



# Indiana School Improvement Plan

## Southridge High School

Southwest Dubois County School Corp

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## **Introduction**

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Huntingburg is a rural town with a population of near 8,000 located in southwestern Indiana in Dubois County. Dubois County contains a large number of factories that specialize in furniture, turkey processing, and automotive engines. There are many generations that have grown up, worked, and raised their families in the area. Many of the citizens of Huntingburg take great pride in their heritage. Over the past 17 years, the demographics of Huntingburg have changed immensely. Southridge High School is the only high school located in the Southwest Dubois County School Corporation. There is one middle school that is connected to the high school building. Also there are two elementary schools, Holland and Huntingburg, which feed into Southridge Middle School. The curriculum is designed to meet the needs of individual students and those in the special education program. Students in the special education program are instructed in the general classroom and receive support from resource teachers. Also there are classes to meet the needs of students who have learning disabilities, emotional handicaps, and mild and moderate handicaps. Southridge High School also provides an opportunity for students to participate in a variety of co-curricular as well as extra-curricular activities.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Support life-long learning

Help become productive members of society

Succeed in life with respect for all

Real World Relevance

Academically Rigorous & Diverse

Instilling Responsibility and Independence

Developing Character & Leadership

Encouraging Positive Habits

Recognizing individuality

Student Centered

## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Our Algebra I total pass scores have increased 4.7% from 2013-2015. Specifically we had 80% pass "linear equations and inequalities" and 83% pass "polynomials." The English 10 ECA total pass scores have increased 5.43% from 2013-2015. Our students had an 86% pass rate on writing applications. Our average SAT scores are the highest they've been since 2012 in both critical reading (485 to 498) and mathematics (515 to 517). We have also increased the number of students taking the ACT from 12 in 2014 to 42 in 2015.

Our weakest areas in Algebra I were "quadratic equations" at 66% and sketching and "interpreting graphs" at 67%. Our weakest area on the English 10 ECA was reading comprehension which was a 72% pass rate.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

We are in the process of changing our school goal from writing to literacy. Reading comprehension needs to become the focus in every classroom.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## Improvement Planning Process

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Initially when the school improvement plan was created we had one parent, three students, nine teachers, one guidance counselor, and two administrators. We created a flyer asking for new members and sent it out as a mass email through Harmony. Interested parents contacted the principal. The parent representative was not always able to attend every meeting due to conflicts with work. We emailed out monthly agendas and minutes. We selected students from different grade levels and ethnic backgrounds. Meetings continue to be held once a month before school from 7:30-8:00.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

We gave them our rough drafts and allowed them to make comments, concerns, or suggestions.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The plan was posted on the school website and placed on a shared drive on the school's network.

# **Self Assessment**

## **Introduction**

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

### Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>•Purpose statements - past and present</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> <li>•SMART goal setting as a school and by department; PBIS-CLRR; writing prompts</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"><li>•Survey results</li><li>•The school data profile</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li><li>•The school continuous improvement plan</li><li>•Tech training, tech Friday; Dept meetings look at data throughout the year to check SMART goals and share results at faculty meetings; Book Study; SHS and SMS monthly dept. meeting</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

The faculty and staff came together in the fall of 2014 to discuss our vision for Southridge High School. Each person was told to write down their vision/purpose of SHS graduates. Each idea was put on a separate post-it note and posted on a board in the front of the room. The school improvement team began to look for common themes and created clusters with similar ideas. This was a powerful practice because each person was given a voice and equally heard. This activity prompted great discussions among colleagues. Within a few months a new school purpose was then composed by the school improvement team. In order to sustain this area of strength we plan to revisit our purpose statement each August and go through a formal process of collecting new ideas and feedback every year through an online survey.

Another strength is the connection that has been established between the school's purpose to the departments and individual classrooms. Each department was asked to create a SMART goal which supported the school's purpose and goal. This process created a cohesiveness throughout the school. Each quarter the department chairs give an update of their SMART goal during a faculty meeting. These conversations have led to a strengthened community of teachers. Everyone is honest and openly share frustrations and strategies that their departments are trying to implement in order to improve student learning. Each department and their teacher are held accountable to follow through on their SMART goal and support the overall school's purpose.

In the summer of 2014, our high school identified Amber Hasenour, the math department chair, as our Data Coordinator. The purpose of this position is to maintain a profile with current and comprehensive data on school and student performance. Improvement goals have been justified and supported based on the work done by our data coordinator. In the fall of 2015, the data coordinator(s) from each school within our corporation met for a half-day to work as a team. Amber led a session on how to pull the relevant data from PIVOT and disaggregate it.

In the future, we plan to obtain more stakeholder feedback. We should have the Student Council or Student Advisory Group create a process to collect the voices of the students on their vision/purpose for our school. We should also send out a survey to recent graduates, parents, local businesses, and colleges.



**Standard 2: Governance and Leadership**

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.5

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> <li>•Non-Certified Employee Handbook, School Improvement Team Handbook, Athletic Department Handbook; Master, Administrator and Superintendent Contracts; Administrator Evaluations; Administrator Professional Development; School Board Professional Development; School Board Meeting Minutes</li> </ul>	Level 2

**Indiana School Improvement Plan**

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Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> <li>•Governing body minutes relating to training</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•List of assigned staff for compliance</li> <li>•Proof of legal counsel</li> <li>•Assurances, certifications</li> <li>•Governing body training plan</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Communications about program regulations</li> <li>•Historical compliance data</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> <li>•School Board Policy Manual</li> <li>•School Board Meeting Minutes</li> <li>•School Board Professional Development</li> <li>•Corporation Budget</li> <li>•Corporation Expenditures</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> <li>•Master Schedule; Duty Schedule; Monthly Calendar; Professional Development Time; School Safety Committee Meeting Minutes; Principal's Advisory Board Minutes; School Improvement Plan; Faculty Handbook; Support Staff Handbook; Staff Evaluations (RISE Rubric); School Board Meeting Agenda; School Board Meeting Minutes</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> <li>•Faculty Handbook; Student Handbook; AdvancEd Agendas; AdvancEd Minutes; School Improvement Team Agendas; School Improvement Team Minutes; School Improvement Plan Principal Advisory Committee Agendas/Surveys; Principal Advisory Committee Minutes; Faculty Meeting Agendas; Faculty Meeting Minutes; PBIS Agenda; PBIS Meeting Minutes</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> <li>•Communication plan</li> <li>•School Climate Survey by Mr. Murphy; School Improvement Team Minutes; Principal Advisory Team Minutes; Student Advisory Group Minutes; PTO Meeting Minutes; School Reach Telephone System; School Newsletter; School Improvement Plan; Corporation Website</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Governing body policy on supervision and evaluation</li><li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li><li>•Job specific criteria</li><li>•Representative supervision and evaluation reports</li><li>•RISE Rubric; Teacher Contract; Technology Training; Professional Leave; Book Study Reflections</li></ul>	Level 2

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

One area of strength is that our administrators are extremely supportive. They ask teachers to constantly be innovative and try new things in the classroom. Our school has fostered a collaborative culture by creating teacher book studies and department meetings that bring both the high school and middle school teachers together.

The weakest aspect of standard two was that our faculty feels that our school board should give more responsibility to school leadership. We also need to engage a diverse set of stakeholders to help share our school's purpose and direction.

### Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.58

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Graduate follow-up surveys</li> <li>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> <li>•Course schedules</li> <li>•Enrollment patterns for various courses</li> <li>•Course descriptions</li> <li>•Descriptions of instructional techniques</li> <li>•Curriculum guides and maps; teacher and student conferences; teacher/administration emails; course syllabi; ENL, Honors, AP, College Dual Credit classes; IEP's; PD workshops on differentiation; Latino Liaison advisor; Department minutes; Webcasts</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•A description of the systematic review process for curriculum, instruction, and assessment</li> <li>•Common assessments</li> <li>•Surveys results</li> <li>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> <li>•Quarterly and semester tests; SDA data; Book study groups; portfolios; school writing prompt data; guidance counselor interviews</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Teacher evaluation criteria</li> <li>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> <li>•Interdisciplinary projects</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Curriculum maps</li> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Surveys results</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Survey results</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Survey results</li> <li>•Samples of exemplars used to guide and inform student learning</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.	<ul style="list-style-type: none"> <li>•Survey results</li> </ul>	Level 1

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Mass emails, newsletters, list of members in various booster clubs, list of annual events that involve families</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•List of students matched to adult advocate</li> <li>•Survey results</li> <li>•Curriculum and activities of formal adult advocate structure</li> <li>•Master schedule with time for formal adult advocate structure</li> <li>•Description of formal adult advocate structures</li> <li>•Homerooms; Character Counts; Freshmen Mentor Program</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Sample report cards for each grade level and for all courses</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Results of evaluation of professional learning program.</li> <li>•Evaluation tools for professional learning</li> <li>•Survey results</li> <li>•Brief explanation of alignment between professional learning and identified needs</li> <li>•List of webinars; minutes of SIT meetings; SMART goals; Dept. meeting minutes</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•List of learning support services and student population served by such services</li> <li>•Training and professional learning related to research on unique characteristics of learning</li> <li>•Data used to identify unique learning needs of students</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

The strongest aspects of standard 3 are that as a staff we are good at setting objectives, learning expectations and the use of classroom rubrics. Learning support services are provided for students based on their needs. Also, the process of keeping the same homeroom for all four years has created a supportive environment in that each student is well known by at least one adult advocate.

The items that we need to take action on are: differentiated instruction, response to intervention, and a formal mentoring program for teachers new to the school.

### Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Survey results</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> </ul>	Level 3

# Indiana School Improvement Plan

Southridge High School

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Records of depreciation of equipment</li> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Budget related to media and information resource acquisition</li> <li>•Survey results</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Assessments to inform development of technology plan</li> <li>•Survey results</li> <li>•Policies relative to technology use</li> </ul>	Level 3

# Indiana School Improvement Plan

Southridge High School

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Survey results</li> <li>•Schedule of family services, e.g., parent classes, survival skills</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Survey results</li> <li>•Budget for counseling, assessment, referral, educational and career planning</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

All of our staff are highly qualified, we offer a variety of extra curricular activities for students to participate in.

We take pride in our new facilities which are up-to-date, safe and secure.

Our school needs to provide a plan for the acquisition and support of technology.

## Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Survey results</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Written protocols and procedures for data collection and analysis</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	Level 3

# Indiana School Improvement Plan

Southridge High School

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Policies specific to data training</li> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Survey results</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>•Student surveys</li> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Description of process for analyzing data to determine verifiable improvement in student learning</li> <li>•Examples of use of results to evaluate continuous improvement action plans</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student growth</li> <li>•Evidence of student success at the next level</li> </ul>	Level 2

# Indiana School Improvement Plan

Southridge High School

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	<ul style="list-style-type: none"> <li>•Minutes of board meetings regarding achievement of student learning goals</li> <li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li> <li>•Survey results</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li> <li>•Executive summaries of student learning reports to stakeholder groups</li> </ul>	Level 2

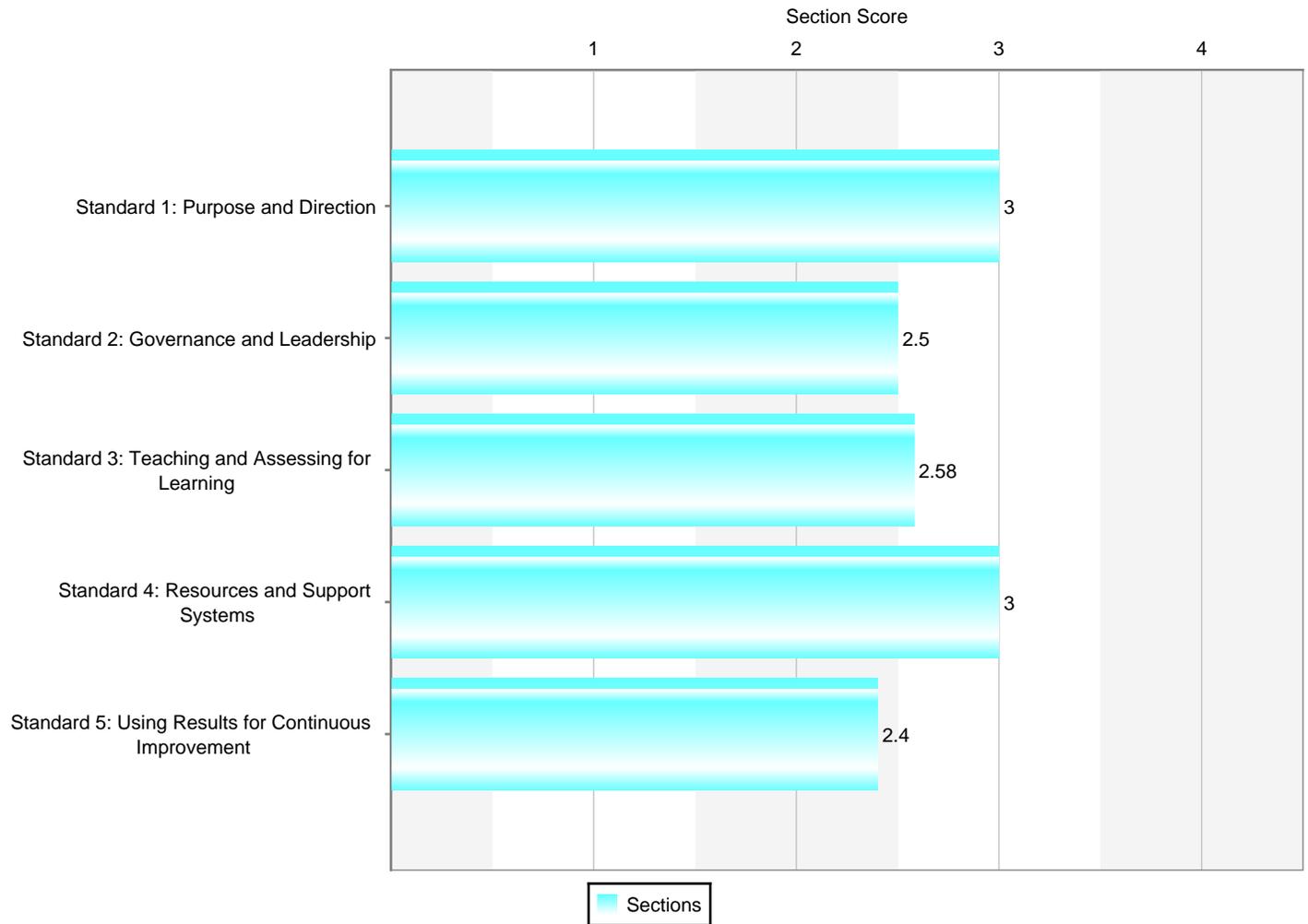
**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Our school leaders and teachers monitor data related to student achievement and school improvement goals.

We need to train ALL staff members on the evaluation, interpretation and use of data.

## Report Summary

### Scores By Section



# Student Performance Diagnostic

## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

### Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

## Areas of Notable Achievement

### Which area(s) are above the expected levels of performance?

We typically perform above the state average on Algebra I and Biology I ECA.

### Describe the area(s) that show a positive trend in performance.

Algebra I ECA scores: Linear Equations and Inequalities; Sketching and Interpreting Graphs; Systems of Linear Equations; Polynomials

English 10 ECA scores: Writing Applications

Graduation Rates

### Which area(s) indicate the overall highest performance?

Writing Applications 86%

### Which subgroup(s) show a trend toward increasing performance?

Latinos in Algebra I

### Between which subgroups is the achievement gap closing?

The achievement gap is closing with the Latinos, SPED, and Free/Reduced passing the Algebra I ECA

### Which of the above reported findings are consistent with findings from other data sources?

Our students continue to score better on the math portion of the SAT as compared to the reading/writing portions.

## Areas in Need of Improvement

### Which area(s) are below the expected levels of performance?

We continue to be below the state average on the English 10 ECA.

### Describe the area(s) that show a negative trend in performance.

Our Total Pass on ECA continues to decrease. Specifically, Reading Comprehension and Quadratic Equations are areas of weakness.

### Which area(s) indicate the overall lowest performance?

Algebra I ECA 63.82% total pass

### Which subgroup(s) show a trend toward decreasing performance?

The Latinos, SPED, and Free/Reduced continue to do poorly on the English 10 ECA.

### Between which subgroups is the achievement gap becoming greater?

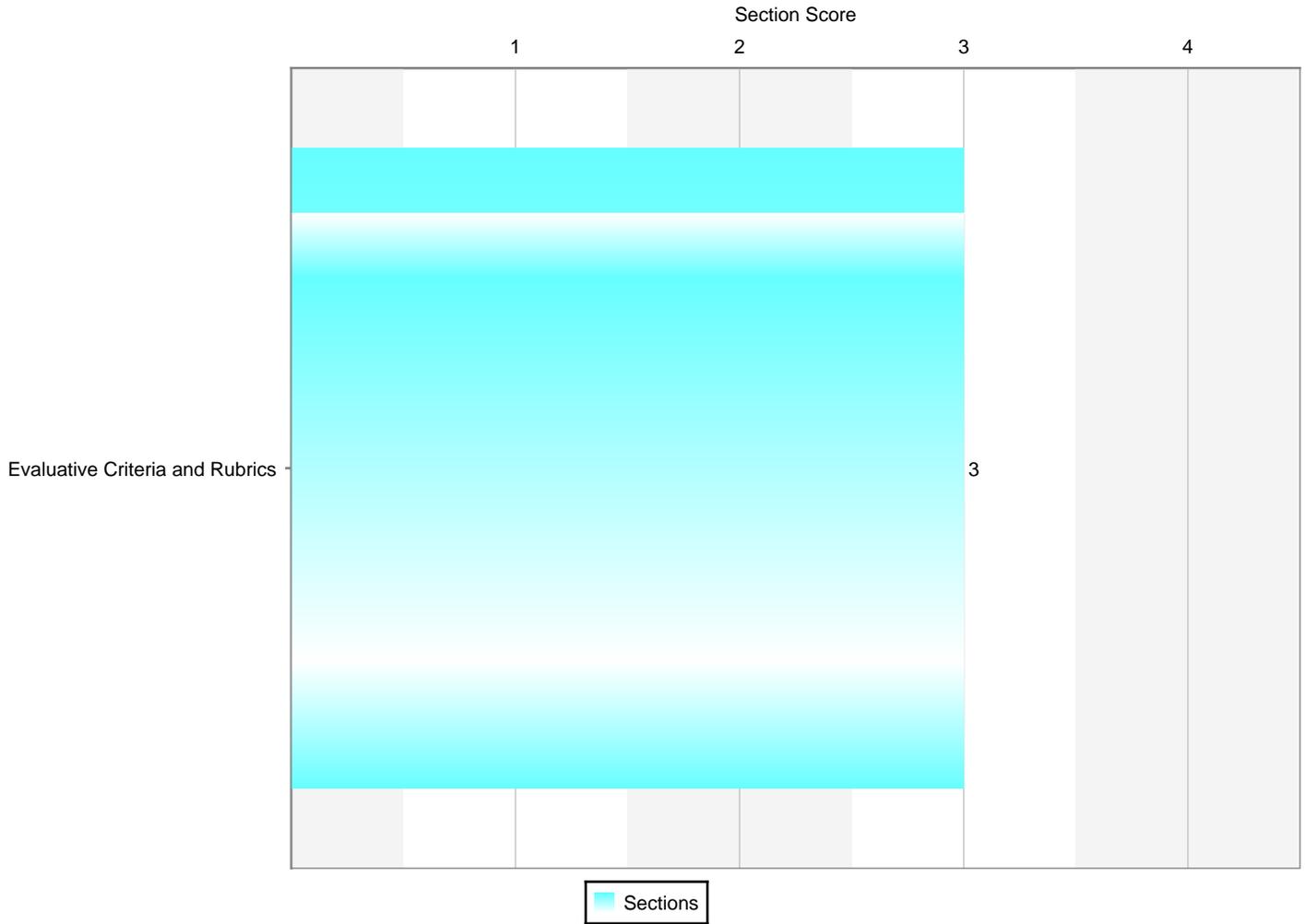
The Latino and SPED have the greatest gaps on the English 10 ECA.

### Which of the above reported findings are consistent with findings from other data sources?

The Reading data is consistent with the SAT data.

## Report Summary

### Scores By Section



# Stakeholder Feedback Diagnostic

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

### Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		2015-2016 Stakeholder Feedback

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

## **Areas of Notable Achievement**

**Which area(s) indicate the overall highest level of satisfaction or approval?**

4.1 and 4.3

**Which area(s) show a trend toward increasing stakeholder satisfaction or approval?**

1.1, 1.3, 2.4, 4.6

**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

4.3

## Areas in Need of Improvement

**Which area(s) indicate the overall lowest level of satisfaction or approval?**

3.5 and 3.7

**Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?**

2.3, 3.2, 3.8

**What are the implications for these stakeholder perceptions?**

INDICATOR 3.5: Teachers participate in collaborative learning communities to improve instruction and student learning.

We would like to start PLCs that are guided using Richard DuFour's model.

INDICATOR 3.7: Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

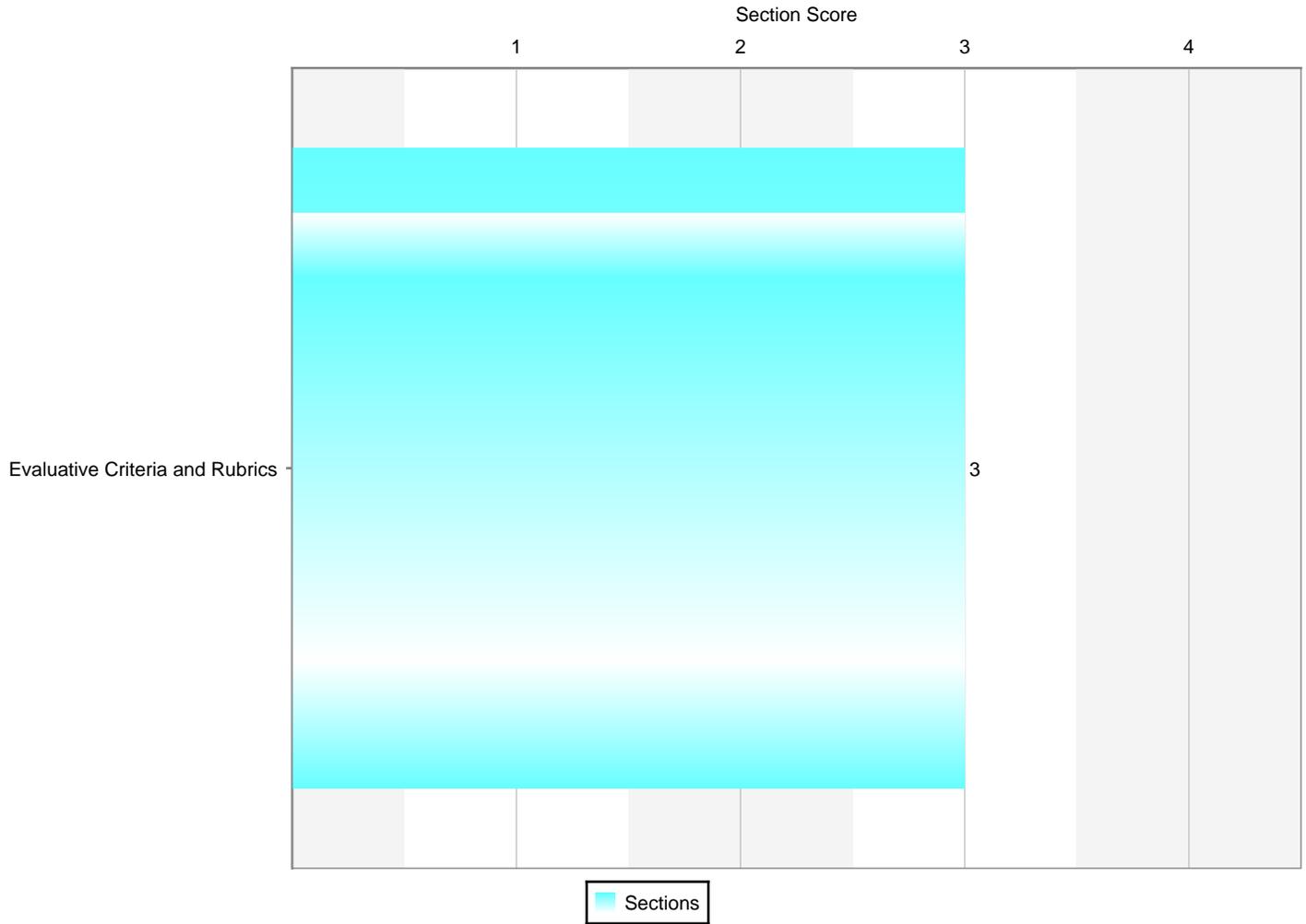
We will create a formalized mentoring process and handbook for new teachers.

**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

3.7

## Report Summary

### Scores By Section



# **2015-2016 Improvement Plan**

## **Overview**

### **Plan Name**

2015-2016 Improvement Plan

### **Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Southridge High School will exhibit improved written communication skills across the curriculum. End of Course Assessment scores for writing applications will be raised to 70%.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
2	We will increase our graduation rate to 96% by 2019.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0

**Goal 1: All students at Southridge High School will exhibit improved written communication skills across the curriculum. End of Course Assessment scores for writing applications will be raised to 70%.**

**Measurable Objective 1:**

100% of All Students will demonstrate student proficiency (pass rate) communication skills in Writing by 05/18/2016 as measured by End of Course Assessment passing percentage.

**Strategy 1:**

Quarterly Writing Prompts - 1. Students will respond in writing to at least one activity in each discipline each grading period.

Research Cited: Writing Across the Curriculum

Evidence of success: Students will analyze their writing skills through a common scoring rubric.

Activity - Quarterly Writing Prompt Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New staff members will be introduced to the Writing Prompt, expectations, and use of the scoring rubric.	Direct Instruction	08/06/2015	05/18/2016	\$0	No Funding Required	Administrators and Department Chairs

**Strategy 2:**

Writing Portfolios - Students will compile writing prompts from all subject areas and perform a self-reflection at the end of the school year.

Research Cited: Writing Across the Curriculum

Evidence of success: Portfolio artifacts and reflection essay

Activity - Self Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be instructed on techniques for self-reflection in their English classes.	Direct Instruction	08/06/2015	05/18/2016	\$0	No Funding Required	All staff will assist in the archiving of writing projects. English department staff will facilitate the self-reflection.

## Goal 2: We will increase our graduation rate to 96% by 2019.

### Measurable Objective 1:

improve graduation rate by decreasing the number of students failing classes by 01/15/2016 as measured by English Semester grades.

### Strategy 1:

Close Reading - English 9 and 10

Research Cited: Marzano

Evidence of success: Assessment data

Activity - Train English Department	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Look at implementation in the classroom.	Professional Learning	08/06/2014	08/15/2014	\$0	No Funding Required	Yunker, Neu, Mundy, Hohl

### Measurable Objective 2:

improve graduation rate Implementing student led conferences in the social studies department. by 12/01/2015 as measured by Reducing the number of students failing a class..

### Strategy 1:

Student led conferences - Meet individually with students that have a D or F. Look at ideas for improvement.

Research Cited: Marzano

Evidence of success: Number of students passing the semester

Activity - Student led conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conference, mentoring	Academic Support Program	08/15/2014	05/08/2015	\$0	No Funding Required	Allen, Schneider, O'Brien, Bardwell

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Self Reflection	Students will be instructed on techniques for self-reflection in their English classes.	Direct Instruction	08/06/2015	05/18/2016	\$0	All staff will assist in the archiving of writing projects. English department staff will facilitate the self-reflection.
Student led conferences	Conference, mentoring	Academic Support Program	08/15/2014	05/08/2015	\$0	Allen, Schneider, O'Brien, Bardwell
Train English Department	Look at implementation in the classroom.	Professional Learning	08/06/2014	08/15/2014	\$0	Yunker, Neu, Mundy, Hohl
Quarterly Writing Prompt Training	New staff members will be introduced to the Writing Prompt, expectations, and use of the scoring rubric.	Direct Instruction	08/06/2015	05/18/2016	\$0	Administrators and Department Chairs
<b>Total</b>					<b>\$0</b>	

## **Conclusion**

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.