

**Southwestern (Shelby) Junior-Senior High School  
3406 W 600S  
Shelbyville, IN 46176**

**School Improvement Plan  
2018 - 2021**

**Submitted for Approval to the Board of Trustees Southwestern  
Consolidated Schools of Shelby County  
September 2016**

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## **I. Introduction**

### **A. Narrative Description of the School, the Community, and the Education Programs**

#### **Southwestern Junior-Senior High School**

Southwestern-Junior-Senior High School is comprised of students in grades 7-12.

Southwestern is a thirty-acre corporation campus located on the interior corner of an L-shaped district. Consolidation occurred in 1957 with the first graduating class in 1959. The elementary school was consolidated fifteen years later and is located behind the high school. The original building contained administrative offices, including the nurse's clinic and guidance office, 23 classrooms, a cafeteria, gymnasium, library, and a shop area for vocational classes. In 1999, the west wing of the building was remodeled to house the current library, administrative offices and three computer labs.

The 2016-2017 student count in grades 7-12 was 320 students. The teacher to student ratio is 14:1. The school employs two administrators, one guidance counselor, an athletics director (one of two administrators), 22 certified staff members, one instructional assistant and nine additional staff members in the cafeteria and custodial areas. The high school shares a school nurse and computer administrator with the elementary school. Southwestern Consolidated School District is a member of the Special Services of Johnson County Special Education Co-operative (SSJCS) which is located in Franklin, Indiana. Southwestern receives services of the school psychologist, speech therapist, occupational therapist, physical therapist and behavioral specialist through SSJCS. Southwestern is also a cooperative member with the Blue River Career Center (BRCC) in Shelbyville, Indiana. Students may choose to attend classes at BRCC during their junior and senior years of high school in areas such as health sciences, marketing, building trades, and automotive work. The Stability Index, as reported by the Department of Education, is 95.3%.

For parents of many students, the school is a focus for their activities. They attend sports events, concerts, the play, booster meetings, award programs, parent-teacher conferences, and parent technology nights.

On average, approximately 70% of our students attend post-secondary education, including two year degrees, vocational training, apprenticeship programs, or the military. It is notable that our students recognize that training occurs in a variety of ways. Many graduates return for visits during their vacations and for homecoming games. They share their successes and make suggestions for our improvement. These returning alumni continue to care about their school and desire good things for those who will come after them.

## **Shelby County**

Shelby County is home to over 44,000 people, with approximately 25% of the individuals under the age of eighteen. Southwestern Consolidated School District is one of four school districts in Shelby county. It is the smallest of the four districts and is located in the southwestern corner of the county. It is approximately eight miles southwest of Shelbyville, which is the county seat and has a population of 17,951. Shelby County contains two major interstate highways - I-74 and I-65. State Roads 9, 44 and 252 also intersect the county which contribute to the fact that over one-third of the resident workforce works outside of the county. Shelby County is one of the “doughnut counties” surrounding Indianapolis, which offers families an opportunity to locate outside of Indianapolis while maintaining an easy commute for work. More workers commute out of Shelby County for employment than commute into Shelby County for employment with 38% of the existing commuters working in Marion County. The availability and convenience of multiple routes provides easy access for nearly 6,000 workers who travel into the community for employment.

Shelby County currently ranks 33rd in the state in population. Less than 1% growth is projected for the county for the next five years. The county population appears to be very stable. Although 80% of the residents have a high school diploma, less than 13% have a bachelor’s degree. Many of the residents have completed apprenticeship programs or received technical training for the manufacturing and vocational opportunities in the area. (All data was retrieved from the census files at <http://www.stats.indiana.edu> or at <http://quickfacts.census.gov>)

## **Southwestern Consolidated School District of Shelby County**

Southwestern Consolidated School District is comprised of two schools - Southwestern Elementary and Southwestern Junior-Senior High School. The consolidation of the school district occurred in 1957, with the high school building completed first. Students from Mt. Auburn, Hendricks and Flat Rock schools entered Southwestern Junior-Senior High School in the fall of 1958. Fifteen years later, the elementary building was completed and the consolidation was complete. Southwestern Elementary has students in grades Pre-K through 6th grade. Their student enrollment in 2016-2017 was 280, with a teacher-to-student ratio of 1:20.

The district is comprised of three townships - Jackson, Hendricks and Washington - located in the southwestern corner of Shelby County, which is how the corporation name was derived. Interstate 65 runs along with the western edge of the district, while State Roads 252 and 9 border the district to the south and east , while State Road 44 runs through the northern edge of the school district.

Geographically, the community is composed mainly of rich farmlands, wooded areas, and gentle hills. Five very small villages and a trailer court are the population centers. The remainder of our patrons and students live on farms or in homes rather widely separated from their neighbors. The majority of our families stay in the community long-term. Many farm families have owned their land for several generations.

There are agriculture-related businesses and small in-home businesses, but there is little manufacturing or industry in the school district. There is a golf course located in the southwest corner of the district. For most employment, shopping and entertainment, and for all medical care, students and adults must leave our school district and travel to Columbus, the Indianapolis area, Franklin, Edinburgh, or Shelbyville. These factors severely limit the appraised value and tax base.

## **B. Curriculum -- Description and Location**

The curriculum at Southwestern Junior-Senior High School is based on and aligned with the standards set by the Indiana State Board of Education. Enrichment of the curriculum is provided by the teachers at Southwestern. The building principal offers support and guidance to the teaching staff to ensure that students receive a quality education.

A copy of the curriculum for Southwestern Junior-Senior High School is available in the superintendent's office and the principal's office at 3406 West 600 South, Shelbyville, Indiana. Teachers also keep a current copy in each classroom. The curriculum is modified and updated through a regular review process. The teacher's network with other teachers in their curricular areas and participate in textbook review during adoption years. The implementation the CurricuPlan software has been a key part of the curriculum mapping process for our teachers.

Southwestern Junior-Senior High School offers a comprehensive curriculum in an effort to prepare our students for further post-secondary training. As a small rural school, we face many challenges in this endeavor. Courses are offered which fulfill the state requirements for the Core 40 and Academic Honors Diplomas. Southwestern currently offers AP Human Geography, US History AP, Biology AP, Art AP, Music Theory AP, World History AP and English AP (Grades 11-12) and is exploring options to offer additional advanced placement (AP) classes. Students may also take dual-credit courses through agreements with Ivy Tech College. The courses currently include a variety of English and Social Studies courses. We plan to increase our dual-credit offerings in the next three years. We also offer students several elective courses in fine arts, business, agriculture and health. Students may chose to attend the Blue River Career Center (BRCC) for additional courses and training in health careers, marketing, automotive repair and mechanics, construction trades and culinary arts. Students may use the Plato Lab to complete credit recovery courses, participate in enrichment courses or to receive tutorial assistance. The Plato software has been a key component of our Response to Intervention (RTI) plan. The teachers have implemented weekly checks for understanding consisting of text based writing (SWAG acronym), close reading assessments and technology enhanced assessments. Teachers have noticed significant growth in the area of language arts based on analysis of the weekly artifacts and our growth on ISTEP+ Jr. High scores. Junior high students complete a rigorous curriculum in computer technology, completing the Digital Communications Technology course during the eighth grade. The school counselor meets with students each year to review their course of study and ensure that they are on track for

graduation. The counselor also coordinates information meetings for parents during the eighth, eleventh and the twelfth grades. The Career Cruising program, Career Exploration and Financial Awareness courses are used to help students research career options, develop a plan of study and prepare for the future.

Southwestern Junior-Senior High School follows a traditional two-semester, 180 day instructional calendar. Grading periods are nine weeks in length, with mid-term reports issued at 4 ½ weeks. The school day consists of eight 45 minute class periods. The school day begins at 8:00 am and ends at 3:10 pm. The junior high schedule is structured so that the students attend four academic core classes throughout the day and then participate in exploratory or rotation classes. Some of our eighth grade students have the opportunity to enroll in foreign language classes for high school credit.

Southwestern’s teachers utilize a variety of instructional strategies to engage students in the learning process. All teachers have participated in professional development activities that have provided them training in assessing students effectively, enrichment activities, and differentiated instruction. Teachers possess their own style in their classroom adapting the aforementioned strategies to their own teaching style meeting the individual needs of our students. Mentoring occurs formally and informally among staff members. Evaluations are conducted in accordance with Indiana Public Law 90 RISE Rubric.

**C. Titles and Descriptions of Assessment Instruments to be Used**

The following assessments are used at Southwestern Junior-Senior High School:

Grade	CogAT	IOWA	ISTEP+	SWAG	ECA/GQE	PSAT	SAT/ACT	Teacher Generated
7			X	X		Some		X
8	X	X	X	X		Some	Some	X
9			As Needed	X		Some	Some	X
10			X	X	X	X	Some	X
11			As Needed	X	As Needed	X	X	X
12			As Needed	X	As Needed		X	X

The ILEARN/ISTEP+ is administered to students grades seven, eight and, ten, and as needed to eleventh and twelfth graders. As outlined by the state, the Math and English 10 ISTEP serve as the GQE. Students who do not pass the exam are assessed in class (language arts) and data collection through assessments using G Suite and are offered retest opportunities. Students in grade eight also take the CogAT and Iowa Test of Basic Skills.

Southwestern students will participate in a school-wide writing acronym, SWAG, each year. SWAG provides students with a formula to write text based evidence responses across curriculum. SWAG writing will be utilized during in class assignments and assessments along with state standardized writing assessments. Staff members will use the results from SWAG to identify patterns of weakness in students' writing skills and improvements.

The PSAT is administered each fall to students grades 10-11. Students in grades 11 and 12 are advised to take the SAT or ACT, regardless of post secondary plans. Students must go off-site to participate in the testing, but there is a testing site each month within a 25 mile radius of Southwestern. The PSAT, SAT, or ACT scores may be required by the supervising university for participation in dual-credit courses.

Teachers are encouraged to use a variety of instructional assessments in the classroom. Student learning may be assessed through traditional tests and quizzes, but also through projects, presentations and homework. Teachers have been exposed to G Suite and have the ability to assess individual students through an online form that may be constructed. Teachers are able to differentiate their instruction to meet individual needs of students effectively using this assessment tool. Teachers provide close reading, technology enhanced assessments, and SWAG writings on a weekly basis to prepare our students for standardized assessments.

## **II. Statement of Mission, Vision, or Beliefs**

### **Southwestern Junior-Senior High School Mission Statement**

Our mission is to encourage, challenge, explore and strive for excellence.

### **Southwestern Consolidated School District of Shelby County Vision Statement**

The vision of the Southwestern Consolidated School District of Shelby County is to serve our community and each student by providing learning experiences in a nurturing environment that prepare each to be a self-supporting, lifelong learner able to adapt to succeed in a changing world.

## **Beliefs**

1. We believe a school's purpose is to provide a nurturing environment in which each student will develop his/her thinking and the skills necessary to participate fully in life.
2. We believe each student can learn when presented with learning opportunities.
3. We believe learning opportunities are determined by the nature of the work students are assigned or encouraged to do. It is the responsibility of teachers and administrators to provide students with forms of work at which they can succeed and which will be of value to the student, community, and society. It is the responsibility of students to complete their work and be active participants in classroom activities.
4. We believe it is the obligation of the family and community to guarantee each child the opportunities needed to be successful in school and in life.
5. We believe schools will provide knowledge work that encourages active learning by the students. "Knowledge work" is defined as the employing of ideas, concepts, symbols, and abstractions to solve problems, produce products, deliver services, or otherwise provide useful outcomes.
6. We believe students and their work will be the primary focus of the school.
7. We believe principals are encouraged to be leaders of leaders. Teachers, as leaders, are encouraged and empowered to design work that responds to the needs of their individual students. Both principals and teachers are accountable for the quality of work provided to the students and are committed to continuous improvement.
8. We believe the mission of the school board and superintendent is to give direction and support for the work of the school.
9. We believe a primary responsibility of the superintendent is to interact with state and local government officials, community, parents, teachers and staff to promote school programs and goals.
10. We believe parents, teachers, staff, students and community will model behavior that demonstrates the strong value of education, social responsibility and lifelong learning.



### III. Summary of Data

#### A. Annual Performance Report Data

The chart below shows a summary of our Annual Performance Report Data for the past five years. ISTEP data is junior high only.

Year	Free/Reduced Lunch	Attendance Rate	Graduation Rate	Core 40 Diplomas	Honors Diplomas	ISTEP Avg Pct Pass - All tested Grades
2013-2014	36.7%	96.4%	94.4%	49.0%	33.0%	78.4%
2014-2015	36.9%	96.77%	97.3%	51.0%	33.0%	56.1%
2015-2016	32.6%	96.77%	100.0%	43.0%	45.0%	59.5%
2016-2017	27.2%	96.8%	98.2%	42.0%	47.0%	60.5%
2017-2018	35.2%	96.8%	97.9%	43.0%	53.0%	59.3%

\*Graduation rate and diploma information is not yet confirmed from the IDOE. Preliminary ISTEP results have been released but are subject to rescoring changes.

#### B. Other Performance Indicators

Many students who graduate from Southwestern choose to attend vocational or technical schools, apprenticeship programs, enlist in the military or enter directly into the workforce. Many choose to pursue additional training at a later time, either on their own or through an employee-incentive program. The chart below indicates the college attendance rate of the past five years.

Year	Graduating Class	Class Size	College Attendance Rate
2013-2014	Class of 2014	51	74.0%
2014-2015	Class of 2015	37	65.0%
2015-2016	Class of 2016	47	75.0%
2016-2017	Class of 2017	57	72.0%
2017-2018	Class of 2018	47	75.0%

\*Not available until fall enrollment is confirmed.

### **C. Other Information**

The ethnic breakdown for the student population at Southwestern Junior-Senior High School is predominantly White/Caucasian ethnicity, with 98% of the students in this category. Other categories include Multi-racial (1%) and Hispanic (1%)

Eighteen percent of the student population receives services through the Special Services of Johnson County Special Education Co-operative (SSJCS). Student needs range from a self-contained classroom to general education classrooms with resource and support services.

Approximately 14% of our juniors and seniors attend classes at the Blue River Career Center (BRCC) in Shelbyville. Students may select classes in construction trades, automotive technology and bodywork, manufacturing, marketing, computer science, health careers and culinary arts. The career center has agreements with Ivy Tech, Vincennes University, Indiana State University and Ball State University for web-based interactive classes during the day and evenings for the community.

## **IV. Conclusions about the Current Educational Programming**

### **A. Curriculum and the Indiana Academic Standards**

Teachers will continue to use textbooks as a resource as we are 1:1 using Chromebooks as our textbooks. Teachers have built digital curriculums that are reflected in their curriculum guides and priority standard matrices which may be found in the principal's office.

### **B. Instructional Strategies and the Indiana Academic Standards**

Teachers have implemented new instructional strategies using G Suite where they can collaborate with students to enhance student learning. Teachers submit data artifacts as part of Domain 1 and Domain 3 of the RISE Rubric that meet Indiana Academic Standards. The teachers work collaboratively analyzing student work based on our text based writing, close reading assessments and technology enhanced assessments.

## **C. Student Achievement**

### **ISTEP+//ILEARN**

Students in grades seven and eight will participate in ILEARN and grade ten will participate in the state ISTEP+ assessment. Students are assessed through their classroom teacher on a daily basis, scope and sequence check once a week and other collaborative assessments such as close readings, technology enhanced assessments and SWAG writings. Overall test results are shared with students, parents, teachers and the community. Individual test results are shared with students, their parents and teachers. The results are reviewed and used to make data driven decisions for classroom instruction helping students improve in areas of weakness.

### **SPARTAN SWAG WRITING**

Southwestern students will participate in a school-wide writing acronym, SWAG, each year. SWAG provides students with a formula to write text based evidence responses across curriculum. SWAG writing will be utilized during in class assignments and assessments along with state standardized writing assessments. Staff members will use the results from SWAG to identify patterns of weakness in students' writing skills and improvements.

### **CLOSE READING ASSESSMENTS**

Students participate in close reading assessments in all classrooms. Teachers provide text for students to read and then the students must choose the BEST answer and then chose the portion of the text that backs up their answer choice.

### **TECHNOLOGY ENHANCED ASSESSMENTS**

Students participate in technology enhanced assessments in the classroom where they must answer questions requiring drop down boxes, fill in grid questions and multiple correct response questions. This provides students assessment practice they will see on the ISTEP+ test.

### **PSAT, SAT and ACT Assessments**

Southwestern students are encouraged to participate in the PSAT, SAT and/or ACT assessments as preparation for their post-secondary plans. The school counselor reviews the results of the tests with the students and makes recommendations for improvement.

### **Other Assessments**

Teachers use a variety of projects and assessment strategies in the classroom, which may include tests, quizzes, homework, projects, presentations and classroom activities which allow students to demonstrate mastery of the Indiana Academic Standards. Teachers are also encouraged to give students exit slips the last few minutes of class to assess mastery of the daily lesson objective to help drive instruction for the following day.

#### **D. Parental Participation**

Parental participation and collaboration at Southwestern Junior-Senior High School has been strong in most areas. A "Meet the Teacher" night is conducted during the first week of school for parents to come in and discuss curriculum, expectations and other areas of interest with each teacher. Parents are appreciative of the efforts of the school to communicate and work together improving the success of their child. Teachers keep a log whether on Google Calendar or hand written for reference.

Parents also have the opportunity to be involved through organizations such as Athletic Boosters, Band Boosters, FFA and Senior Parents. Many parents assist with club activities and our community night. Monies raised by the booster clubs are used to provide awards, pay for field trips, conferences and sponsor various activities for students.

The Spartner organization has been in existence since December 2011 and continue to be a large part of the school.

#### **E. Technology as a Learning Tool**

Southwestern Junior-Senior High School is a wireless 1:1 school that gives teachers and students access to Chromebooks. All students are able to take their Chromebook home. High School students pay for their Chromebooks in book rental and when they graduate they own the Chromebook. Teachers have the opportunities to use technology to build websites, create assessments, powerpoints, etc. to help differentiate instruction to meet individual student needs.

We have a computer lab which we call the "Plato Lab". The lab is used for our remediation, enrichment courses and credit recovery classes. We use the PLATO software for these programs, hence the name of the lab. We are expanding our credit recovery options to after school hours in an attempt to better meet the needs of our students. Some of our teachers have designed their own websites which highlight classroom activities, as well providing project instructions for students in their classes.

## **F. Safe and Disciplined Learning Environment**

The principal is certified as School Safety Specialist through the state of Indiana. Security cameras monitor the interior and exterior of the school. Exterior doors are locked throughout the day, with a buzzer and intercom system at the front door. Fire drills, severe weather drills and lockdown drills are conducted throughout the school year in an effort to be prepared should a disaster occur. The Southwestern campus is designated by the Red Cross as a community shelter area if needed. We have maintained a positive relationship with area law enforcement and fire officials and welcome them into our building to help us do security checks to maintain a safe school. We have also partnered with NetTalon making several upgrades to become a Safe School.

## **G. Professional Development**

Professional development opportunities for the staff members at Southwestern are geared towards their success as an instructional leader. Students are released one hour early Thursday throughout the school year. This allows the staff to meet for professional development on a weekly basis. Professional development will include but is not limited to differentiated instruction, checks for understanding, enrichment activities for students, meeting needs of high ability learners, staff and student collaboration, and anything necessary to improve the school learning environment.

## **H. Curriculum/Graduation Requirements**

A copy of a classroom curriculum may be accessed if parents/public desire. The curriculum guides are kept digitally and adjusted year to year as updates are needed. We offer honors classes in Language Arts and one in Chemistry. We currently offer dual credit in US History, Government, Language Arts and Horticulture. The counselor and/or principal meets with students to discuss their diploma track keeping updated copies on the requirements. This is done generally in our language arts classes with individual meetings on a need to have basis.

## V. Student Achievement Objectives/Goals

### A. Attendance Rate

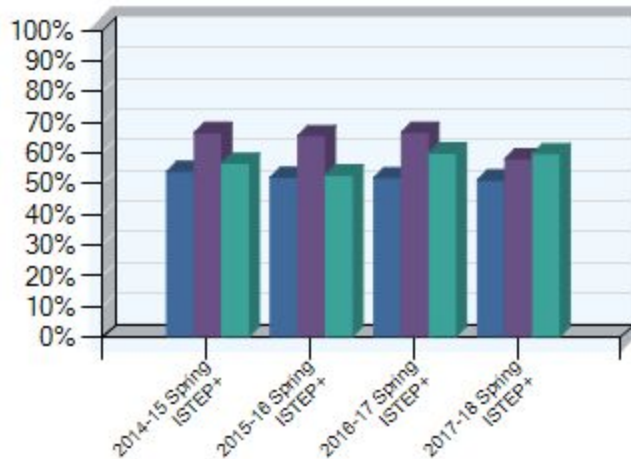
Southwestern Junior-Senior High School has set a goal to reach at least 97% attendance by the end of the 2017-2018 school year and are making progress toward that goal. We have added an attendance incentive program where students are awarded during convocations. Various community organizations and individuals have donated funds or prizes for the program, but we need to establish a solid fund for the continued implementation of the incentive program.

Year	Attendance Rate
2013-2014	96.4%
2014-2015	96.77%
2015-2016	96.77%
2016-2017	96.8%
2017-2018	96.8%

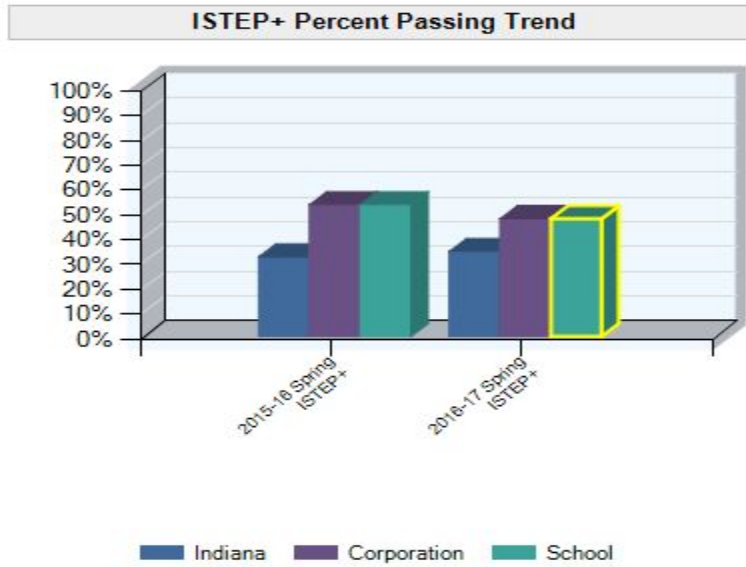
### B. Percentage of Students Meeting Academic Standards Under ISTEP+

The graph below shows the passing trend for all Southwestern students who have passed both sections of the ISTEP+. With the new implementation of the ECAs as the graduation requirement, only students in grades 7 and 8 are included in the calculation for 2010 and after for SWHS.

#### Junior High



## Grade 10 ISTEP+ Pass Rate



## Four Year Cohort Graduation Rate Trend



### C. Graduation Rate

Southwestern has maintained a fairly strong graduation rate for the past five years, although we are always striving to achieve a higher percentage rate. We are above the state average, but we would like to achieve 100% graduation rate in the future. The staff members at Southwestern work with students to help them complete their education. In some cases, we have helped students with online classes, credit recovery options, GQE preparation and remediation, referral to the Education Resource Center at Edinburgh Premium Outlets, or assistance with GED preparation and test registration.

Year	Graduating Class	Class Size	Graduation Rate*
2013-2014	Class of 2014	51	94.4%
2014-2015	Class of 2015	37	97.3%
2015-2016	Class of 2016	47	100%
2016-2017	Class of 2017	57	98.2%
2017-2018	Class of 2018	47	97.9%

### VI. Specific Areas of Concern

The school improvement teams at Southwestern Junior-Senior High School have identified the following areas of concern:

- The need to strengthen communication between school and parents
- The need for improved achievement measured by ISTEP+
- The need to improve our attendance rate
- The need to improve our Core 40 and above graduates

#### Communication

We implemented a twitter account “@SWShelbySpartan” that gives up to date information to parents, community members, students and other stakeholders. The Spartners (group of parents) have formed to get information out to other parents and collaborate with the staff to improve the school setting. Parents participate in different organizations such as Athletic Boosters, Band Boosters, etc. Teachers are required to send one positive email a week to a parent/guardian highlighting something they are proud the student achieved.



## **ISTEP+/GQE**

The students at Southwestern fluctuate between scoring above and below state average on the ISTEP+ and GQE. We conduct weekly scope and sequence checks at the Junior High level in math and language arts and are currently implementing a math and language arts RTI program from 10th graders on the bubble of passing ISTEP and 11th graders who did not pass ISTEP. We have noticed a weakness in our strand data working with linear equations and systems of equations. That has been a focus at the start of the school year for our Math 10 students. We also arranged our schedule so one teacher has all the Math 10 students. We noticed our strand data across the board showed we write well but our reading comprehension is down. We have instituted a silent reading program on Tuesday's and Friday's where students read and then have to summarize what they read in a paragraph that is turned in and inspected.

## **Attendance**

An incentive policy has been implemented as a way to improve attendance. Perfect attendance is recognized at the end of the first nine weeks, semester and end of the school year. The corporation adopted attendance guidelines which reflect the expectation that students must be at school on a regular basis. Students may face disciplinary action for non-attendance, including referrals to local law enforcement agencies for habitual truancy or excessive attendance violations. We have a dodgeball tournament at the completion of the first nine weeks and an outside competition day after the third nine weeks as incentives. We are also working more diligently with local law enforcement and the prosecutors office strengthening the accountability on parents to get students here.

## **Graduation**

The four year cohort graduation rate for 2012 was 87.8 percent. It is essential that students complete the necessary requirements for graduation so they can pursue a successful career afterwards. Struggling students have a variety of options for completing graduation requirements. Students may choose to make-up credits through the PLATO Lab at Southwestern or through an accredited online program during the summer. The Simon Youth Foundation has offered Southwestern and other schools the opportunity to participate in an alternative school, the Edinburgh Resource Center at Edinburgh Premium Outlets (ERC), to help students who need a non-traditional educational setting. We also have a mid-year graduation option which has provided several of our students with an opportunity to begin their college careers and work earlier than anticipated. The graduation rate has risen to 100% for the year of 2015-2016 and over 97% for the last two years of 2016-2017 and 2017-2018. We recently launched an online virtual academy for students that don't fit the brick and mortar mold. This has been a nice option for a few of our students.

## **VII. Benchmarks for Progress**

Successful progress towards our school improvement goals may be measured by the following benchmarks:

- Raise and Maintain ISTEP+ Language Arts Scores to 85%
- Raise and Maintain ISTEP+ Mathematics Scores to 85%
- Improve Attendance Rate to 98% in the next three years
- Maintain Graduation Rate of 100%
- Improve Core 40 and Above Graduation Rate to 90% or Higher

### **ISTEP+**

Teachers will incorporate test-taking strategies and Depth of Knowledge (DOK) words into their Lesson Objectives and daily class routine. Students have the opportunity to practice free response and multiple-choice questions through G Suite to familiarize themselves with these testing settings preparing them for the ISTEP+. Teachers will build their Lesson Objectives around the Indiana Academic Standards or Common Core Standards using checks for understanding that reflect the daily Lesson Objective. Data will be analyzed after checks for understanding to drive the lesson planning for the following day to meet the individual need of each student. These data points will be available upon parent or student request to enhance the educational experience.

### **Attendance**

An attendance incentive plan will continue to be in place. Additional incentives may be added to the plan. The staff agreed to offer students the incentive of opting out of one semester exam if the student met the attendance guidelines. Attendance data will continue to be graphed and distributed to stakeholders.

### **Graduation**

Options will continue to be available which will assist students in meeting the necessary graduation requirements. The school counselor will monitor students who are at risk of not graduating and meet with the students and their parents. Graduation data will continue to be graphed and distributed to the stakeholders.

## **VIII. Academic Honors Diploma and Core 40**

### **A. Provisions to offer courses**

The students at Southwestern Junior-Senior High School have the opportunity to select from courses which will fulfill the requirements for the Academic Honors and Core 40 diplomas. The English/Language Arts courses consist of grammar, literature and speech components. We will continue to explore and expand the options for dual-credit(DC) and advanced placement(AP) classes. We currently offer an English/Language Arts 12 AP and 11 AP course. The Mathematics courses consist of Algebra 1, Geometry, Algebra 2, Pre-Calculus and AP Calculus. Science courses consist of Biology, Chemistry, Earth/Space Science, Biology 2, Chemistry II and Integrated Chemistry/Physics is offered when needed. Southwestern offers one foreign language - Spanish. Students may complete four years of the language. The Social Studies department offers Government, Economics, US History, AP US History, AP World History, AP Human Geography, World Geography, Indiana Studies, Ethnic Studies and Psychology. The Fine Arts requirement may be met through Art classes - 2D Art, 3D Art, or Computer Graphics - or through music classes - Concert Choir, Show Choir, or Band. Health and Physical Education courses are offered, along with limited electives in this area. Career electives may be met through our Agriculture or Business department offerings, or by attending a variety of class options at Blue River Career Center(BRCC). Our school has offered a few online courses in student's area of interest to try and meet individual student interests in class areas we do not offer. We recognize that due to our size, the students at Southwestern may not have some of the opportunities that students at larger school have. We feel very strongly, however, that we provide our students with the opportunity for a well-rounded education which prepares them for their post-secondary plans.

### **B. Provisions to encourage completion of Academic Honors and Core 40 Diploma**

Southwestern Junior-Senior High School adheres to state guidelines for completion of the Core 40 diploma and encourages students to complete either the Academic Honors or Technical Honors diploma. Southwestern currently has dual-credit agreements with IVY Tech University. We are continuing to explore additional options as well. We will continue to add programs as teachers are approved by the universities. We also US History AP, Human Geography AP, World History AP, Biology AP, Art AP, Music Theory AP, English 11 AP, and English 12 AP. We have worked with students to develop flexible scheduling options which allow them to take an online course of their interest or a class that offers dual-credit.

## IX. Proposed Interventions

<b>Action Plan Template</b>
<b>Target Area for Improvement: Data Driven Decisions to Meet Individual Student Needs</b>

<p><b><u>Improvement Goal:</u></b> Teachers will use checks for understanding to differentiate their instruction and provide enrichment activities to meet the individual needs of our students.</p>	<p><b><u>Expectations for Student Learning:</u></b> Staff members will use assessments and/or exit/entrance slips to assess student level of understanding to provide instruction</p>	<p><b><u>Targeted Participants:</u></b> All Teachers All Students Building Administrators</p>
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<p><b><u>Interventions:</u></b> 1) Staff members will check for understanding; 2) Staff members will use data collected to meet individual need of student by differentiating instruction or providing enrichment activities; 3) Staff member will track student growth through a growth model of their choosing</p>	<p><b><u>Evaluation:</u></b> Teacher-Developed Assessments, Scope and Sequences and ISTEP+</p>
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<p><b><u>Timeframe for Implementation:</u></b> Teachers began implementing this in the 2012-2013 school year and will continue to improve in areas of personal need</p>
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<b><u>Actions</u></b>	<b><u>Schedule</u></b>	<b><u>Responsibilities</u></b>	<b><u>Monitoring</u></b>	<b><u>Resources</u></b>
1. Staff will use exit/entrance slips or other forms of assessment for a foundation of student levels	August - May of the current school year	Principal will meet with staff and discuss the success and/or need for improvement of assessment tools	Artifacts for SFS	Staff Development time, plan time, free time, before or after school meetings
2. Data will be used to differentiate instruction and provide enrichment activities for student achievement to meet individual student needs	August - May of the current school year	Principal will meet with staff and discuss success and/or level of activities collaborating with the teacher making sure they are at appropriate level	Artifacts for SFS	Staff Development time, plan time, free time, before or after school meetings
3. Staff will track students from the beginning of the school year to the end showing individual growth of students	August - May of the current school year	Staff will provide data to principal when asked	Artifacts for SFS	Staff Development time, plan time, free time, before or after school meetings

## Action Plan Template

### Target Area for Improvement: Technology

<p><b><u>Improvement Goal:</u></b> Staff will increase technology used in the classroom incorporating technology enhanced questions, close reading assessments and text based writing as well as a device for data gathering.</p>	<p><b><u>Expectations for Student Learning:</u></b> Student achievement should improve as students become accustomed to answering technology enhanced questions as well as having their individual needs met with the data collected to drive instruction.</p>	<p><b><u>Targeted Participants:</u></b> Staff Students Stakeholders Parents</p>
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<p><b><u>Interventions:</u></b> 1) Provide differentiated learning opportunities through professional development for staff; 2) Professional development on data gathering and analyzing techniques; 3) Provide opportunity for parent and stakeholder feedback through surveys to analyze the productivity of the technology being incorporated.</p>	<p><b><u>Evaluation:</u></b> SFS Artifacts Surveys Stakeholder Feedback Data Meetings</p>
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**Timeframe for Implementation:** Action steps have already been put into place and started

<b><u>Actions</u></b>	<b><u>Schedule</u></b>	<b><u>Responsibilities</u></b>	<b><u>Monitoring</u></b>	<b><u>Resources</u></b>
1. Ongoing professional development for staff members	August - May of the current school year	Teachers share artifacts with the principal	SFS	Staff Development and workshops
2. Individual Student Data to be analyzed in individual and/or group meetings	August - May of the current school year	The Principal will work with individual teachers and the groups formulated	Minutes and documentation of meetings	Staff Development time, plan time, free time, before or after school meetings
3. Stakeholder surveys	August - May of the current school year	The Principal, Assistant Principal, Guidance Counselor, will create surveys to send out to stakeholders	The Principal, Assistant Principal, Guidance Counselor	Staff Development time, plan time, free time, before or after school meetings

## Action Plan Template

**Target Area for Improvement: School Safety**

<p><b><u>Improvement Goal:</u></b> Staff will continue to improve on the best practice solution for school safety that has been installed in the building.</p>	<p><b><u>Expectations for Student Learning:</u></b> Administration and Staff will continue to do practice drills analyzing the impact on each plan monitoring the progress or need for improvement in certain areas of each plan.</p>	<p><b><u>Targeted Participants:</u></b> Staff Students Sheriff Department</p>
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<p><b><u>Interventions:</u></b> 1) Create new scenarios to practice; 2) Increase communication with staff and students about how the drills or plans can be improved; 3) Open line of communication with the sheriff's department</p>	<p><b><u>Evaluation:</u></b> Improved Plans Documented Meetings</p>
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**Timeframe for Implementation:** Action steps have already been put into place and started

<b><u>Actions</u></b>	<b><u>Schedule</u></b>	<b><u>Responsibilities</u></b>	<b><u>Monitoring</u></b>	<b><u>Resources</u></b>
1. Practice Drills	August - May of the current school year	Staff and teachers communicate about the drill discussing pros and cons	On-going discussions to be written down	Staff Development NetAlon
2. Revision of new updates installed within the security system	August - May of the current school year	The Principal will work with NetAlon on best practices when system is updated and inform staff while collaborating with the corporation safety team	On-going discussions and trainings	Scheduled Meetings with stakeholders
3. Communication with sheriff department	August - May of the current school year	The Principal and Assistant Principal will discuss with the sheriff department best practices for students when the sheriff's department is discharger for drills	The Principal, Assistant Principal and sheriff department	Scheduled meeting times after drills

## Action Plan Template

**Target Area for Improvement: Curriculum Development for ILEARN Improvement**

<p><b><u>Improvement Goal:</u></b> Staff will continue to implement a digital curriculum while aligning their curriculum horizontally and vertically creating rigorous assessments.</p>	<p><b><u>Expectations for Student Learning:</u></b> Staff will collaborate on curriculum, working to find digital resources and assessments designed for student growth using the Depth of Knowledge Chart.</p>	<p><b><u>Targeted Participants:</u></b> Certified Staff Administrators</p>
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<p><b><u>Interventions:</u></b> 1) Staff professional developments to discuss curriculum alignment. 2) Artifacts uploaded into SFS showing curriculum alignment. 3) Assessments that measure effectiveness of the curriculum using technology enhanced questions.</p>	<p><b><u>Evaluation:</u></b> SFS Artifacts Documented PDs Assessments</p>
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**Timeframe for Implementation:** Action steps have already been put into place and started

<b><u>Actions</u></b>	<b><u>Schedule</u></b>	<b><u>Responsibilities</u></b>	<b><u>Monitoring</u></b>	<b><u>Resources</u></b>
1. Professional Development	August - May of the current school year	Share strategies/ resources to align curriculum horizontally and vertically	On-going discussions to be written down	Staff Development
2. Quality SFS Artifacts	August - May of the current school year	The Principal will monitor the quality of artifacts uploaded into SFS	On-going discussions and trainings	Teachers Principal
3. Collaborate on Assessments using Item Specification Sheet	August - May of the current school year	Teachers will collaborate cross curriculum on assessments and review item specification sheets	The Principal, Assistant Principal and teachers	On-line Teachers

## Action Plan Template

**Target Area for Improvement: Attendance Rate**

<b>Improvement Goal:</b> Student attendance will increase to 97.0% in the next three years.	<b>Expectations for Student Learning:</b> Students will be present during the school day to receive direct instruction.	<b>Targeted Participants:</b> Staff Administration Students
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<b>Interventions:</b> 1) Attendance incentive program with dodgeball tournament at the end of the first nine weeks, a Minute To Win It activity mid-year, and an outside event during the 4th nine weeks. 2) Effective communication between administration and parents regarding students' attendance rates. 3) Build a collaborative relationship with the prosecutor's office.	<b>Evaluation:</b> Attendance Documentation of communication with parents and prosecutor
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**Timeframe for Implementation:** Action steps have already been put into place and started

<b>Actions</b>	<b>Schedule</b>	<b>Responsibilities</b>	<b>Monitoring</b>	<b>Resources</b>
1. Incentive program	End of first nine weeks, mid year and during fourth nine weeks	Administration and teacher led	Daily attendance taken	INow
2. Communication with parents/guardians	August - May of the current school year	The Assistant Principal will communicate via phone, email and letters mailed home	On-going discussions and trainings	Attendance Report from INow
3. Relationship with prosecutor office	August - May of the current school year	Assistant Principal will keep documentation of attendance and send to prosecutor's office	Assistant Principal	Attendance Report from INOW



## Action Plan Template

**Target Area for Improvement: Graduation Rates**

<b>Improvement Goal:</b> Achieve a 100% graduation rate	<b>Expectations for Student Learning:</b> Provide students with multiple learning opportunities and avenues to meet their needs and the requirements of the Indiana Department of Education	<b>Targeted Participants:</b> Staff Administration Students Parents/ Guardians
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<b>Interventions:</b> 1) The Education Resource Center (ERC) is an option for our non traditional students. 2) Southwestern Virtual Academy (online learning program) is an option for our non brick and mortar students. 3) We have a designated computer lab for credit recovery and online learning electives for our students who struggle in certain classes in the brick and mortar setting.	<b>Evaluation:</b> Student Grades on Report Cards Communication with Students Review of Programs
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**Timeframe for Implementation:** Action steps have already been put into place and started

<b>Actions</b>	<b>Schedule</b>	<b>Responsibilities</b>	<b>Monitoring</b>	<b>Resources</b>
1. Education Resource Center	As needed but preferably beginning of year or semester	Administration monitoring grades	Grading period	INow/Communication with students and teachers
2. Southwestern Virtual Academy	As needed but preferably beginning of year or semester	Administration monitoring grades	Grading period	INow/Communication with students and teachers
3. Designated Computer Lab Time	As needed	Administration monitoring grades	Grading period	INow/Communication with students and teachers

## **X. Professional Development**

### **A. Emphasis on Student Learning and Performance**

Staff members will continue to receiving innovative training on how to make data driven decisions. Staff members will use the data they collect to enhance their curriculum by differentiating their instruction and providing enrichment activities for students at the individual student's appropriate level. Additional professional development opportunities will be pursued as staff needs indicate. Professional development opportunities will be examined based on the needs of the student and relevance to the classroom.

### **B. Supports research-based, sustainable school improvement efforts**

The staff at Southwestern will continue to seek out research-based strategies which are relevant to our needs. Special consideration will be given to activities which have shown a positive impact on student learning and have led to sustained levels of achievement with student populations which are similar to Southwestern.

### **C. Aligns with core principles of professional development**

Staff members will identify the primary needs of the students within the learning environment. Staff members will then identify their own needs within the classroom with respect to the individual learning needs of their students based of checks for understanding. Opportunities for peer collaboration, mentoring and conferences are just a few of the ways which teachers may receive professional development.

### **D. Cultural Competency**

Although Southwestern does not have a great deal of ethnic diversity, we cannot overlook the other areas of cultural diversity. Cultural diversity may exist through socio-economic status, ethnicity, gender, and varied learning needs. The staff of Southwestern is cognizant of the various areas and works to "level the playing field" for all students. We ensure that no student is discriminated against because of their financial means, ethnicity, gender or learning needs. We have installed a computerized cafeteria system which allows students to enter an ID number on a keypad rather than show a ticket or pay at the register. The staff and students at Southwestern embrace the opportunity to learn about other cultures, hosting foreign exchange students each year. Students for whom English is not their native language receive assistance from staff members to help them improve their English skills. Our Spanish teacher provided a professional development to help our teachers understand the struggles of our non English speaking students. Teachers have made adjustments to instruction based off this professional development.

## **XI. Statutes and rules to be waived**

There are no statutes or rules which need to be waived in order for us to implement our school improvement plan.

## **XII. Three-year Timeline for Implementation, Review and Revision**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
<b>Data Driven Decisions</b>	Continue implementation and improvement from 2013-2014 school year	Staff will have an established system to communicate data with parents	Analyze outcomes and revise as needed
<b>Parent Communication and Community Involvement</b>	Google Contact Log Twitter. Implementation of Pinwheel	Adjust as needed based off stakeholder feedback	Adjust as needed based off stakeholder feedback
<b>ISTEP+</b>	Analyze data and adjust accordingly while implementing DOK words into lesson objectives	Analyze data and adjust accordingly while implementing DOK words into lesson objectives	Analyze data and adjust accordingly while implementing DOK words into lesson objectives
<b>Attendance Rate</b>	Continue implementation of attendance incentive program	Continue research of effective measures used by other corporations and adjust accordingly	Continue research of effective measures used by other corporations and adjust accordingly
<b>Graduation Rate</b>	Review and revise individual student cases and current policies	Continue research of effective measures used by other corporations and adjust accordingly	Continue research of effective measures used by other corporations and adjust accordingly

