



# Indiana School Improvement Plan

NorthWood High School

Wa-Nee Community Schools

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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?**

NorthWood High School (NWHS) is located in a rural area one mile north of Nappanee, Indiana, on State Road 19 and serves part of Elkhart and Kosciusko counties, including Harrison, Locke, Union, Jefferson, and Scott townships. The school district serves the two communities of Nappanee (population of 6,681) and Wakarusa (population of 1,758) which is approximately 20 miles southeast of South Bend. The school district is a large rectangle that is 19 miles long and 8 miles wide. The school district educates approximately 3,137 students, K-12, and NorthWood High School projects an enrollment of 833 in the fall of 2013.

The original facility was constructed in the late 1960's and opened in the fall of 1970. Subsequently, the facility was renovated in 1980 and 1995 with construction of a new office space, special education, teacher work room, and large-group instruction area improvements are currently in progress.

In 2008, the community experienced an economic downturn which resulted in an increase in unemployment and a decrease in student enrollment. Since those years our free/reduced school lunch population has grown from 17% to 33%. In the same timeframe, our special education population increased from 9% to 14%.

Our student to teacher ratio is 17 to 1. Approximately half of our 53 teachers have more than 10 years of experience. We have 28 male and 25 female teachers, all of whom are Caucasian. Our student body is slightly more diverse: 87.4% Caucasian, 6.2% Hispanic, 1.3% black, 5% other. The demographics of Nappanee include the following ethnicities: Caucasian 91.6%, Hispanic 6.2%, black .7%, other 2.1%. Wakarusa's makeup is similar: Caucasian 96%, Hispanic 2.4%, Black 1%, other 2.2%. Unique to our predominately Christian community are Mennonite, Old German Baptist, and Amish faiths.

## 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.**

If NorthWood High School is to be an exemplary school, it must have a clear sense of the goals that it is trying to accomplish, the characteristics of the school it seeks to become, and the contributions that the various stakeholders in the school must make in order to transform ideals into reality. The following vision statement is intended to provide the standards that NorthWood High School should strive to achieve and maintain.

### Leadership

Exemplary schools require effective leaders --- leaders who are able to build a shared vision that serves as a bridge between the school's present and the future that it desires.

### Staff

An exemplary school operates on the premise that a school is only as good as the personnel that it employs. Therefore, it is committed to recruiting and retaining outstanding, enthusiastic, caring and knowledgeable educators who can advance the school's vision.

### Student

An exemplary school determines success of a student based on the conduct, character, and achievement of its students.

### Curriculum & Instruction

An exemplary school upholding the "Tradition of Excellence" offers all students a balanced and varied curriculum. This curriculum builds from a core of required courses to include a variety of elective courses, which allows every student the opportunity to receive both a standard and a specialized set of knowledge and skills. This combination stimulates students' intellectual interests, requires students to actively participate in their learning, and enables them to contribute positively to their society. The school articulates curricular expectations to all stakeholders and regularly monitors each student's progress.

### Community & Parent Partnership

An exemplary school maintains effective communication with parents, is an integral aspect of the community, and is consistently supported by the community.

### School Climate

An exemplary school maintains an environment that cultivates a positive sense of community among students, faculty, and staff. Through effective instruction, quality leadership, and motivated students, our school will foster learning and achievement, and character development.

NorthWood High School embodies its purpose through its program offerings including Dual College Credit, Functional Skills, Alternative School, ICE, Internships, Elkhart Area Career Center, as well as a challenging core curriculum and wide variety of electives.

### Student Expectations

We encourage students to:

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- accept responsibility for their learning and behavior
- develop the skills and discipline necessary to become life-long learners
- set challenging goals and develop critical thinking skills
- contribute positively to the school and community through academic and co-curricular activities

## 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.**

In the last three years, NorthWood High School has been named a 4-Star High School and has received an 'A' school rating. We have been named to the AP District Honor Roll. Academic Teams have been conference champions 2 times. Eleven Academic Teams have qualified for state, with 4 teams earning state runner-up, and 3 teams awarded state champions. While NorthWood High School's Choir has received the All-Music Award the last three years, this year both the Band and Choir received the award. The yearbook students have earned six first place awards by the Indiana High School Press Association, including the Hoosier Star award and many Harvey Awards. Business Professionals of America has had 28 students qualify for state competition. Future Farmers of America members have qualified to compete at state competition 9 times, and in the last three years they have competed at the National Tractor Restoration competition. NorthWood's ECA scores in Algebra 1, English 10, and Biology have always been above the state average, with the average being 15% above. SAT and ACT scores for NorthWood High School's top academic students have increased for four straight years. Additionally, SAT Total Battery mean scores have increased for three consecutive years.

In the last three years, NorthWood has implemented Professional Learning Communities, allowing for continuous school improvement. Courses have been added such as SAT Prep and enrichment/remediation for both Math and English, along with 2 AP and 5 dual-credit courses. Project Lead the Way was also added in the last three years and was awarded an Innovation grant that will allow our students to have more access to STEM education.

In the next three years, NorthWood High School looks to increase the graduation rate, along with the percentage of students graduating with college credits. NorthWood is looking to offer additional dual-credit courses in Spanish, Math, and Project Lead the Way. A current building project is developing specific facilities for our special education population. Improvements to our infrastructure will allow for wireless networking, providing the opportunity for a 1:1 initiative. Added school security measures will be in place such as modern security cameras, and routing each individual through a main office area as they enter the building.

## **Additional Information**

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

NorthWood has instituted a Wall of Success to highlight the accomplishments of all students in both academic and co-curricular disciplines.

NorthWood High School student groups and faculty have been actively engaged in philanthropic efforts benefiting a wide variety of community and international organizations such as:

- The Family Christian Development Center
- Nappanee Boys and Girls Club
- Riley Children's' Hospital
- Needy families of Elkhart County
- Feed My Starving Children
- Smash Cancer
- Local nursing homes

# **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.**

A group of sixteen educators representing the School Improvement/Professional Development Team and Administration, met two days in the summer of 2013 to formulate revisions to the previous School Improvement Plan. In the 2012-2013 school year, students, staff, and parents were surveyed using ASSIST to share their input as we incorporated the improvement plan. The majority of preliminary and follow-up input from parent stakeholders truly comes more effectively through real-time communication including email correspondence and face-to-face interaction. The staff has weekly department PLC collaboration that provides two-way communication between teachers and administrators on curriculum, instruction, and assessment. Additionally, stakeholder PLC collaboration met monthly with feedback sheets published to the M: drive. School-wide initiatives are discussed, researched, practiced, and implemented through professional development sessions bi-monthly in our Meeting of the Minds sessions.

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

The primary group working on the plan included a variety of staff members: principal, vice-principal, two English teachers, two math teachers, two foreign language teachers, two science teachers, two music teachers, two business teachers, and one social studies teacher. It consisted of four females and twelve males. The average number of years of teaching within the committee is eighteen, ranging from 8-41 years.

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

A draft of the plan was first revealed during a faculty meeting allowing any member to suggest additions or corrections. Teachers were also given the opportunity to access the plan through the office. The committee met again to incorporate suggestions and edit the plan. The formal document was presented in smaller groups during Meeting of the Minds and opportunity was given for more collaboration. The Improvement Plan is posted on the school's website in a PDF file. Additionally, a list of goals was emailed to the parents to be abreast with the school's plan.

# 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: 3.33

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> <li>•Summer retreats for School Improvement, Department Chair, and Professional Development Committees. Interdisciplinary collaboration (Meeting of the Minds)</li> </ul>	Level 3

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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 clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong 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 hold one another accountable to 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>•Course offerings (ACP/AP opportunities, internship, special ed) Diploma Track Options Personal Finance Requirement Academic Clubs and Teams Dual-credit Agreements Elkhart Career Center Opportunities Community (life skills-based) volunteer initiatives RISE Evaluation System ESL Programming Alternative Program</li> </ul>	Level 4

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>•The school continuous improvement plan</li> <li>•RTI folders Student Performance Data Folder on school database PLC Teacher Continuum PLC Feedback sheets IEP Modification folder</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.**

Among the strengths of NorthWood High School is the development and clear communication of a culture of student excellence and achievement through challenging educational programs for all students. We effectively communicate the school's mission, vision, values, and

goals to all stakeholders. We plan to sustain these areas of strength with frequent dialogue and revision through continued dissemination of information and fostering an environment of collaboration with all stakeholders.

While we view communication as an overall strength, improvement is needed in two-way discussions with stakeholders outside of the school building itself. To sustain future support of student learning, we will actively look for ways to encourage the contributions of all stakeholders and the school community.

## Standard 2: Governance and Leadership

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

Overall Rating: 3.33

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 support the school's purpose and direction and the effective operation of the school. 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 all staff. Policies and practices provide requirements, direction for, 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>•Professional Development Team Guidelines Meeting of the Minds: School-wide Professional Development</li> </ul>	Level 3

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>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•Proof of legal counsel</li> <li>•Assurances, certifications</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Communications about program regulations</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</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 consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear 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>•Agendas and minutes of meetings</li> <li>•PLC feedback sheets Department Chair minutes of meetings School Improvement Team minutes of meetings Meeting of the Minds: Professional Development Initiatives RISE educators training</li> </ul>	Level 4

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 align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a 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>•Graphic Organizer for Communication PLC Philosophies Building-Wide Stakeholder Committees Agendas and minutes from collaborations and meetings</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently 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' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> <li>•Communication plan</li> <li>•PLC feedback sheets</li> <li>Department Chair minutes</li> <li>Meeting of the Mind agendas</li> <li>Summer retreat agendas</li> <li>Faculty Meeting agendas</li> <li>RISE software</li> <li>Outlook (calendars)</li> <li>TeacherPlus software (communication with parents)</li> </ul>	Level 4

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 focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used 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>•Representative supervision and evaluation reports</li> <li>•Book Studies</li> <li>Corporation Wide Professional Development (RISE, SLO, CCSS)</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 governing body (school board) has established policies and supports the practices of effective administration of the school. School leadership has the autonomy to manage the day-to-day operations of the school. Through Professional Learning Communities, Meeting of the Minds, Stakeholder Committees, Department Chair meetings, and Faculty meetings, stakeholders are engaged in support of the school's purpose and direction.

Regarding areas of improvement, we recognize the need for further understanding of the RISE model, and utilizing it effectively within our building to improve and ensure student success. Also, Student Learning Objectives will be implemented in the upcoming year and we are in

the process of participating in training days. Additionally, funding rigorous professional development is always challenging, but necessary, and we recognize the need to make this a priority.

### 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: 3.0

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>•Learning expectations for different courses</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>•EACC (Career center) ICE and Internship program</li> <li>•Cadet Teaching</li> </ul>	Level 3

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.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•Common assessments</li> <li>•Surveys results</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> <li>•PLC Feedback Sheets</li> <li>•Student performance data analysis - submitted once per trimester</li> </ul>	Level 3

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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> <li>•IEPs and 504s</li> <li>Bloom's Taxonomy lesson plans</li> <li>6+1 Writing data</li> <li>ILP (Individualized Learning Plan)</li> </ul>	Level 3

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>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> <li>•RISE evaluations</li> <li>Student Performance Data Analysis - submitted once per trimester</li> <li>Lesson Plans</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive 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 are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Survey results</li> <li>•Peer coaching guidelines and procedures</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> </ul>	Level 4

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>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> </ul>	Level 3

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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.	All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Survey results</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> <li>•BEST program (Beginning Educator Support Team)</li> </ul>	Level 4

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 meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<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>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> <li>•conferences honor banquets choir/band programs IEP/ILP/504 meetings TeacherPlus Social Media</li> </ul>	Level 3

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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 interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•homeroom counselors/guidance coaches sponsors teachers</li> </ul>	Level 2

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>•Evaluation process for grading and reporting practices</li> <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

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>•Survey results</li> <li>•Crosswalk between professional learning and school purpose and direction</li> <li>•common assessments/rubrics PLC minutes Meeting of the Minds</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 special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with 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 students within these special populations.	<ul style="list-style-type: none"> <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> <li>•BEST program 504s IEPs RTI ILPs</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.**

NorthWood's areas of greatest strength include those involving collaboration; this is due, in part, because of our Professional Learning Communities that meet weekly to improve curriculum, instruction, and assessment. Through the use of PLC we have been able to create common evaluations for students, share best practice procedures, and create curriculums that align both vertically and horizontally.

In addition to PLCs, the expectations for incoming teachers are clearly delineated through the BEST (Beginning Educator Support Team) program, which pairs veteran teachers with incoming teachers. Through this mentoring opportunity, incoming teachers learn school beliefs, values, and practices, which include but are not limited to multiple intelligences, brain-based research, communication and parental involvement, 6+1 Traits of Writing, etc.

Our areas that need improvement center around 3.9, a formal structure where each student is well known by an adult advocate, and 3.12, coordinating learning support services to meet the unique learning needs of students. With the exception of FFA, Student Council, and yearbook, students are divided into homerooms based upon the alphabet and their graduating class; however, no formal plan is in place where an adult is mentoring a student individually to tap his/her full potential. Also, the teacher may or may not have had the student in class to know exactly his/her strengths or weaknesses. Each student also has the same guidance counselor for all four years, so a rapport is established; nonetheless, each counselor is supporting approximately 280 students. In addition, all students with IEPs do develop mentor/mentee relationships with the special education teachers and support staff. Close relationships are also developed because approximately 62% of NorthWood's students participate in an extracurricular activity or group. In short, while there is no formal plan in place, the majority of our students do have at least one adult in the building with whom they feel comfortable. In order to improve in both of these areas, we will need to examine and develop a formalized program for reaching all students.

**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: 3.14

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> <li>•Faculty Evaluations</li> <li>Teacher Licensing</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 solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably 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 concentrate on 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> <li>•UDL and Project Lead the Way Grants</li> <li>Indiana Department of Education 4-Star High School</li> <li>Indiana Department of Education 'A' School Rating</li> <li>AP District Honor Roll</li> <li>Silver Ranking Best High School by US News and World Report</li> </ul>	Level 4

# Indiana School Improvement Plan

NorthWood 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 collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<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> <li>•Collaboratively created Emergency Handbook</li> </ul>	Level 4

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> <li>•Interactive White Boards Organization Memberships Professional Subscriptions</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>•Survey results</li> <li>•Policies relative to technology use</li> <li>•Technology Committee 1 to 1 Initiative Investigation</li> </ul>	Level 3

# Indiana School Improvement Plan

NorthWood 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 endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to 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>•List of support services available to students</li> <li>•Crisis Team RTI Student Resource Officer Counselors and paraprofessionals assist with modifications Functional Skills programming Child studies</li> </ul>	Level 2

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> <li>•Elkhart Area Career Center ICE Internship Cadet Teaching Guidance Four-year Plan Alternative School Elkhart County Special Education Cooperative IEP/ILP case conferences</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.**

One of the strengths of NorthWood High School is the maximization of school resources in the advancement of stated educational purposes and direction. NorthWood is currently improving the school infrastructure to support and sustain this area of excellence.

NorthWood is currently lacking a systematic approach to identify and meet the physical, social and emotional needs of each student. A study would be necessary to determine the level of unmet student need and effective solutions that will address these needs within the hours of the school schedule without adversely affecting instructional time.

### 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: 2.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for 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>•Evidence that assessments are reliable and bias free</li> <li>•Trimester Student Performance Data Analysis Reports</li> <li>•Scantron Data Reports</li> <li>•PLC feedback sheets - local common assessments</li> <li>•Individual student reports: ECA, SAT, PSAT, ACT, AP</li> <li>•IEP progress toward goals</li> </ul>	Level 2

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.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<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> <li>•Course Evaluation Tools (Final Exams, Projects)</li> <li>•Standardized Test Scores</li> </ul>	Level 2

# Indiana School Improvement Plan

NorthWood 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.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> <li>•SLO training Department Chair Book Study "Data Experience" Professional Learning Communities Meeting of the Minds</li> </ul>	Level 3

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.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently 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>•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>•SLO training materials</li> </ul>	Level 3

# Indiana School Improvement Plan

NorthWood 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 comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods 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>•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>•Trimester Failure List Guidance Counselor Yearly Review with Individual 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.**

NorthWood High School has a process in place to monitor individual student achievement by recording and analyzing data, and then reflecting on necessary adjustments for the purpose of student learning. This is based on Professional Learning Community collaboration, sharing results from standardized testing, and individual course assessments.

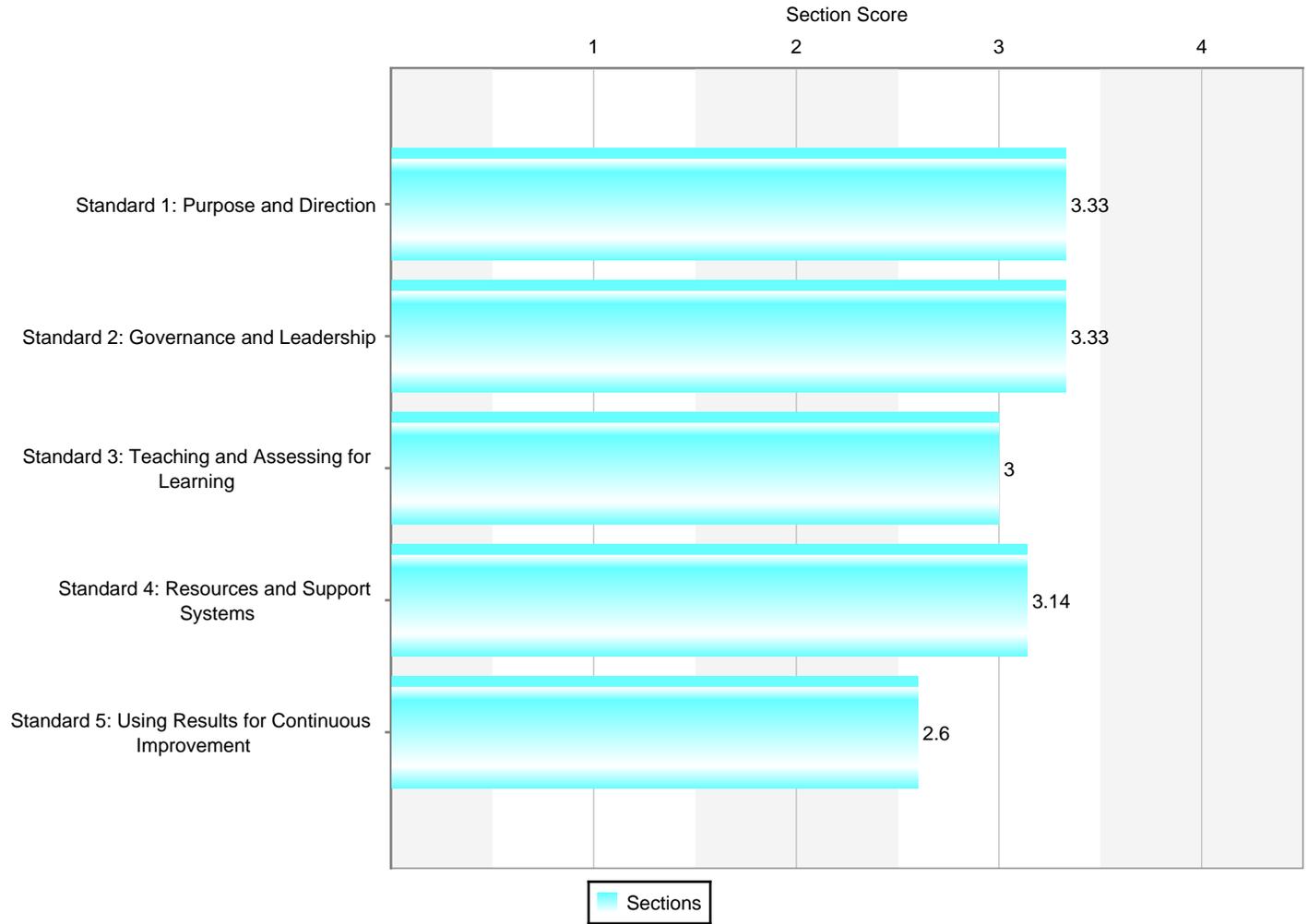
There is a need to develop a comprehensive data management warehouse in the building to effectively collect, analyze, and apply data in a timely manner to be more effective in monitoring student achievement. Conversations about this data management warehouse need to take place at the corporation level to determine if our current management system could service this need or if we need to look elsewhere.

During Meeting of the Minds, the process of collecting and analyzing data was clarified. Adjustments were made as to student data tables, graphs, and reflections.

Student Learning Objectives will be implemented during the next school year. Training is taking place currently.

## 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.

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**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Completed the student performance diagnostics in the old template on June 4, 2013	Student Performance Data 2017 PSAT Student Performance Data ACT Student Performance Data SAT Student Performance Data

## Evaluative Criteria and Rubrics

Overall Rating: 3.75

	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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

## Areas of Notable Achievement

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

Comparing our baseline 2010 Critical Reading SAT scores to the current 2012 Critical Reading SAT scores we have seen a slight increase. However, the 2012 Critical Reading SAT mean score of 490 is under the State mean score of 493.

Comparing our baseline 2010 English 10 ECA scores to the current 2012 English 10 ECA scores we have seen a slight increase. The 2012 English 10 ECA percent passing was 89.4% compared to the State percent passing at 73.5%.

Comparing our baseline 2010 Critical Reading PSAT scores to the State and National mean, we find ourselves slightly higher at 44.7 to 42 and 41.7 respectively. In our current 2012 Critical Reading PSAT scores to the State and National mean, we find ourselves slightly higher at 44.5 to 42.5 and 42.5 respectively.

Analyzing the SAT trend data from 2010 to 2016, it has been determined a consistent upward growth in Critical Reading Means. 2013 to 2016 the CR mean has been at or above 500 as well as consistently at or above the State mean.

Analyzing the SAT trend data from 2010 to 2016, it has been determined a consistent upward growth in Writing. 2013 to 2016 the Writing mean has been around 480 or above as well as consistently at or above the State mean.

Analyzing the ACT trend data from 2010 to 2017, it has been determined test takers are above the State mean in English, Math, and Reading for all seven years. Additionally, test takers scored in the 25 range from 2013 to 2015.

Analyzing the PSAT trend data from 2010 to 2015, it has been determined test takers are above the State mean in Critical Reading, Mathematics, and Writing each year. Additionally, test takers have demonstrated a higher percentage of college readiness than the national mean.

Analyzing the ECA Data trend from 2011 to 2015, it has been determined test takers are above the State mean each year in English, Algebra I, and Biology I.

Analyzing the ISTEP+ Data trend from 2016 to 2017, it has been determined test takers are above the State mean each year in ISTEP+ English 10 and Algebra I. However, test takers significantly out performed the State mean.

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

The Critical Reading SAT mean score has increased from the baseline year 2010 of 477 to the current year 2012 of 490 while the State trend was 494 to 493 respectively.

The English 10 ECA percentage passing has three consistent years of growth with the baseline year of 2010 being 78.6% passing to the current year of 2012 being 89.4%.

The English 10 ECA percentage passing trend continued to move upward to 2015. The ISTEP+ English 10 two year trend has also demonstrated an upward trend above the State mean.

Algebra I ECA percentage passing trend had an upward trend with an one year drop in 2013, but finishing in the 90 percents in 2014 and 2015. The ISTEP+ Algebra two year trend has been above the State mean.

SAT mean M+R score has demonstrated a positive trend from 2011 to 2016 with the 2016 mean score being 1035, which was 40 points above the State mean.

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

The 2012 English 10 ECA percent passing of 89.4% is outstanding.

The SAT mean M+R Scores from 2011 to 2016 have been an incredible positive trend out performing the State mean each year.

The ISTEP+ English 10 results for 2016 and 2017 have demonstrated a positive two year trend out performing the State mean each year.

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

English 10 ECA Gender data demonstrates a three upward trend in male performance in Mean Scale Score, 427, 435, to 451. The scores reflect 2010, 2011, and 2012 data respectively.

SAT results from 2010 to 2016 demonstrates trend for males to continue to perform well in the Critical Reading portion of the exam while females continue to perform well in the Writing portion.

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

Comparing 10th Grade PSAT Gender data, it was determined that males have closed the gap with females. The 2010 baseline data shows males slightly behind females, 44.3 to 45.1 respectively. However, the current 2012 data shows males slightly ahead of females 46.1 to 43.4 respectively in the area of Critical Reading.

Comparing SAT Gender data, it was determined that females have closed the gap with males. The 2010 baseline data shows males ahead of females in Critical Reading with mean scores, 485 to 471 respectively. However, the current 2012 data shows females slightly closing the gap with mean scores, 495 to 485, males to females.

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

NorthWood High School has been a 4-Star High School five years from 2012 to 2016. 2017 results have not been released. Additionally, NorthWood High School has earned an "A" rating from the State of Indiana since the start of the rating system in 2012. U.S. News & World Report has recognized NorthWood High School as a Silver or Bronze medalist for the past five years.

We were recognized in 2012 as a 4-Star High School, 'A' School Rating, 3rd Annual AP District Honor Roll, 5 Academic Team State Qualifiers, and 40th Best Indiana High School 2013 by U.S. News & World Reports, which is reflected in the dedication of all stakeholders that allows our student to continue to achieve at the highest levels.

Additionally, NorthWood High School Co-curricular project-base activities earned state and national recognition as follows; ISSMA All-Music Award, National Qualifier in Delo Tractor Restoration Competition, Indiana High School Press Association Yearbook Awards, Business Professionals of America State Qualifiers, and Northwest Indiana & Lower Southwest Michigan Region of The Alliance of Young Writers and Artists Awards.

## Areas in Need of Improvement

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

SAT Critical Reading mean scores are slightly lower than the state average. In the baseline year of 2010, NorthWood High School mean score 477 to the State mean score of 494. While the achievement gap closed in 2012, NorthWood High School mean score 490 to the State mean score of 493, we expect to be at or above the state mean.

Utilizing the Student Performance Worksheet, we discovered a slight decrease from baseline 2010 PSAT Critical Reading to the current 2012

PSAT Critical Reading of -0.03.

2016 EB Reading and Writing score was well above the state and national mean by 20 points. However, in 2017 EB Reading & Writing score was slightly higher than the State mean, but below the national mean by 5 points. We will continue to analyze the results this year to determine if we have a negative trend, a bubble class, or some other internal/external reason.

Unofficially, we determined that ISTEP+ results for math and English in year two have displayed a negative trend, but were above the unofficial state means. The data doesn't have validity until we have at least three years of data, which will have little impact with the State of Indiana moving towards an ECA assessment.

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

Utilizing the Student Performance Worksheet, we discovered a slight decrease from baseline 2010 PSAT Critical Reading to the current 2012

PSAT Critical Reading of -0.03.

2016 EB Reading and Writing score was well above the state and national mean by 20 points. However, in 2017 EB Reading & Writing score was slightly higher than the State mean, but below the national mean by 5 points. We will continue to analyze the results this year to determine if we have a negative trend, a bubble class, or some other internal/external reason.

Unofficially, we determined that ISTEP+ results for math and English in year two have displayed a negative trend, but were above the unofficial state means. The data doesn't have validity until we have at least three years of data, which will have little impact with the State of Indiana moving towards an ECA assessment.

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

SAT Critical Reading scores have demonstrated an upward trend in performance but still falling short of state mean score.

Unofficially, we recognize a significant drop in ISTEP+ Algebra I scores, which we will monitor the third year to determine if this is a negative trend.

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

English 10 ECA Gender mean scale scores for females demonstrate an inconsistent distribution, 444, 421, to 491 over the last three years. While this isn't a trend towards decreasing performance it has our attention as we go into the 2013 collection of student performance data.

We will continue to analyze student performance with ISTEP+ exams for all subgroups, but will need to start a new baseline with ECA's become the new standardized test.

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

Comparing SAT Gender data between the baseline 2010 and current 2012, we discovered a slight gap increase with performance between males and females. In 2010 mean scale scores were 427 for males and 444 for females while in 2012 scores were 451 for males and 491 for females.

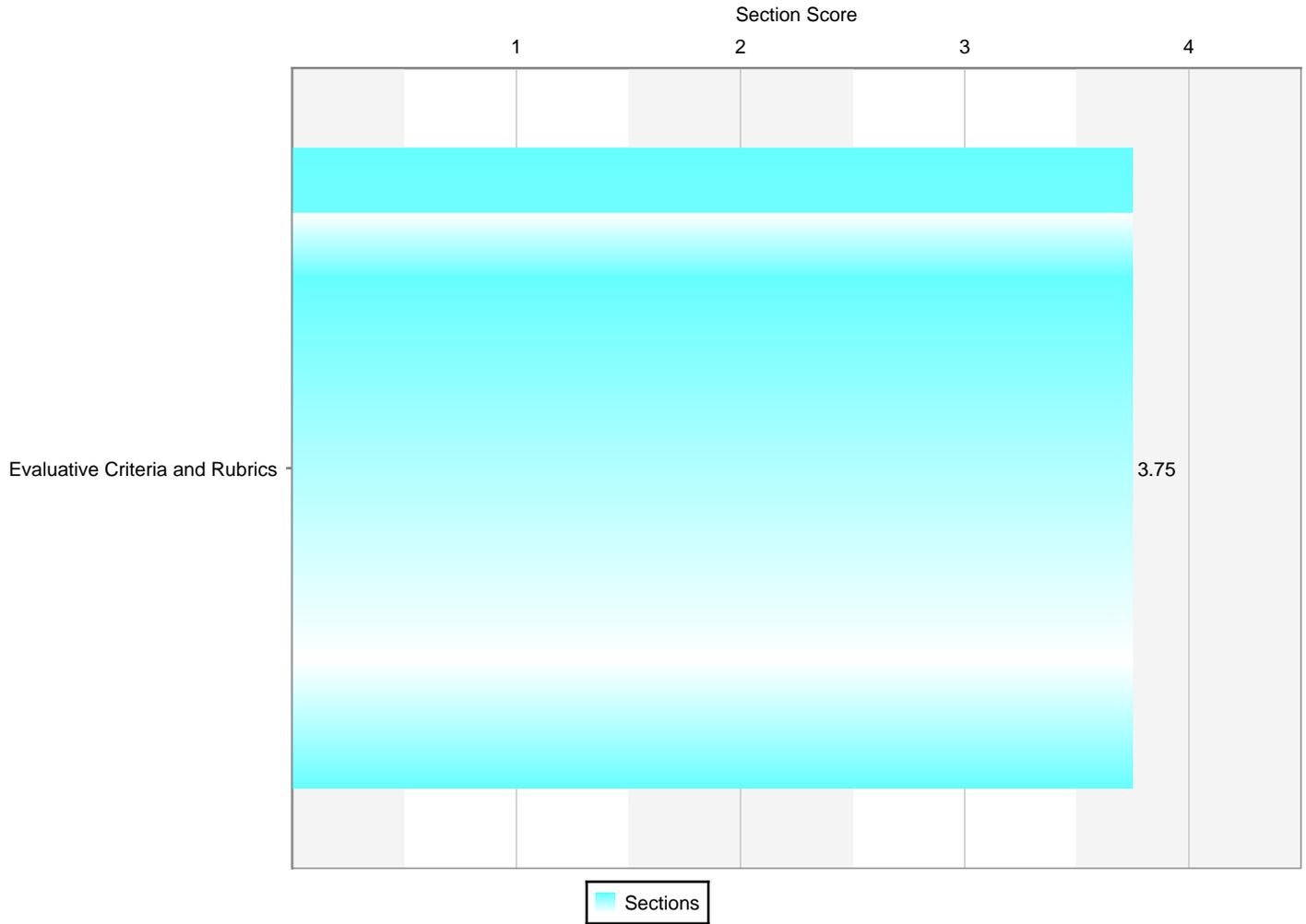
Comparing SAT Gender data between 2013 to 2016, we discovered a slight gap between males and females. Males outperformed female students in the area of critical reading, however, the largest achievement gap years were when there were significantly less males taking the SAT compared to females. Additionally, females outperformed male students slightly in writing and the number of testers didn't appear to have any effect on the achievement gap.

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

We annually have more females in the top 10% of the class academically than males.

## 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		

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

## Areas of Notable Achievement

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

The analysis of Stakeholder Surveys demonstrated Purpose & Direction and Resources & Support Systems with highest level of satisfaction. Parent Survey - 3.88 Resources & Support Systems, Students - 3.78 Purpose & Direction, and Staff 4.20 Resources & Support Systems.

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

This is the first time utilizing ASSIST surveys. Therefore, the data collected from the stakeholder surveys would be baseline.

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

After reviewing survey results for 2007 & 2008, it was concluded that we continue to provide a strong sense of purpose and direction while utilizing resources and support systems.

## Areas in Need of Improvement

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

While analyzing stakeholder surveys the following levels were the lowest.

1. Parent - Teaching and Assessing for Learning at 3.57
2. Students - Governance & Leadership at 3.42 and Using Results for Continuous Improvement at 3.43
3. Staff - Resources & Support Systems at 3.84 and Using Results for Continuous Improvement at 3.89

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

This is the first time utilizing ASSIST surveys. Therefore, the data collected from the stakeholder surveys would be baseline data.

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

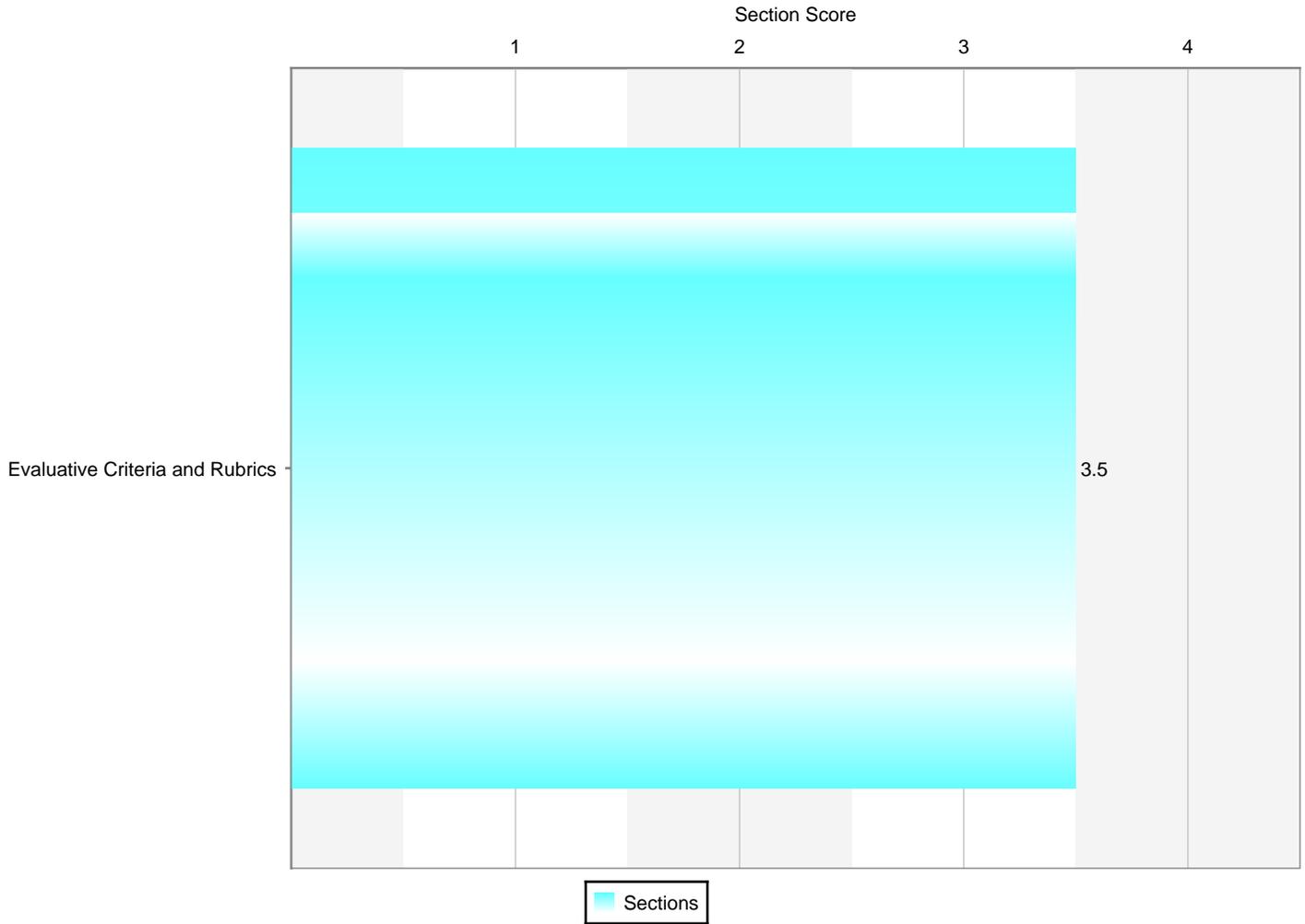
In the area of "Using Results for Continuous Improvement", we implemented student performance data analysis in 2012, which we have continued in 2013. Additionally, we are building and implementing Student Learning Objectives for 2013. We have provided each department with three years of standardized test results (SAT, ACT, ECAs, PSAT, and AP). We have plans to work with corporation technology staff to build a data base and analysis tool for teachers to access at their computer to facilitate instructional and assessment needs.

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

Federal and state mandates indicate the importance of utilizing student performance data to improve instruction and assessment to develop higher learning for all students.

## Report Summary

### Scores By Section



# **2017-18 School Improvement Plan**

## **Overview**

### **Plan Name**

2017-18 School Improvement Plan

### **Plan Description**

Action Plan

## 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 NorthWood High School will improve reading comprehension.	Objectives: 2 Strategies: 5 Activities: 9	Academic	\$167400
2	90% of all students will graduate.	Objectives: 2 Strategies: 2 Activities: 4	Organizational	\$2225
3	Curriculum, instruction, and assessment are monitored and adjusted systemically in response to data from multiple assessments of student learning and an examination of professional practice.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$5460
4	Professional and support staff are trained in evaluation, interpretation, and use of data... Professional and support staff are trained in the use of data and incorporating technology into a 1:1 initiative.	Objectives: 2 Strategies: 2 Activities: 4	Organizational	\$2676

## Goal 1: All students at NorthWood High School will improve reading comprehension.

### Measurable Objective 1:

70% of Tenth grade students will demonstrate a proficiency in reading comprehension in English Language Arts by 05/31/2018 as measured by passing the ISTEP+Grade 10 English/Language Arts..

Status	Progress Notes	Created On	Created By
Not Met	Check complete ECA from 15-16 (currently only have data from third trimester). Based on available data it would appear that our reading comprehension has decreased 2-3%.	June 14, 2016	Mr. David L Maugel

### Strategy 1:

Reading Comprehension Increased - Students will be asked to increase the volume, rigor, and variety of their independent and academic reading.

Research Cited: Multiple studies have demonstrated the impact of independent reading on comprehension aligned with national and state movements in literacy standards. The district administrator advised NorthWood High School of participating in the course "The Key Comprehension Routine," which is nationally recognized.

Evidence of success: We will analyze the results presented in local assessments as well as standardize test (ISTEP+, NWEA, SAT, and ACT).

Activity - Independent Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in English 9-12 courses will chose titles, read independently, share with others, and respond to the literature as they read. Students will be encouraged to log titles, pages, and books completed through each trimester. Students will set goals based upon their reading speed and encouraged to change goals as they change books.	Other	08/15/2013	05/31/2018	\$500	General Fund	English Teachers

Status	Progress Notes	Created On	Created By
In Progress	While the English department has established Independent Reading Logs, they continue to revise strategies to improve Independent Reading Logs through their PLC collaboration.	June 24, 2014	Mr. David L Maugel

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Activity - Content Area Literacy Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement content-area literacy standards within their academic areas. Teachers will receive continued support through Professional Learning Communities, Meeting of the Minds, and their department chairs.	Direct Instruction	08/15/2013	05/31/2018	\$0	No Funding Required	Each teacher will implement content area literacy standards into anticipatory sets, lessons, and/or closure activities. Teachers will provide a list of engaging activities that include the literacy standards with the course curriculum maps.

Activity - Implement Student Learning Objectives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will select one class one trimester and utilize Student Learning Objectives for student success as part of the RISE evaluation system. Teachers with a state-given assessment will use the information to help students succeed. For those departments without a state-given tests, the RISE forms will be used to create diagnostic tools and final assessments that will be approved by his/her evaluator. Information will be used as part of each teacher's end-of-the-year evaluation.	Policy and Process	10/01/2013	05/01/2014	\$0	No Funding Required	Teachers will create SLOs and be supported by their administrators.

Activity - Student Performance Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Indiana School Improvement Plan**

NorthWood High School

<p>One of the focuses of the English teachers with their Student Performance Data Analysis is to determine student reading comprehension levels. Teachers will analyze student NWEA RIT scores that are reflective of student Lexile and comprehension levels to inform instruction.</p>	<p>Academic Support Program</p>	<p>08/01/2012</p>	<p>05/31/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>All teachers are required to submit a Student Performance Data Analysis or SLO each trimester. The English teachers demonstrate through teacher reflection within the analysis any results related to student reading comprehension levels.</p>
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**Strategy 2:**

Keys to Comprehension Routine - A district administrator, school administrator, media specialist, and five teachers completed course work and will continue to develop a vision and implementation of literacy strategies over the next three years within all content areas. PLC and Meeting of the Minds collaborations will be utilized to build understanding and buy-in with the literacy strategies. The committee completed a course, "The Key Comprehension Routine" through keys to Literacy at the end of the 2014-2015 school year. The English teacher will work directly with the following teams: School Improvement, Literacy Committee, and Curriculum Committee.

Research Cited: Keys to Comprehension Routine will give teachers in all areas like jargon in regards to reading comprehension and literacy standards.

Evidence of success: We will analyze the results presented in local assessments as well as standardize test (ISTEP+, NWEA, SAT, and ACT).

Activity - Higher-level Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will work to include higher-level questioning strategies in class discussion, on assessments, and teaching students to write their own questions. The continuous development of student-centered learning environments will rely heavily on the guiding and inquiry questioning techniques by teachers and students, reaching analysis/synthesis levels through a scaffold approach.</p>	<p>Other</p>	<p>09/11/2014</p>	<p>05/31/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Teachers will continue to grow in their questioning skill level through Professional Learning Communities and Meeting of the Minds collaboration.</p>
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**Strategy 3:**

Student-Centered Learning Environments - Teachers receive professional development through internal and external opportunities with the focus on making the paradigm shift from teacher-direct instruction to student-centered learning environments. Research has proven that active learning increases comprehension of all content areas through consistent checks for understanding, student generated questions and answers, and extension of curriculum.

Research Cited: Teach Like A Champion by Doug Lemov provides 49 techniques that put students in owning their learning. The Ten-Minute Inservice by Todd Whitaker and Annette Breaux provide 40 training sessions that build teacher effectiveness and strategies specific to teaching practices and engaging students. Additional resources like Results Now and Focus by Mike Schmoker provide strategies for student engagement while focusing on improving student learning through literacy, inquiry, and real-world applications.

Evidence of success: Teacher evaluations will reflect student engagement in meaningful strategies demonstrated during anticipatory sets, body of the lesson, and closure activities. Additionally, curriculum maps will reflect within the Activities/Resources section student-centered learning opportunities.

Activity - Teacher Training on Student-Centered Learning Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will participate in collaborating with colleagues on a variety of student-centered learning strategies during faculty meetings, PLC collaboration, and Meeting of the Minds. Teachers will be exposed to the use of a variety of National School Reform Faculty and School Reform Initiative protocols that create learning environments that require all individuals to participate.</p>	<p>Professional Learning</p>	<p>08/01/2014</p>	<p>05/31/2018</p>	<p>\$3400</p>	<p>General Fund</p>	<p>Building principal along with School Improvement team members will participate in AdvancEd and IASP conferences and provide in-house professional development for faculty. Project Base Learning committee and Assistant Principal will provide PBL training.</p>
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**Measurable Objective 2:**

100% of Twelfth grade students will demonstrate a proficiency in Critical Reading in English Language Arts by 05/31/2017 as measured by scoring above the state average in Critical Reading on the SAT.

Status	Progress Notes	Created On	Created By
<p>N/A</p>	<p>NorthWood High School objective to 100% of Twelfth graders taking the SAT will demonstrate proficiency.</p>	<p>June 24, 2014</p>	<p>Mr. David L Mangel</p>

**Strategy 1:**

SAT Preparation - Students will be provided the opportunity to enroll in English and Math SAT preparation courses. Additionally, teachers will provide sample SAT questions periodically during warm-up or closure activities.

Research Cited: State universities and colleges have provided requirements that demonstrate necessary median SAT scores that are required for entrance. Studies show that students who take a minimum of 8 practice tests score higher on the SAT.

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Activity - SAT English and Math Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eleventh and twelfth grade students are targeted. Students are involved with multiple practice tests and testing strategies.	Direct Instruction	08/15/2013	08/01/2018	\$0	No Funding Required	Math and English teachers will provide curriculum, instruction, and assessment while the guidance department will identify college bound students for scheduling.

Status	Progress Notes	Created On	Created By
Completed	The 2013-14 school year established a baseline year for data collection on students participating in the SAT English and Math Courses. After analyzing the data, it was determine the eleventh graders scored approximately 100 pts. high after completing either the English or Math class compared to those not enrolled. Twelfth graders scored between 50 to 100 pts higher compared to those not enrolled in the courses.	June 24, 2014	Mr. David L Mangel

**Strategy 2:**

Dual-Credit Enrollment - All school stakeholders will encourage college-bonds students to enroll in dual-credit courses which have proven to provide a college-level rigor that has resulted in SAT mean scores above both the state and national means. Teachers will support the rigor of the curriculum through quality curriculum maps and instructional practices as well as support for students outside the class period.

Evidence of success: We continue to analyze and reflect on trend data with summative standardized student performance (ACT, SAT, & PSAT). Additionally, we have reached on to a small population of alumni about their preparation for college, which they have verbally provided us confirmation of their success that is aligned to the summative trend data.

Activity - Dual-Credit Completion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Indiana School Improvement Plan**

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<p>All students will be encouraged to participate in a dual-credit course before graduating, but self-identified college bond students will be encouraged to earn at least 15 dual credits before graduation.</p>	<p>Academic Support Program</p>	<p>08/01/2010</p>	<p>05/31/2017</p>	<p>\$13500</p>	<p>General Fund</p>	<p>Building Principal will work with the Superintendent and Dual-credit teachers to determine how to fund teacher certification and/or additional funds for salary increases. Dual-credit teachers will seek certification in a timely manner.</p>
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Activity - Dual- Credit Teacher Recruitment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The current HLC decision to require high school teachers to have a master's in the content area or a master's in education with eighteen hours in the content area has dramatically affected our ability to continue offering certain dual-credits.</p>	<p>Recruitment and Retention</p>	<p>08/01/2016</p>	<p>08/01/2022</p>	<p>\$150000</p>	<p>General Fund</p>	<p>Administrators will continue to collaborate with current dual-credit teachers to develop an incentive plan to help offset the cost of college credits. Additionally, there will be an attempt to hire dual-credit teachers in needed content areas.</p>

## Goal 2: 90% of all students will graduate.

Status	Progress Notes	Created On	Created By
N/A	We have met the goal of 90% graduation rate for the second year in a row: 2013-14 was 90.5% and 2014-2015 was 90%.	June 14, 2016	Mr. David L Mangel
N/A	We have seen three straight years of graduation improvement starting in 2011-12 at 85.1%, in 2012-13 88.5% graduated, and 2013-14 was 90.5%.	August 24, 2015	Mr. David L Mangel
N/A	NorthWood High School has had three years of increased graduation rates with the last documented rate in 13-14 school year meeting the goal 90%.	August 17, 2015	Mr. David L Mangel

### Measurable Objective 1:

collaborate to identify at-risk students to achieve 90% cohort graduation rate annually by 05/25/2017 as measured by the graduation rate.

Status	Progress Notes	Created On	Created By
Met	The number of students who earned a diploma from our alternative school went from 11 in 2014-2015 to 20 in 2015-2016, so we are meeting the needs of students who don't find success in the traditional school setting.	June 14, 2016	Mr. David L Mangel
Met	In continuing collaboration with the middle school, at-risk students were identified receive additional support in their freshmen English course that included a team-teaching approach focusing on an active student learning environment as the main instructional approach.	June 14, 2016	Mr. David L Mangel
Met	In collaboration with the middle school, at-risk students were identified receive additional support in their freshmen English course that included a team-teaching approach focusing on an active student learning environment as the main instructional approach.	August 17, 2015	Mr. David L Mangel
Met	In order to identify at-risk students for graduation, data from the last four years was collected and analyzed in regards to failures in English 9 and Algebra 1. This data was analyzed by the high school administration, Guidance Department, English Department, Math Department, and Special Education Department. The data indicated that the strongest correlation exists between freshmen students failing English 9 and ultimately failing to graduate. Utilizing this information, the guidance counselors at the middle school identified 8th grade students (incoming freshmen) who failed at least one class and or had 8 unexcused days.	June 24, 2014	Mr. David L Mangel

### Strategy 1:

Increase the number of students passing English 9 on their first attempt - English teachers will target at-risk students and help them pass English on their first attempt with the support of the guidance department, special education, and administration.

Research Cited: Ruby Payne and other researchers have identified characteristics and strategies to improve learning for at-risk students.

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Smink, J., & Schargel, F. P. (Eds.). (2004). Helping Students Graduate: A Strategic Approach To Dropout Prevention.

Larchmont, NY : Eye On Education.

Wilson, D., & Conyers, M. (2000). Courageous learners: Unleashing the brain power of students from at-risk situations. Winter Park, FL : BrainSmart.

Griffith, C. A. (2011). Research-Based Remedial Reading Strategies for Teens. Effective Strategies. National Dropout Prevention Center/Network.

Evidence of success: Students pass rate for English Enrichment and English 9.

Status	Progress Notes	Created On	Created By
N/A	We are very pleased with the results of our Enrichment program in English 9. In 2015-16, failures were: first tri (unknown), second tri 20/(unknown), and third tri 12/(unknown). In 2016-2017, English Enrichment will be offered in the first two trimesters instead of just in the first.	June 14, 2016	Mr. David L Mangel
N/A	We are very pleased with the results of our enrichment program in English 9. In 2013-14, our failures were too high: first tri 17/219, second tri 13/216, and third tri 19/211. After working with the mentor program and enrichment, our 2014-15 failures decreased: first tri 9/217, second tri 11/214, and third tri 19/211.	August 24, 2015	Mr. David L Mangel

Activity - Mentor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Informally, teachers develop relationships with at-risk students on a regular basis. Periodically staff write notes to these students that are sent home in the mail.	Behavioral Support Program	08/22/2016	05/31/2017	\$25	General Fund	The vice principal

Status	Progress Notes	Created On	Created By
In Progress	In the fall of 2016 twenty incoming ninth-grade students were identified as at risk and were placed in a homeroom focusing on maintaining grades and earning credits.	November 01, 2016	Mr. David L Mangel
N/A	Our first attempt at the mentor program did not have great results based on regular contact between students and mentors as well as clear learning and behavior outcomes for the students. Investigation into identifying eight teachers willing to work with at-risk homerooms from 9th grade through the 12th grade year is being considered.	August 17, 2015	Mr. David L Mangel

Activity - Remediation English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>At-risk students that have been identified by the middle school counselors will be placed in a remedial English course as well as the regular English 9 course. The remedial class will be co-taught by two of the English 9 teachers. A special emphasis will be placed on connecting English with relevance and success in the real world. In order to be successful, the teachers will implement strategies that are engaging and rigorous. It will also be necessary to collaborate with other English teachers to identify weaknesses of individual students and then provide one on one instruction to address those deficiencies.</p> <p>The goal for the Guidance Department will be to place all of the at-risk students in English remediation. Due to various conflicts, it may not be possible to do so; therefore, we can measure how many of these students actually take remediation English.</p> <p>The goal for English remediation is for 100% of the students to pass English 9 on their first attempt. This will be monitored through the high school grade reporting system.</p>	Academic Support Program	08/14/2014	05/31/2018	\$0	No Funding Required	The responsible staff will be the high school administration, Guidance Department, and the English Department.
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Status	Progress Notes	Created On	Created By
In Progress	Twenty-one students were identified as at risk by the middle school. They were placed in an Enrichment English class for first and second trimester with one teacher.	November 01, 2016	Mr. David L Mauge
Completed	We found significant improvement in student performance the first trimester with the collaborative approach; however, scheduling does not allow students to be in a team-teaching environment all three trimesters.	August 17, 2015	Mr. David L Mauge

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The utilization of APEX curriculum online for credit recovery.	Academic Support Program	08/01/2014	06/01/2019	\$2200	General Fund	High School administration and guidance.

### Measurable Objective 2:

collaborate to determine how to prepare all students for the current Core 40 diploma with the recent decision by ESSA to eliminate the general diploma as a graduation opportunity as figured into the school's A-F accountability by 05/31/2019 as measured by determining students who have opted to pursue the general diploma and develop a course pathway towards the Core 40 as well as look for new information by the State of Indiana on Graduation Pathways..

### Strategy 1:

Graduation Pathway Panel Decision - We will follow the discussion by the Graduation Pathway Panel to determine the future of utilizing pathways towards graduation that are aligned to the ESSA and State of Indiana requirements.

Research Cited: ESSA and State of Indiana documents as well as minutes from the Graduation Pathway panel.

Evidence of success: Our ability to put into place the changes in diplomas and/or graduation pathways.

Activity - Participating in an Advisory team to Dr. McCormick	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in two discussions with principals, superintendents, and IDOE members advising Dr. McCormick on obstacles and opportunities with the new Graduation Pathway concepts.	Policy and Process	08/21/2017	08/28/2017	\$0	No Funding Required	High School Principal

**Goal 3: Curriculum, instruction, and assessment are monitored and adjusted systemically in response to data from multiple assessments of student learning and an examination of professional practice.**

Status	Progress Notes	Created On	Created By
N/A	The curriculum committee developed a format for all teachers to use after doing a book study. All teachers have created and submitted a curriculum map for at least one trimester of one of the courses they teach.	June 14, 2016	Mr. David L Maugel
N/A	We have established a curriculum committee and chair who are researching the formatting of a common curriculum map and technology tools for efficiency of upgrades.	August 17, 2015	Mr. David L Maugel

**Measurable Objective 1:**

demonstrate a proficiency in developing and implementing performance data dashboards by 05/31/2018 as measured by weekly updates to individual dashboards that will be shared with school stakeholders.

Status	Progress Notes	Created On	Created By
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N/A	Due to INISchools' leadership change, lack of communication within that company and an incompatibility with INISchools' dashboard to work with our LMS system, the dashboard pilot team has not yet been provided with a tool to work with.	June 14, 2016	Mr. David L Mangel
N/A	We have selected a team of teachers to pilot student performance dashboards for the first trimester.	August 17, 2015	Mr. David L Mangel

### Strategy 1:

Performance Data Dashboard - Department Chairs will be involved unpacking concepts and frameworks from "How Teachers Can Turn Data into Action" by Daniel R. Venables. The department chairs and administrators will collaborate to build a strategic system to analyze formative and summative data to impact instruction and assessment.

Volunteer teachers will be selected to implement data analysis systems over a period of time to pilot the process of utilizing formative and summative results and their influence on instructional practices and student learning.

Research Cited: Mike Schmoker describes the use of reflecting on student performance data to drive instruction in the publications of "Results Now" and "Focus." Daniel R. Venables provides frameworks to analyze student performance data both formative and summative that can impact instructional practices and learning within a PLC framework.

Evidence of success: The implementation of frameworks by 2018-19 school year.

Status	Progress Notes	Created On	Created By
N/A	The partnership with INschools has been dissolved. The new direction is having us study Daniel R. Venables work with "How Teachers Can Turn Data into Action."	August 23, 2017	Mr. David L Mangel
N/A	Even though teachers have not yet been provided with a dashboard, teachers are using data to modify instruction in a number of ways: during PLC time, common assessments are analyzed and changes are made. Teachers keep a record of test data--averages, problem areas, etc. on the corporation intranet. Also, a significant amount of data is already accessible to teachers via the current online gradebook; for example, teachers have access to PSAT, SAT, and ECA scores, as well as IEPs, and 504s, etc.	June 14, 2016	Mr. David L Mangel
N/A	INISchools has not yet provided a data dashboard to for NorthWood's dashboard team to pilot. We are considering looking into another company to create this.	June 14, 2016	Mr. David L Mangel
N/A	INISchools has provided us with standard dashboards for our pilot with the flexibility to add or adjust as the pilot takes place.	August 17, 2015	Mr. David L Mangel

Activity - Implementation of Data Dashboards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be involved in developing and implementing performance data dashboards through individual exploration and formal professional development.	Academic Support Program	08/13/2015	05/27/2016	\$5000	Capital Improvement Fund	A pilot group of teachers - develop performance dashboards; Technology Director - setup professional development; Administrators - create accountability systems; All teachers - implement data dashboards to drive instruction and assessment.
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Status	Progress Notes	Created On	Created By
N/A	The piloting has been postponed until the dashboard has been completed.	June 14, 2016	Mr. David L Mangel
N/A	First trimester a member from each department will pilot the use of student performance data dashboards.	August 17, 2015	Mr. David L Mangel

### Measurable Objective 2:

collaborate to create and share curriculum maps by course in each discipline by 05/31/2018 as measured by completed maps posted into the NorthWood Staff @ Work OneNote.

### Strategy 1:

Curriculum Maps - A committee of teachers was developed to study curriculum maps and their implementation. All teachers were trained to create a curriculum content map in the spring of 2016. In the school year of 2016-17, teachers were asked to create one map each trimester until all courses were represented with a map. Each teacher who teaches the course was asked to contribute collaboratively with colleagues on the development of each map.

Research Cited: The committee studied the following resources before creating our school's map template: A Guide to Curriculum Mapping by Janet A. Hale, Getting Results with Curriculum Mapping by Heidi Hayes Jacobs, Mapping the Big Picture by Heidi Hayes Jacobs, Keys to Curriculum Mapping by Susan Udelhofen, and The Curriculum Mapping Planner by Heidi Hayes Jacobs.

Evidence of success: Each course will complete a map using our template which contains the following elements by unit: content being taught, activities and resources,

assessments, and state standards. Each map will be printed into the Staff OneNote that can be viewed by any staff member.

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creating shared curriculum maps by course	Academic Support Program	01/08/2016	12/21/2018	\$460	District Funding	Teachers will complete maps with colleagues. They will email them to the instructional coach who will attach them into the Staff OneNote. Department heads will monitor accuracy and completion as edits are necessary.

**Goal 4: Professional and support staff are trained in evaluation, interpretation, and use of data... Professional and support staff are trained in the use of data and incorporating technology into a 1:1 initiative.**

Status	Progress Notes	Created On	Created By
N/A	A professional development session was led by Mr. Maugel to clarify the use of common assessments and to establish a procedure for recording these assessments.	June 14, 2016	Mr. David L Maugel
N/A	We were unable to complete the pilot program due to technical difficulties with our current software communicating with INSchools Data Warehouse. We spent most of the year working out those glitches and creating a curriculum map template.	June 14, 2016	Mr. David L Maugel

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N/A	Department chairs were provided an introduction to the INISchools data warehouse approach to collecting, analyzing, and driving instruction during the summer retreat. Additionally a team of teachers who will be piloting the data warehouse this trimester will be receiving professional development will receive training within the first three to four weeks of the trimester.	August 17, 2015	Mr. David L Mangel
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### Measurable Objective 1:

collaborate to develop skills to utilize and interpret student performance data to transform instruction and assessment by 05/31/2018 as measured by qualitative and quantitative data and SLO results.

Status	Progress Notes	Created On	Created By
Met	Evidence of this can be viewed within the NWHS Memo Drive under the Teacher Required Documents.	June 14, 2016	Mr. David L Mangel
Met	Teachers submitted student performance data including narrative reflections for each trimester. SLO data from the second trimester also satisfied this objective.	June 14, 2016	Mr. David L Mangel
N/A	Department chairs have received two resources School Reform Initiative and National School Reform Faculty that provide protocols to collect, analyze, and reflect on student-performance data. The protocols will be used in PLCs to analyze student data.	August 17, 2015	Mr. David L Mangel

### Strategy 1:

Data Usage - Teachers will develop skills to interpret student performance data organized in dashboards, tables, and/or graphs that will affect instruction and assessment. Colleagues will collaborate during weekly PLC time on the successes and needs for intervention with individual students based on interpretation of data points.

Research Cited: Richard DuFour provides educators with research and resources with "Whatever It Takes" in the development of professional learning communities along with research for Mike Schmoker and others. Additionally, "How Teachers Can Turn Data into Action" by Daniel R. Venable will be reference in the development of systems collect and analysis data in data meetings.

Evidence of success: Teacher display and communication of formative and summative data as indicated in PLC feedback sheets, implementation of instructional techniques as presented within curriculum maps, and trend data reports displayed in dashboards, tables, and/or graphs.

Status	Progress Notes	Created On	Created By
N/A	We experienced technical difficulties which delayed our implementation of a school-wide data warehouse. While we didn't use a dashboard module to analyze data, our PLC collaboration was utilized on a regular basis to discuss class and student data and make adjustments to curriculum, instruction, or assessment.	June 14, 2016	Mr. David L Mangel
N/A	Currently SLOs are used by all staff members; however, the implementation of INISchools data warehouse will allow teachers the collection of data for all classes to be shared in a timely manner with students and parents.	August 17, 2015	Mr. David L Mangel

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Activity - In-school Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collection, interpretation, and use of student performance data through collaboration with colleagues and in-house professional development.	Academic Support Program	08/13/2015	05/27/2016	\$1000	General Fund	SIP/PD team - design a time frame to complete in-house training during Meeting of the Minds, PLCs, and faculty meetings; Administration /Technology Director - will arrange INISchools experts to provide professional development and assist with pilot.

Status	Progress Notes	Created On	Created By
In Progress	Professional development time was not used for the INISchools software, however many weeks of professional development, as well as PLC time, was dedicated to the creation of curriculum maps for all departments.	June 14, 2016	Mr. David L Mangel
N/A	Stakeholder PLCs, MoM, and faculty meetings will be used to develop in-school professional development related to specific content areas as well as school-wide initiatives.	August 17, 2015	Mr. David L Mangel

Activity - Data Meeting Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department Chairs will study "How Teachers Can Turn Data into Action" by Daniel R. Venables during the 2017-18 school year. Volunteer teachers will be selected to implement frameworks and meetings that administration and department chairs provide through the knowledge gained during the book study.	Professional Learning	08/01/2017	06/01/2018	\$1061	General Fund	Administrators, Department Chairs, & Volunteer Teachers

**Measurable Objective 2:**

demonstrate a proficiency by completing a 1:1 initiative with new technology for staff and students by 06/01/2018 as measured by teachers utilizing technology within their courses and recorded during teacher observations..

**Strategy 1:**

Office 365, SMAR, and TPCK - Staff will be trained in the use of the Microsoft Office 365 tenant to improve the use of digital technology through the SMAR and TPCK models.

Research Cited: A committee researched the differences between Google Schools and Microsoft 365. The SMAR and TPCK models for technology integration will be taught and reflected upon with staff.

Evidence of success: At the completion of the year, all students will have used a device in his/her courses to differing degrees.

Activity - Office 365	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained in the use of Microsoft Office 365 tenant.	Academic Support Program	08/12/2015	06/01/2018	\$0	District Funding	A Digital Tools Team at the corporate and building level will purchase devices and train staff using Meeting of the Minds, PLC time, Faculty Meetings, and through an instructional coach.

Activity - Blended Learning Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Indiana School Improvement Plan

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The Digital Learning Committee and administrators will complete a book study over "blended: Using Disruptive Innovation to Improve Schools" by Michael B. Horn & Heather Staker and identify technology vocabulary with a common understanding to share with the entire faculty.	Professional Learning	08/30/2017	06/01/2018	\$615	General Fund	Digital Learning Committee, Administration, and faculty.
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## 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
Remediation English	<p>At-risk students that have been identified by the middle school counselors will be placed in a remedial English course as well as the regular English 9 course. The remedial class will be co-taught by two of the English 9 teachers. A special emphasis will be placed on connecting English with relevance and success in the real world. In order to be successful, the teachers will implement strategies that are engaging and rigorous. It will also be necessary to collaborate with other English teachers to identify weaknesses of individual students and then provide one on one instruction to address those deficiencies.</p> <p>The goal for the Guidance Department will be to place all of the at-risk students in English remediation. Due to various conflicts, it may not be possible to do so; therefore, we can measure how many of these students actually take remediation English.</p> <p>The goal for English remediation is for 100% of the students to pass English 9 on their first attempt. This will be monitored through the high school grade reporting system.</p>	Academic Support Program	08/14/2014	05/31/2018	\$0	The responsible staff will be the high school administration, Guidance Department, and the English Department.
Higher-level Questions	Teachers will work to include higher-level questioning strategies in class discussion, on assessments, and teaching students to write their own questions. The continuous development of student-centered learning environments will rely heavily on the guiding and inquiry questioning techniques by teachers and students, reaching analysis/synthesis levels through a scaffold approach.	Other	09/11/2014	05/31/2018	\$0	Teachers will continue to grow in their questioning skill level through Professional Learning Communities and Meeting of the Minds collaboration.

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Implement Student Learning Objectives	Teachers will select one class one trimester and utilize Student Learning Objectives for student success as part of the RISE evaluation system. Teachers with a state-given assessment will use the information to help students succeed. For those departments without a state-given tests, the RISE forms will be used to create diagnostic tools and final assessments that will be approved by his/her evaluator. Information will be used as part of each teacher's end-of-the-year evaluation.	Policy and Process	10/01/2013	05/01/2014	\$0	Teachers will create SLOs and be supported by their administrators .
SAT English and Math Courses	Eleventh and twelfth grade students are targeted. Students are involved with multiple practice tests and testing strategies.	Direct Instruction	08/15/2013	08/01/2018	\$0	Math and English teachers will provide curriculum, instruction, and assessment while the guidance department will identify college bound students for scheduling.
Student Performance Data Analysis	One of the focuses of the English teachers with their Student Performance Data Analysis is to determine student reading comprehension levels. Teachers will analyze student NWEA RIT scores that are reflective of student Lexile and comprehension levels to inform instruction.	Academic Support Program	08/01/2012	05/31/2018	\$0	All teachers are required to submit a Student Performance Data Analysis or SLO each trimester. The English teachers demonstrate through teacher reflection within the analysis any results related to student reading comprehension levels.
Participating in an Advisory team to Dr. McCormick	Participate in two discussions with principals, superintendents, and IDOE members advising Dr. McCormick on obstacles and opportunities with the new Graduation Pathway concepts.	Policy and Process	08/21/2017	08/28/2017	\$0	High School Principal

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Content Area Literacy Standards	All teachers will implement content-area literacy standards within their academic areas. Teachers will receive continued support through Professional Learning Communities, Meeting of the Minds, and their department chairs.	Direct Instruction	08/15/2013	05/31/2018	\$0	Each teacher will implement content area literacy standards into anticipatory sets, lessons, and/or closure activities. Teachers will provide a list of engaging activities that include the literacy standards with the course curriculum maps.
<b>Total</b>					<b>\$0</b>	

**Capital Improvement Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of Data Dashboards	Teachers will be involved in developing and implementing performance data dashboards through individual exploration and formal professional development.	Academic Support Program	08/13/2015	05/27/2016	\$5000	A pilot group of teachers - develop performance dashboards; Technology Director - setup professional development; Administrators - create accountability systems; All teachers - implement data dashboards to drive instruction and assessment.
<b>Total</b>					<b>\$5000</b>	

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**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Office 365	Staff will be trained in the use of Microsoft Office 365 tenant.	Academic Support Program	08/12/2015	06/01/2018	\$0	A Digital Tools Team at the corporate and building level will purchase devices and train staff using Meeting of the Minds, PLC time, Faculty Meetings, and through an instructional coach.
Curriculum Maps	Creating shared curriculum maps by course	Academic Support Program	01/08/2016	12/21/2018	\$460	Teachers will complete maps with colleagues. They will email them to the instructional coach who will attach them into the Staff OneNote. Department heads will monitor accuracy and completion as edits are necessary.
<b>Total</b>					<b>\$460</b>	

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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In-school Professional Development	Collection, interpretation, and use of student performance data through collaboration with colleagues and in-house professional development.	Academic Support Program	08/13/2015	05/27/2016	\$1000	SIP/PD team - design a time frame to complete in-house training during Meeting of the Minds, PLCs, and faculty meetings; Administration /Technology Director - will arrange INIschools experts to provide professional development and assist with pilot.
Independent Reading	Students in English 9-12 courses will chose titles, read independently, share with others, and respond to the literature as they read. Students will be encouraged to log titles, pages, and books completed through each trimester. Students will set goals based upon their reading speed and encouraged to change goals as they change books.	Other	08/15/2013	05/31/2018	\$500	English Teachers
Credit Recovery	The utilization of APEX curriculum online for credit recovery.	Academic Support Program	08/01/2014	06/01/2019	\$2200	High School administration and guidance.
Data Meeting Model	Department Chairs will study "How Teachers Can Turn Data into Action" by Daniel R. Venables during the 2017-18 school year. Volunteer teachers will be selected to implement frameworks and meetings that administration and department chairs provide through the knowledge gained during the book study.	Professional Learning	08/01/2017	06/01/2018	\$1061	Administrators, Department Chairs, & Volunteer Teachers
Blended Learning Development	The Digital Learning Committee and administrators will complete a book study over "blended: Using Disruptive Innovation to Improve Schools" by Michael B. Horn & Heather Staker and identify technology vocabulary with a common understanding to share with the entire faculty.	Professional Learning	08/30/2017	06/01/2018	\$615	Digital Learning Committee, Administration, and faculty.
Mentor Program	Informally, teachers develop relationships with at-risk students on a regular basis. Periodically staff write notes to these students that are sent home in the mail.	Behavioral Support Program	08/22/2016	05/31/2017	\$25	The vice principal

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Dual-Credit Completion	All students will be encouraged to participate in a dual-credit course before graduating, but self-identified college bond students will be encouraged to earn at least 15 dual credits before graduation.	Academic Support Program	08/01/2010	05/31/2017	\$13500	Building Principal will work with the Superintendent and Dual-credit teachers to determine how to fund teacher certification and/or additional funds for salary increases. Dual-credit teachers will seek certification in a timely manner.
Teacher Training on Student-Centered Learning Strategies	Teachers will participate in collaborating with colleagues on a variety of student-centered learning strategies during faculty meetings, PLC collaboration, and Meeting of the Minds. Teachers will be exposed to the use of a variety of National School Reform Faculty and School Reform Initiative protocols that create learning environments that require all individuals to participate.	Professional Learning	08/01/2014	05/31/2018	\$3400	Building principal along with School Improvement team members will participate in AdvancEd and IASP conferences and provide in-house professional development for faculty. Project Base Learning committee and Assistant Principal will provide PBL training.

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Dual- Credit Teacher Recruitment	The current HLC decision to require high school teachers to have a master's in the content area or a master's in education with eighteen hours in the content area has dramatically affected our ability to continue offering certain dual-credits.	Recruitment and Retention	08/01/2016	08/01/2022	\$150000	Administrator s will continue to collaborate with current dual-credit teachers to develop an incentive plan to help offset the cost of college credits. Additionally, there will be an attempt to hire dual-credit teachers in needed content areas.
<b>Total</b>					<b>\$172301</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.