learning*
- *Tactic #2: Design Thinking*
- *Tactic #3: Systems & Structures*
- *Tactic #4: Communications & Marketing*
- *Tactic #5: Student Opportunities & Outcomes*
- *Tactic #6: Student Voice & Leadership*
- *Tactic #7: Building a Bulldog Community*

TACTIC #1: CAREER-FOCUSED LEARNING

PURPOSE STATEMENT

Intentionally discover, explore, and grow student knowledge of career opportunities through community and business partners that leads to measurable and desirable outcomes.

Ford NGL Tactics included within this tactic:

- Tactic 1.2 - Work-Based Learning/Career Exploration and Awareness
- Tactic 2.4 - Systems and Structures to Support Work-based Learning
- Tactic 3.2 - Community Learning Resources

TACTIC #1 | PRIORITY STATEMENTS

Priority 1:	Develop and Support the school and business engagement plan through the BCSC community convener.
Priority 2:	Identify community resources needed to support K-12 continuum.
Priority 3:	Build a K-12 guaranteed experience continuum that focuses on career opportunities.

TACTIC #1: CAREER-FOCUSED LEARNING

Priority	Action Steps	Timeline
Develop and Support the school and business engagement plan through the BCSC community convener.	Develop the role and qualifications of the community convener through the steering committee.	Year 1
	Hire and develop the person who serves as the community convener.	Year 1
	Create the internal framework for common communication between businesses and classroom representative.	Year 1
	Define, create, and execute the process and structure to ensure alignment between academic standards and experiential learning.	Year 1
	Develop the process to ensure collaboration and alignment between the schools and community partners.	Year 1
	Collect, assess, and evaluate data.	Year 2

TACTIC #1: CAREER-FOCUSED LEARNING

Priority	Action Steps	Timeline
Identify community resources needed to support K-12 continuum.	Evaluate and formalize agreements with current partnerships.	Year 1
	Identify our potential partnerships.	Year 1
	Define the engagement opportunities and the level of investment of the partnership.	Year 1
	Develop the value proposition for the student and partner relationship. Quantify the time and level of investment the given partner will provide.	Year 1
	Evaluate the ongoing partnerships and identify the gaps within the opportunity spectrum with focus on students, community, business, and BCSC stakeholders.	Year 2

TACTIC #1: CAREER-FOCUSED LEARNING

Priority	Action Steps	Timeline
<p>Build a K-12 guaranteed experience continuum that focuses on career opportunities.</p>	<p>Define and set objectives for internal and external guaranteed experiences for K-12 students based on the awareness (K-5), exploration (6-10), and work-based learning (11-12) concept.</p>	<p>Year 1</p>
	<p>Provide professional development for internal staff around career focused learning.</p>	<p>Year 2</p>
	<p>Communicate the vision and plan with internal and external stakeholders.</p>	<p>Year 2</p>
	<p>Maintain the relevance of the guaranteed experiences with the current and future job market opportunities, the secondary pathway choices while utilizing the awareness (K-5), exploration (6-10), and work-based learning (11-12) concept.</p>	<p>Year 3</p>
	<p>Communicate and define successes with the marketing team.</p>	<p>Year 3</p>

TACTIC #2: DESIGN THINKING

PURPOSE STATEMENT

Create an instructional environment focused on project- and career-based experiences by aligning the K-12 curriculum.

Ford NGL Tactics included within this tactic:

- Tactic 1.1 - Career-focused Academics/Inquiry Learning
- Tactic 2.1 - Teacher Teams

TACTIC #2: DESIGN THINKING

Priority 1:	Create a 3-year staff development plan to support project and career-based experiences aligned to Indiana Academic Standards.
Priority 2:	Ensure coherence and progression across grade levels, fostering seamless transitions and optimal student learning outcomes based on essential Indiana Academic Standards.
Priority 3:	Integrate community resources and Portrait Of a Graduate Skills into Project-Based Learning and career perspective instruction (teaching through the lens) for enriched, real-world learning experiences.

TACTIC #2: DESIGN THINKING

Priority	Action Steps	Timeline
Create a 3-year staff development plan to support project and career-based experiences aligned to Indiana Academic Standards.	Identify the Professional Development topics: <ul style="list-style-type: none"> • Project Based Learning (Opportunities for student choice) • Project Lead The Way (PLTW) - K-5 - train the trainers • Project-Based Learning (PBL) - K - 12 • Career Based Learning - 9-12 • Curriculum Review / Indiana Academic Standards Alignment K-12 • Train the trainer to facilitate the ongoing process • Navigation and utilization of the community resources to connect Depth of Knowledge 3 and 4 to Project Based Learning community partners 	Year 1
	Staff training plan: <ul style="list-style-type: none"> • Identify trainers including train the trainers and outside experts • Create timeline for staff training 	Year 1
	Begin to Train the Trainers (representing grade levels and subject areas): <ul style="list-style-type: none"> • PLTW • PBL (Opportunities for student choice) • Indiana Academic Standards - K-12 vertical alignment 	Year 1
	Trainers begin to work with staff <ul style="list-style-type: none"> • PLTW • PBL (Opportunities for student choice) • Unpack the Indiana academic standards and update curriculum maps to include depth of knowledge • Identify shared vocabulary regarding curriculum vertical alignment • Introduce shared priorities and goals • Alignment K-12 	Year 2
	Review and update the Professional Development Plan	Year 3

TACTIC #2: DESIGN THINKING

Priority	Action Steps	Timeline
<p>Ensure coherence and progression across grade levels, fostering seamless transitions and optimal student learning outcomes based on essential Indiana Academic Standards.</p>	<p>Review, update, and look for gaps and redundancies in the Batesville K-12 Curriculum Continuum as it relates to the Portrait of a Graduate (POG) Knowledge.</p>	<p>Year 2</p>
	<p>Review, update, and look for gaps and redundancies in the Guaranteed Experiences as it relates to the Portrait of a Graduate (POG) Experiences.</p>	<p>Year 2</p>
	<p>Review, align, and look for gaps and redundancies in the curriculum continuum and experiences to include Project Based Learning (PBL).</p>	<p>Year 3</p>
	<p>Unpack the Indiana academic standards and update curriculum maps to include depth of knowledge.</p>	<p>Year 1</p>
	<p>Update Curriculum Maps to include:</p> <ul style="list-style-type: none"> • Skills • Standard Number • Standard / Essential Standards • Learning Objective • Essential Vocabulary • Depth of Knowledge (DOK) • Timeline - (align with ILEARN Checkpoints (Math and English grades 3-8)) • Classroom Experiences • PBL Experiences • Common Assessments • Resources • Link to Indiana Academic Standards and resources 	<p>Year 1</p>

TACTIC #2: DESIGN THINKING

Priority	Action Steps	Timeline
Integrate community resources and Portrait of a Graduate Skills into Project-Based Learning and career perspective instruction (teaching through the lens) for enriched, real-world learning experiences.	Identify the current curriculum work at each grade level.	Year 1
	Identify the standards to be assessed through the depth of knowledge 3 and 4 to integrate community and Project Based Learning experiences.	Year 2
	Provide training on navigating and utilizing the community resources to connect Depth Of Knowledge 3 and 4 to Project Based Learning community partners.	Year 3
	Align experiences with the skills into the Indiana Academic Standards.	Year 2
	Investigate Teacher ExternshipsIdentify who will participate and where to goInvite community partners to the classroom	Year 2
	Pilot Project Based Learning and Community Experiences.	Year 3
	Assess experiences and provide feedback.	Year 3

TACTIC #3: SYSTEMS & STRUCTURES

PURPOSE STATEMENT

Define the structure and processes to ensure execution of the plan and alignment of all key stakeholders to deliver the Bulldog Ready portrait of a graduate.

Ford NGL Tactics included within this tactic:

- Tactic 3.1 - Governance Systems and Structures
- Tactic 3.4 - Shared Ownership and Accountability
- Tactic 2.5 - Supportive Policies and Practices

TACTIC #3: SYSTEMS & STRUCTURES	
Priority 1:	Develop Processes to Enable Convening Organization Responsibilities
Priority 2:	Create Bi-lateral Agreement Based on Defined Tiers of Engagement and Portrait of a Graduate (POG)
Priority 3:	Establish Reporting Processes for Tracking Success

TACTIC #3: SYSTEMS & STRUCTURES

Priority	Action Steps	Timeline
Develop Processes to Enable Convening Organization Responsibilities	Define the convening organization, what it is and who is involved.	Year 1
	Create the charter with key internal and external champions.	Year 1
	Establish specific success metrics with reporting cadence	Year 2

TACTIC #3: SYSTEMS & STRUCTURES

Priority	Action Steps	Timeline
<p>Create Bi-lateral Agreement Based on Defined Tiers of Engagement and Portrait of a Graduate (POG)</p>	<p>Define K-12 partnership opportunities to meet needs of guaranteed experiences</p>	<p>Year 1</p>
	<p>Communication to staff members of the purpose, process, preparation, execution, and reflection of a guaranteed experience.</p>	<p>Year 1</p>
	<p>Communication to staff members of paid experiences with local community partners to learn skills transferrable between the classroom and local employers.</p>	<p>Year 1</p>
	<p>Communication to external partners of the purpose, process, preparation, execution, and reflection of a guaranteed experience.</p>	<p>Year 1</p>

TACTIC #3: SYSTEMS & STRUCTURES

Priority	Action Steps	Timeline
Establish Reporting Processes for Tracking Success	Define metrics for a successful guaranteed experience.	Year 2
	Determine appropriate metrics for annual review and audit.	Year 1

TACTIC #4: COMMUNICATIONS AND MARKETING

PURPOSE STATEMENT

Develop a comprehensive communications process to ensure that all stakeholders are aware of our transitional K-12 continuum of learning.

Ford NGL Tactics included within this tactic:

- Tactic 3.4: Communications and Marketing

TACTIC #4: COMMUNICATIONS AND MARKETING	
Priority 1:	Develop a framework and organized process for internal stakeholder communications and marketing.
Priority 2:	Develop a framework and organized process for external stakeholder communications and marketing.
Priority 3:	Develop a plan to communicate and market the Bulldog Ready transformation to ALL stakeholders.

TACTIC #4: COMMUNICATIONS AND MARKETING

Priority	Action Steps	Timeline
Develop a framework and organized process for internal stakeholder communications and marketing.	Develop a communications and marketing plan, including an annual communications calendar, to establish centralized ownership and dissemination of meaningful/relevant information to internal stakeholders, which may include a communications position and/or team	Year 1
	Determine responsibilities, scope of position and/or team, and communications and marketing oversight process for all schools, including but not limited to website content/updates, social media, mass messaging, press releases, marketing plans, and app development	Year 1
	Define internal stakeholders, such as subgroups of students, staff, parents/guardians, and school board	Year 1
	Utilize stakeholder voices to determine key messages and channels, including initial benchmark survey through most impactful media, conducting additional surveys as needed, and establishing continuous feedback channels	Year 1
	Establish communication channels and processes needed to disseminate information	Year 2
	Identify communications/marketing tools needed based on survey results	Year 2
	Review inventory of current communications and marketing tools to determine effectiveness	Year 2
	Propose recommended systems and outlets to school administration and implement approved solutions	Year 2
	Establish system of continuous improvement and measure impact and results of communication channels defined by plan	Year 3

TACTIC #4: COMMUNICATIONS AND MARKETING

Priority	Action Steps	Timeline
Develop a framework and organized process for external stakeholder communications and marketing.	Develop a communications and marketing plan, including an annual communications calendar, to establish centralized ownership and dissemination of meaningful/relevant information to external stakeholders, which may include a communications position and/or team	Year 1
	Determine responsibilities, scope of communications and marketing position and/or team, and communications and marketing oversight process for all schools, including but not limited to website content/updates, social media, mass messaging, press releases, marketing plans, and app development	Year 1
	Define external stakeholders, such as the subgroups of business partners, community partners, general public, and future talent/families	Year 1
	Utilize stakeholder voices to determine key messages and channels, including initial benchmark survey through most impactful media, conducting additional surveys as needed, and establishing continuous feedback channels	Year 1
	Establish communication channels and processes needed to disseminate information, including detailed plans for each type of external message and specific communication channels to be utilized	Year 2
	Identify communications/marketing tools needed based on survey results	Year 2
	Review inventory of current communications and marketing tools to determine effectiveness	Year 2
	Propose recommended systems and outlets to school administration and implement approved solutions	Year 2
	Establish system of continuous improvement and measure impact and results of communication channels defined by plan	Year 3

TACTIC #4: COMMUNICATIONS AND MARKETING

Priority	Action Steps	Timeline
Develop a plan to communicate and market the Bulldog Ready transformation to ALL stakeholders.	Develop coordinated, simple communications and marketing tools/summaries/examples to spread foundational Bulldog Ready awareness within the community, using everyday language and examples that all can understand.	Year 1
	Develop common brand graphics, logos, language, and marketing standards corporation-wide to ensure consistent look and messaging of Bulldog Ready and BCSC throughout the community.	Year 1
	Craft a comprehensive process to determine the Bulldog Ready content to be shared.	Year 1
	Coordinate with the Bulldog Ready coordinator to curate information specifically related to the Bulldog Ready program.	Year 1
	Determine audience and follow established framework for stakeholder communications and marketing, providing specific guidelines	Year 1
	Obtain ongoing guidance from the Bulldog Ready coordinator for input on methods to be used to amplify community connection and highlight program achievements.	Year 2
	Establish communications and marketing channels and processes needed or leverage existing channels to disseminate information, including detailed plans for each type of external message and specific channels to be utilized.	Year 2
	Propose recommended systems and outlets to school administration and implement approved solutions	Year 2
	Establish system of continuous improvement	Year 3
Measure impact and results of communication channels defined by plan	Year 3	

TACTIC #5: STUDENT OPPORTUNITIES AND OUTCOMES

PURPOSE STATEMENT

Support student exploration by providing access to opportunities to explore their career interests.

Ford NGL Tactics included within this tactic:

- Tactic 1.3 - Learning and Work Pathways
- Tactic 1.4 - Credit Opportunities
- Tactic 3.3 - Align Workforce Demand and District Programs

TACTIC #5: STUDENT OPPORTUNITIES AND OUTCOMES	
Priority 1:	Create pathway exploration opportunities that support student interest and community needs.
Priority 2:	Develop comprehensive K to Community advising.
Priority 3:	Provide credits, credentials, opportunities, and experiences of value to the student.
Priority 4:	High School Communities

TACTIC #5: STUDENT OPPORTUNITIES AND OUTCOMES

Priority	Action Steps	Timeline
<p>Create pathway exploration opportunities that support student interest and community needs.</p>	<p>Provide self-exploration and interest surveys at every grade level to develop an interest portfolio. eg Pathful, DISC</p>	<p>Year 1</p>
	<p>Provide purposeful field trips, clubs, and camps for each grade level that are intentional, diverse, and relatable.</p>	<p>Year 2</p>
	<p>Match student interests and community needs utilizing partnerships with the community including career fairs.</p>	<p>Year 1</p>
	<p>Utilize community members as guest speakers and mentors.</p>	<p>Year 2</p>
	<p>Provide service learning opportunities.</p>	<p>Year 2</p>

TACTIC #5: STUDENT OPPORTUNITIES AND OUTCOMES

Priority	Action Steps	Timeline
Develop comprehensive K to Community advising.	Inform students about jobs/mentorships/Work Based Learning/volunteer opportunities.	Year 1
	Utilize student mentors/ambassadors to develop informational tools for younger students such as pathways, and study skills.	Year 3
	Identify motivated stakeholders and match them to students.	Year 3
	Create orientation and expectations for the community working with students at different levels.	Year 1
	Establish parent advising- newsletter info, office hours, videos.	Year 2

TACTIC #5: STUDENT OPPORTUNITIES AND OUTCOMES

Priority	Action Steps	Timeline
Provide credits, credentials, opportunities, and experiences of value to the student.	Align BHS, Ivy Tech, and Southeastern Career Center pathway offerings to student and community needs.	Year 1
	Align curriculum and pathways K-12.	Year 2
	Connect interest-based clubs K-12.	Year 2
	Utilize College Go Week to provide age-relevant content.	Year 1
	Evaluate outcomes related to alignment with student’s post-secondary goals. Track longitudinal data.	Year 1
	Identify progressions and structure of earning credits toward credentialing (PLTW, ICC to include Dual Credit and Dual Enrollment)	Year 1

TACTIC #5: STUDENT OPPORTUNITIES AND OUTCOMES

Priority	Action Steps	Timeline
High School Communities	Implement Freshman Community teams.	Year 1
	Freshman Seminar implementation including training instructors (teaming training, Ivy Tech dual credit instructor onboarding)	Year 1
	Form Grade 10-12 communities centered around pathway choice.	Year 2
	Develop guaranteed experiences, guest speakers, and WBL opportunities tailored to the specific communities.	Year 3

TACTIC #6: STUDENT VOICE & LEADERSHIP

PURPOSE STATEMENT

To create, develop, and implement student-led opportunities and experiences that will allow all students to possess the skills needed to be successful and recognize that their voice is viable, powerful, and valuable.

Ford NGL Tactics included within this tactic:

- Tactic 1.5 - Student Voice and Leadership

TACTIC #6: STUDENT VOICE AND LEADERSHIP	
Priority 1:	Perform asset mapping to identify the needs, gaps, & barriers related to student voice & leadership.
Priority 2:	Develop and enhance the Portrait of a Graduate Attributes and skills within all Batesville Community School Corporation students and staff.
Priority 3:	Implement a continuum of meaningful student-led opportunities for all students.
Priority 4:	Empower each student's voice to become a champion in instructional design and relate experiences to all students.

TACTIC #6: STUDENT VOICE AND LEADERSHIP

Priority	Action Steps	Timeline
Perform asset mapping to identify the needs, gaps, & barriers related to student voice & leadership.	Identify what protocols are currently in place for teaching attribute/skill lessons to students and staff K-12, which include the responsibility of parents/guardians and the community.	Year 1
	Identify what school partnerships and opportunities are in place that naturally build the attributes/skills needed from each student, such as cadet teaching, mentorships, CO-OPs, etc.	Year 1
	Identify the number of student-led experiences currently available, the number of students participating in those experiences, and the community partners involved.	Year 1
	Review the results/data collected from asset mapping and identify the top 3 needs, gaps, and/or barriers within each school building.	Year 1
	Implement monthly focus groups for all student to share their voice that expresses current barriers and wishes of student involvement in school via curriculum and extra-curricular activities . Implement round tables for staff to discuss the barriers between students/teachers, teacher priorities and recommendations, etc.	Year 2
	Create processes that help students and staff understand the importance and requirement of needing their student voice and advocacy.	Year 2

TACTIC #6: STUDENT VOICE AND LEADERSHIP

Priority	Action Steps	Timeline
Develop and enhance the Portrait of a Graduate Attributes and skills within all Batesville Community School Corporation students and staff.	Define the Portrait of a Graduate Attributes (confidence, empathy, resilience, integrity, authenticity, leadership, & drive) and soft skills (critical thinking, decision-making, communication, problem-solving, etc.) to be developed and enhanced among students and staff.	Year 1
	Identify how the skills/attributes will be launched K-12 to serve all students.	Year 1
	Identify who is creating lessons/newsletters of skills and attributes.	Year 1
	Ensure staff will collaborate and develop built-in planning time and be trained/equipped on modeling/teaching skills and attributes.	Year 1
	Ensure that the Portrait of Graduate skills and attributes are consistently included in project-based learning opportunities.	Year 2
	Utilize feedback from K-12 launch of skills and attributes from staff, students, and community to re-evaluate processes every nine weeks and adapt for the following school year.	Year 2

TACTIC #6: STUDENT VOICE AND LEADERSHIP

Priority	Action Steps	Timeline
Implement a continuum of meaningful student-led opportunities for all students.	Identify stakeholders within each building at BCSC to establish a plan for the timeline of implementation.	Year 1
	Analyze and utilize information gathered from student-led focus groups to ensure that all students are involved in a meaningful student-led opportunity without making students feel forced to participate.	Year 1
	Create a Student Ambassador Program within each building to implement student-led opportunities, as well as explain to visitors the importance of the Batesville Transformational Program.	Year 1

TACTIC #6: STUDENT VOICE AND LEADERSHIP

Priority	Action Steps	Timeline
Empower each student's voice to become a champion in instructional design and relate experiences to all students.	Identify who is going to be responsible for accepting significant responsibility to ensure that students' voice is being shared and utilized.	Year 2
	Develop and implement leadership training with the community and BCSC staff on how to work collaboratively with youth/students.	Year 2
	Develop and implement leadership training with students to allow their voices to be heard in instructional design, experiences, and opportunities within their educational journey.	Year 2
	Inform and consult students on collaborative activities regarding instructional design, experiences, and opportunities through montly focus groups.	Year 2
	Create spaces/procedures where student and staff ideas are included together/side-by-side when developing instructional design, experiences, and opportunities.	Year 2
	Ensure that students feel that there is shared ownership and decision-making through student-led curriculum in the classroom, extra-curriculuars, and clubs.	Year 3

TACTIC #7: BUILDING A BULLDOG COMMUNITY

PURPOSE STATEMENT

To enhance engagement with families by providing opportunities to ensure the availability of student and family activities and resources.

Ford NGL Tactics included within this tactic:

- Tactic 2.3 - Family Engagement
- Plus transitions and onboarding/welcoming to the community

TACTIC #7: BUILDING A BULLDOG COMMUNITY	
Priority 1:	Develop ways to help families utilize school-based technology
Priority 2:	Offer opportunities for students to explore their new building
Priority 3:	Provide opportunities for family engagement at each level
Priority 4:	Create an onboarding plan to support new hires (all staff)

TACTIC #7: BUILDING A BULLDOG COMMUNITY

Priority	Action Steps	Timeline
Develop ways to help families utilize school-based technology	Ensure technology resources are up to date and accessible for families	Year 1
	Provide Parent/Student login information to be readily available in multiple formats (example: letter and on a magnet)	Year 2
	Offer assistance to set up notifications to get additional student/parent information	Year 1
	Offer instructional night for parents to help set up access (in 6-8 weeks after school begins)	Year 1
	Coordinate with communications/technology/marketing teams to make enhancements	Year 2
	Offer technology assistance via 24 hour help desk (bot/chat/email/quick link)	Year 3
	Offer pre-registry for mid-year technology sessions	Year 3
	Options for resources to be available in multiple languages for English language learners	Year 2

TACTIC #7: BUILDING A BULLDOG COMMUNITY

Priority	Action Steps	Timeline
Offer opportunities for students to explore their new building	Offer parent enrollment sessions (in person) for new students to the schools (K, 3, 6, & 9)	Year 1
	Offer open building times for families to visit outside of open house (all grades)	Year 1
	Continue rolling start dates	Year 1
	Continue to offer experiences for students during tours (lunch time @ BMS, recess @ BIS)	Year 1
	Offer peer to peer assistance for technology (BIS, BMS, BHS) & processes (lunches, etc)	Year 2

TACTIC #7: BUILDING A BULLDOG COMMUNITY

Priority	Action Steps	Timeline
Provide opportunities for family engagement at each level	Establish a family engagement plan for each building (Ex: family fun night, grade level offerings, tutoring, job shadowing, volunteer, Career Academics, opportunities)	Year 2
	Refine event calendar to include all schools, but allow for filtering to view each category/building separately. (Sports, clubs, communication with families)	Year 3
	Partner with Batesville Community Foundation to pair new families with current BCSC families for mentoring.	Year 1

TACTIC #7: BUILDING A BULLDOG COMMUNITY

Priority	Action Steps	Timeline
Create an onboarding plan to support new hires (all staff)	Designate an HR professional to field all related issues (payroll, benefits, discrepancies, new applicants, etc.)	Year 1
	Establish a building level HR contact that works alongside a corporate HR individual.	Year 2
	Partner new hires with point of contact within the corporation	Year 2
	Establish Corporation standards to be utilized in each building	Year 1
	Partner existing staff with a point of contact when transferring between buildings/positions	Year 2
	Provide a new hire 'swag bag' with Bulldog gear	Year 2
	Use professional development days to offer virtual meetings to designate time for onboarding topics including Bulldog Ready	Year 2
	Engage the new hires with the community	Year 2
	Start a recruitment process to meet with potential graduates and substitute teachers	Year 3

To ensure the ongoing success and alignment of the Bulldog Ready initiative with Batesville Community School Corporation's master plan, an annual evaluation process will be implemented, beginning in the fall of the 2024-2025 school year.

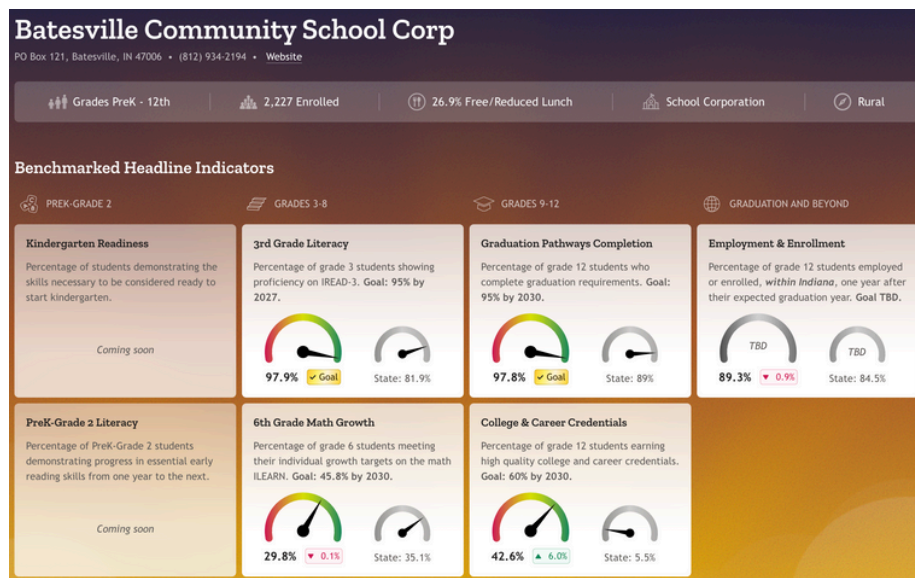
Spearheaded by the CEO Champion Team, this evaluation will be a collaborative effort involving the Superintendent, Bulldog Ready Coordinator, and various stakeholders including businesses, community leaders, post-secondary institutions, parents, students, and educators. Through the analysis of assessment data and feedback collected from diverse perspectives, the team will assess the implementation of Bulldog Ready strategies and identify areas for refinement and enhancement.

Additionally, a data dashboard will be accessible to all stakeholders, providing transparent insights into Batesville's progress with Bulldog Ready and its impact on strengthening the talent pipeline and future workforce. This comprehensive evaluation process ensures that Batesville Community School Corporation remains committed to continuous improvement and the sustainable success of Bulldog Ready.

The Portrait of a Graduate will also be assessed across the district. Next year, we will pilot a self-assessment on each attribute. Each attribute will be featured as a month-long theme K-12. At the end of the month, the self-assessment will be used for proficiency at each grade level. (See Appendix D & E for an example assessment)

Sample Metrics to be utilized in the annual evaluation:

1. Guaranteed Experiences - Tracked in PowerSchool for every student
2. SAT Performance aligned specifically to those on the Indiana College Core track
3. Literacy - IREAD 3 Data, ILEARN Checkpoints
4. Indiana Graduates Prepared to Succeed (GPS) Dashboard



Teaming Assessment for the freshman communities in Year 1 and this will be rolled out to K-8 teaming as well in Years 2 and 3 after the teaming training has taken place.

HIGHLY EFFECTIVE TEAMING RUBRIC			
INDICATOR	1	2	3
Team Vision	Present on agenda or some team documents. Vision is confusing with jargon and not written for all stakeholders. Little or no evidence of impact in driving decision making. Few staff and students are familiar with it.	Present on agenda and all team documents. Some mention of Vision statement in driving decision making. Evidence that some members are aware but lack deeper understanding. Some staff and students have an awareness or understanding of mission	Present on agenda and all team documents. Evidence to support its use in driving all decision making. Evidence that all team members and students know and understand the vision
Team Goals	Evidence of published goals. Goals not aligned to vision. Little to no evidence that team is collaborating toward attainment of goal.	Evidence of published goals. Evidence of some alignment to vision. Evidence that some team members are collaborating toward attainment of goal. Benchmarks established for progress monitoring.	Evidence of published goals. All goals are aligned to vision. Evidence that all members work in collaboration to support attainment of goals. Benchmarks established for progress monitoring.
Agendas	Use of an agenda during meeting. Little or Few categories addressed No evidence of next steps.	Agenda is sent 24 hours in advance. Next steps items are identified.	Agenda is sent 24 hours in advance. Minutes are projected live during the meeting. Evidence that next step items are addressed.
Team Protocols	Use of one possibly two protocols. No variance according to topic.	Use of more than one protocol. No variance according to topic.	Use of multiple protocols with variance according to topic.
Team Norms	Some evidence of norms as posted on the agenda but with lack of full adherence during meeting	Evidence of norms that promote engagement of some members.	Evidence of norms that promote engagement of all members.
Team Roles	Little to no evidence of assigned roles. Appearance of a few members carrying majority of responsibility.	Some roles are assigned. Little to no evidence that roles and responsibilities are clearly defined. Evidence that few members share responsibilities.	Roles are assigned and aligned with member strengths. Evidence that roles and responsibilities are clearly defined. Evidence to support every member shares responsibilities.
Use of Data	Little to no evidence of use of data to collaborate with students and parents. Little to no variety in use of data in implementing student interventions or driving decision making.	Some evidence of use of data to collaborate with students and parents. Some evidence of variety of data used in implementing student interventions. Some use of data in driving decision making.	Evidence of a variety of data used to collaborate with parents and students. Evidence supports a use of a variety of data in implementing student interventions. Evidence supports use of a variety of data in all decision making.

TACTIC BREAKDOWN

Name	Tactic #	Strand 1	Strand 2	Strand 3
Career-Focused Learning	1.2, 2.4, 3.2	Teaching & Learning	Culture, Systems & Structures	Partnerships
Design Thinking	1.1 & 2.1	Teaching & Learning	Culture, Systems & Structures	
Systems & Structures	2.5, 3.1, 3.4		Culture, Systems & Structures	Partnerships
Communications and Marketing	3.5			Partnerships
Student Opportunities & Outcomes	1.3, 1.4, 3.3	Teaching & Learning		Partnerships
Student Voice & Leadership	1.5	Teaching & Learning		
Building a Bulldog Community	2.3		Culture, Systems & Structures	

TACTIC TEAM MEMBERS

	Career - Focused Learning	Design Thinking	Systems and Structures	Communications and Marketing	Student Opportunities & Outcomes	Student Voice	Building a Bulldog Community
Co-Chair	Arika Burck	Dave Strouse	Andy Allen	Paul Ketcham	Jen Steinkamp	Bridgitte Price	Sarah Stoneking
Co-Chair	Missy Cooper	Jackie Huber	Brandon Wiedeman	Anne Wilson	Sammie Hardebeck	Clarice Patterson	Julie Murphy
School	Brad Stoneking	Dana Cassidy	Carisa VanSickle	Dee Raver	Ed Bohman	Chase Mears	Hilary Timonera
School	Ben Pierson	Timmi Jones	Greg Ehrman	Kyle Huntman	Claire Porter	Mary Lyness	Wayne House
School	Elliott Tekulve	Kindra Moore	Karen Kaiser	Anna Ibold	Lori Sarringhaus	Brooklyn Weisenbach	Meghan Fledderman
Parent	Tricia Fasbinder	Jessica Reding	Drew Moenter	Megan Fitzsimmons	Danielle Becker	Tara Britton	Emili Uden
Student	Alivia McConnell	Grace Saner	Drew Thomas	Leanne Ludwig	Eli Loichinger	Ashlynn Hulette	Adalynn Fledderman
Community	Quinn Werner	Bonnie Kelly	Joe Raver	Amanda Garcia	Tricia Jennewein	Ellie Cassidy	Barb Greene
Community	Sheri Brougher	Jeff Hartz	Sarah Day	Jimmy Rowland	Anne Raver	Angela Linville	Jay Gerkin
Community	Sonja White	Gary Munchel	Mark Giesting	Melissa Moenter	Rachael Berkemeier	Pam Rennekamp	Donovan Freeland
Community	Stephanie Spillman					Kaylie Raver	Amber McKinley
Community	Jeremy Raver					Sarah Bedel	
Community	Jimmy Ryan						

ENVISION DAY MEMBERS

BCSC	
Paul Ketcham	BCSC
Jeremy Raver	BCSC
Greg Ehrman	BCSC
Kyle Laker	BHS
Andy Allen	BHS
Jennifer Steinkamp	BHS Counselor
Randi Stirn	BHS Teacher
Rose Wilde	BHS Teacher
Charlie Raab	BHS Teacher
Dana Cassidy	BIS
Sarah Stoneking	BIS Counselor
Cindy Weisenbach	BIS Teacher
Karen Kaiser	BIS Teacher
Dave Strouse	BMS
Bridgitte Price	BMS Counselor
Tyler Burcham	BMS Teacher
Sheryl McCreary	BMS Teacher
Meghan Fledderman	BMS Teacher
Ben Pierson	BMS Teacher
Brad Stoneking	BPS
Berni Essick	BPS Teacher
JoAnna Hughes	BPS Teacher
Jackie Huber	BCSC
Ford NGL Coaches	
Beth Grzelak	Ford NGL
Lisa Oleski	Ford NGL
Terri Jackley	Ford NGL
Kimberly Fifer	Ford NGL

BCSC Parents	
Kim Benz	BCSC Parent
Julia Grills	BCSC Parent
Amy Carpenter	BCSC Parent
Greg Wade	BCSC Parent
Ashley Walls	BCSC Parent
Abby Gessel	BCSC Parent
Sarah Pulskamp	BCSC Parent
Angela Linville	BCSC Parent
Kathleen Bohman	BCSC Parent
Kendra Basler	BCSC Parent
Nick Batta	BCSC Parent
BCSC Students	
Elena Kuisel	Principal Advisory
Landon Oldham	Principal Advisory
Madison Rahschulte	Principal Advisory
Kaylie Raver	Principal Advisory
Bryce Gibson	Career Center
Natasha Fowler	Career Center
Aly Starost	BMS Student
Issac Deputy	BMS Student
Aeris Combs	BMS Student
Levi Essick	BMS Student
Dryden Bolser	BMS Student
Megan Townsley	BMS Student
Kaiden Fasbinder	BMS Student
Cooper Horstman	BMS Student
Gabriella Brown	BMS Student
Grace Saner	BMS Student
Leah Hertel	BMS Student
Caitlyn Fox	BMS Student
Allie Cox	BIS Student
Luke Raver	BIS Student
Elia Wade	BIS Student
Estevan Alonso	BIS Student
Abigail Weigel	BIS Student

Business Partners/Community Leaders	
Jody Fledderman	BTD
Will Gott	WoodMizer
Tricia Miller	City of Batesville
Melissa Tucker	Chamber
Sonja White	BTD
Jenni Garrett	BCEF
Sarah Day	Batesville
Rachael Berkemier	BAAC
Anne Wilson	BCEF
Jeff Bruns	Bruns-Gutzwiller
Jama Linkel	BCEF/Linkel
Jimmy Rowland	Rowland Graphics
Abby Ziegler	Enneking Auto Body
Paul Oldham	Ollier Masonry
Mallory Seitz	Global Atlantic
Sammie Hardebeck	Ivy Tech
Mindy Koehne	BCEF
Leon Smith	RISE
Emily Uden	Kids Discovery Factory
Julie Murphy	Ivy Tech
Bonnie Ploeger	MMCH
Branden Wiedeman	Batesville Casket
Jason Brelage	Integrity Tool
Blaine Timonera	Batesville Main Street
Mark Giesting	Giesting Financial
Drew Moenter	Giesting Financial
Colt Ryan	Giesting Financial
John Irrgang	City of Batesville
Stacie Miller	Lil' Charlies



BULLDOG READY

CONFIDENCE

Bulldogs can recognize their individual strengths and use them to reach their full potential.

K - 5

- I can learn from my mistakes.
- I can celebrate my successes and accomplishments.
- I can step out of my comfort zone.
- I can explore my interests.
- I can believe in myself.

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- I can use my skills and strengths to take safe risks.
- I can be humble and have reasonable confidence in myself.
- I can accept who I am.
- I can be kind to myself.
- I can believe in myself and my ideas.
- I can say no to unreasonable requests.
- I can make a positive difference in my school and community.
- I can encourage others.



BULLDOG READY

When I exhibit or witness CONFIDENCE, it would...

Look like...	Sound like...	Feel like...

(To be completed at the end of a unit or performance task)

Reflect: How did you improve your ability to demonstrate confidence?

MEETING CADENCE

August	September	October
<ul style="list-style-type: none"> • Convening Council • District Team/Ford NGL Coaches (Bi-Weekly) • Andy/Freshman Learning Communities (Weekly) 	<ul style="list-style-type: none"> • Convening Council • Implementation Team • CEO Champion Team • District Team/Ford NGL Coaches (Bi-Weekly) • Andy/Freshman Learning Communities (Weekly) 	<ul style="list-style-type: none"> • Convening Council • District Team/Ford NGL Coaches (Bi-Weekly) • Andy/Freshman Learning Communities (Weekly)
November	December	January
<ul style="list-style-type: none"> • Convening Council • Implementation Team • CEO Champion Team • District Team/Ford NGL Coaches (Bi-Weekly) • Andy/Freshman Learning Communities (Weekly) 	<ul style="list-style-type: none"> • Convening Council • District Team/Ford NGL Coaches (Bi-Weekly) • Andy/Freshman Learning Communities (Weekly) 	<ul style="list-style-type: none"> • Convening Council • District Team/Ford NGL Coaches (Bi-Weekly) • Andy/Freshman Learning Communities (Weekly)
February	March	April
<ul style="list-style-type: none"> • Convening Council • Implementation Team • CEO Champion Team • District Team/Ford NGL Coaches (Bi-Weekly) • Andy/Freshman Learning Communities (Weekly) 	<ul style="list-style-type: none"> • Convening Council • District Team/Ford NGL Coaches (Bi-Weekly) • Andy/Freshman Learning Communities (Weekly) 	<ul style="list-style-type: none"> • Convening Council • District Team/Ford NGL Coaches (Bi-Weekly) • Andy/Freshman Learning Communities (Weekly)
May	June	July
<ul style="list-style-type: none"> • Convening Council • District Team/Ford NGL Coaches (Bi-Weekly) • Andy/Freshman Learning Communities (Weekly) 	<ul style="list-style-type: none"> • Implementation Team • CEO Champion Team 	<ul style="list-style-type: none"> • District Team/Ford NGL Coaches (Bi-Weekly)