

# **Strategic and Continuous School Improvement Plan**

**for**

**Southwood High School**

**8655**

**for the period of  
July 1, 2016 to June 30, 2017**

*Submitted by:*

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**Andrew McDaniel, Principal  
September 9, 2016**

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Southwood High School chose to adopt the continuous school improvement format of the North Central Association as its model for compliance with P.L.221. This decision was made following a review of other school improvement planning strategies and for the following reasons:

The NCA school improvement model

- is a continuous school improvement model;
- has a strong correlation with the plan components required by P.L.221;
- is supported by opportunities for professional development;
- has peer review as an integral component of the process;
- provides software for data analysis and the development of a school profile that facilitates consistent data gathering for each school;
- focuses on improved achievement for all students.

## **School Improvement Committee Membership**

Rod Cole – Teacher

Tammy Farlow - Teacher

Shelly Faust – Teacher

Rita Griffith – Community Member

Andrew McDaniel – Principal

Michelle Sparling - Teacher

Jeff Springer - Teacher/Parent

Cheryl Stouffer – Classified Staff/Parent

## **School Profile**

Motto

**"S.H.A.R.P."**

### **Successful Habits Activate Responsible People**

The staff of Southwood Jr/Sr High School is committed to providing all students with the opportunities necessary to maximize their learning potential. Since we believe that this is a shared responsibility between the home and school, Southwood Jr/Sr High School has adopted the following Mission Statement:

*Southwood Jr/Sr High School provides academic and activity-based experiences, which cultivate a partnership among the school, the home, and the community, providing an opportunity for diverse learners to become independently functioning citizens.*

Respect, Responsibility, and Personal Best

### **Metropolitan School District of Wabash County Vision, Mission, and Tagline**

#### **MSD Mission**

Inspiring a community of learners to discover and achieve their passion and potential.

#### **MSD Vision**

MSDWC: Innovators and thinkers who are successful in life and enrich the lives of others

#### **We are . . .**

Creative problem solvers

Driven to take initiative and ready to roll up our sleeves and get the job done

Resilient and unafraid to fail. . . Try--Fail--Learn--Try again!

Self-reliant

Ethical, honest, and trustworthy

#### **Tagline**

Dream Big and Work Hard

**The District:**

The Metropolitan School District of Wabash County serves families in Wabash County and the townships of Lagro, Liberty, Noble, Paw Paw, and Waltz. It occupies a 394 square mile area in Wabash County. It includes the small towns of LaFontaine, Lagro, Lincolnville, Roann, Speicherville, and Urbana. Four major state highways, State Road 13, State Road 15, State Road 24 and State Road 124 provide quick, convenient access to Huntington, Marion, North Manchester, and Wabash. The larger cities of Anderson, Muncie, Fort Wayne and Warsaw are within an hour's drive.

Southwood Jr/Sr High School (hereafter referred to as Southwood) services most of Wabash County south of the Wabash River. It is part of the Metropolitan School District of Wabash County. The school Corporation is governed by an elected school board, which consists of five members, one from each of three districts and two at-large.

The area served by Southwood has a heritage as a rural farm community. The student population is mainly rural with some students coming from small towns and the south edge of Wabash. Although agriculturally related occupations are present, the business and industrial employment in the area exceeds that of farm employment.

The Southwood attendance area is serviced by two K-6 elementary schools and one 7-12 junior/senior high school. The junior high consisting of grades 7 and 8 shares the same building

with the high school. If appropriate, some junior high students may be placed in high school level courses. The building opened in September 1962. A major renovation, including a new media center, computer lab, science labs, and some classrooms was completed in the spring of 1989. New technology was added in 1995 as well as upgraded athletic facilities. Another upgrade in technology and some athletic facilities was completed in 2005. In 2011, the school piloted iPads and laptops in several classrooms. The pilot program was so successful that the school went 1:1 with MacBooks for all students. The network was upgraded and became a Google based school.

The mobility of the student body has increased during the past years, but is still stable when compared to the school population in other areas of the state. Approximately 97 percent of our students are Caucasian. A significant percentage of our students have been in our system their entire school career. There has been an increase in the percent of students qualifying for free and reduced lunches during the last five years.

The English, mathematics, science, and social studies departments each have chairpersons. Each subject area in conjunction with the principal and corporation curriculum director is responsible for formulating, updating, and evaluating curriculum. A variety of classes are offered including college prep and vocation classes. At the present time we offer several advanced placement classes. Approximately one-fourth of the juniors and seniors attend Heartland Career Center each day for one-half day of vocational training. Students with special needs are serviced

through the Wabash-Miami Area Program for Exceptional Children. At Southwood we provide services for the LD and MIMD programs.

Southwood has an At-Risk program which serves grades 7-12. Referrals are made to guidance and then given to the At-Risk supervisor. Grades and background information are used to determine admittance to the program. Accelerated students are served through advanced placement classes.

The school day is divided into seven forty seven-minute periods including a lunch period that is divided into three thirty-minute periods and a twenty minute sustained silent reading period.

While board policy requires each student to be in class a minimum of five class periods a day, most of our high school students are in class for six instructional periods and one study hall.

Students may choose to take seven classes. All courses figure in the GPA and only AP courses are weighted. The grading system is on a twelve point scale with A+ = 12. Beginning in 1995, the student's GPA determines placement on various honor rolls. In order to expose the seventh grade class to a variety of practical arts, they participate in a wheel class that rotates every quarter. Junior high students who choose to participate in band or choir do not have a study hall.

The school year is divided into two eighteen-week semesters, and each semester has two nine-week grading periods. Teachers are expected to make weekly updates to Skyward regarding student grades. Important event information is shared with parents on various social media outlets. Additionally, parents can request to have announcements sent to them via email.

Parents are encouraged to set up appointments with teachers through the guidance department.



Our students have many opportunities to participate in interscholastic competition, both academically and athletically. Students may participate in interscholastic competition in English, mathematics, and agriculture. Fine arts competitions include art, instrumental, and vocal contests. Team sports include the following: baseball, basketball, cross country, football, golf, softball, tennis, track, volleyball, and wrestling. Intramural basketball is offered to all high school students.

Parents and other community members frequently participate in school activities. The music parents and adult athletic booster clubs are involved in those students' interests. Parents chaperone dances and field trips. Parents are also involved in advisory boards and evaluation committees.

The school climate is a safe and disciplined learning environment. The students and staff have SNAP/ID cards that identify them and are used to purchase food in the cafeteria or check out materials in the Media Center. The ID cards are also used to access various parts of the building that are locked during the day. Cameras are placed strategically inside and outside the school to monitor the halls and school grounds. A Safe School Helpline is available for patrons and students to call and leave anonymous tips about concerns they may have. Teachers monitor the halls between classes and the parking lot before and after school.

A survey was given to graduating seniors of 2016 concerning their post-secondary plans. Forty-one percent of those students stated they would attend a four-year school after their time at Southwood. Fifteen percent indicated they would be at a two-year/vocational technical school

Eleven percent of graduating seniors said they would be looking to enter the workforce. Three percent of those surveyed were undecided on their plans.

Only minor changes have occurred in the school community. The basic structure and function of Southwood Jr/Sr High School has remained fairly consistent.

### **The Economy:**

Over seventy-five percent of the Southwood community's total land area is used for farming. Local businesses include grain elevators, a car dealership, hotel/restaurant, and many retail establishments. These businesses provide seasonal and year-round employment. Many Southwood residents also find employment in nearby Marion and Kokomo.

### **Civic Life:**

Many churches, clubs and civic organizations enrich the lives of Southwood citizens. They contribute immensely to the spiritual and social well-being of community residents. Three nearby reservoirs, Mississinewa, Salamonie, and Huntington, provide excellent opportunities for fishing, boating, water skiing, swimming, camping, and hiking. Surrounding communities offer good facilities for bowling, golf, tennis and cinema. Neighboring Marion and Kokomo support a strong civic theater and a philharmonic orchestra.

### **Higher Education:**

Two state universities operate campuses near Southwood: Indiana University at Kokomo and Ball State University at Muncie. Each offers extensive evening and summer courses. Ball State also provides many evening courses at nearby Grissom Air Force Reserve

Base, Marion HS, and other nearby locations. Manchester College is an outstanding private college located in Wabash County. Two excellent private colleges, Indiana Wesleyan University and Taylor University, are located in Grant County. Qualifying juniors and seniors are given the opportunity to take college courses at Indiana Wesleyan during the morning. IVY Tech Community College maintains campuses in Marion, Kokomo, and Muncie.

### **The Corporation's History:**

In 1959, the Somerset, Noble, and LaFontaine school systems consolidated to form Southwood Jr/Sr High School.

The corporation began a building program immediately after its original consolidation. According to a long-range plan, the buildings in Lagro (1980), Roann (1969), Chippewa (1969), and Urbana (1980) were used as elementary schools until the replacement of new structures – designated in parenthesis. The LaFontaine building's last year as an elementary school was 2013-2014. Two junior/senior high school complexes were opened in the fall of 1963. The opening of a new physical education addition to these complexes in 1979 completed the program. An outstanding feature of the physical education facility is an indoor track. Further upgrades in technology and some athletic facilities were completed in 2002 - 2005. MSD of Wabash County students now enjoy excellent school buildings with all of the facilities for a flexible, student-centered approach to learning.

Data from the 2015-2016 school year shows that MSDWC's K-12 educational program has 2,169 students. Grades K-6 are taught at LaFontaine, Metro North, Sharp Creek and Southwood Elementaries. Grades 7-12 are housed at Northfield and Southwood Jr/Sr High Schools. The corporation endorses the principle of equal opportunity and adheres to all Title IX

regulations in its student policies.

**The Junior/Senior High Program:**

Southwood Jr/Sr High School tailors its educational program to individual student needs.

It strives to impart the values, knowledge and skills which the maturing student needs for educational, occupational and personal success. There are 441 students at Southwood

Jr/Sr High School with the population consisting of 99% Caucasian, and 1% other. Although

small, the high school offers an unusually large number of elective courses. Southwood High School students may also enroll in technical and trade courses through the Heartland Area Career

Center in Wabash. Students can also earn dual credit through Indiana Wesleyan University and Ivy Tech State College. Southwood offers the opportunity for aspiring teachers to assist

elementary teachers in their duties through the cadet teaching program. Southwood became a

1:1 school during the 2012-2013 school year. Each student in grades 7-12 is assigned a

MacBook Air laptop computer. Southwood's small enrollment encourages close rapport between students and teachers. Frequent opportunities arise for informal counseling by teachers, and an

excellent formal counseling service also assists students with personal problems and future plans.

The Metropolitan School District of Wabash County offers extensive special services to

meet the educational needs of children with physical, intellectual, social or emotional differences. These services involve instruction in classrooms, homes and hospitals.

Frequently occurring special needs are served through individualized programs for

exceptional children. These programs ensure a free and appropriate education providing

flexibility, atmosphere, environment and opportunities for the pupil to experience success

in reaching his/her maximum potential. The goal of these programs is to prepare each

child to become a successful, independent citizen. Low-incidence special needs are fulfilled through the Wabash-Miami Area Program for Exceptional Children.

Southwood Jr/Sr High School exhibits many educational features of which its faculty, students, parents, and community can be justifiably proud. The warm caring attitude of the faculty, support staff, and administration, coupled with the supportive attitude of the parents, provides an environment in which students can achieve maximum personal growth.

*IC20-10.2-3-3(c)*

### **Description of Curriculum and Location:**

Southwood Jr/Sr High School's Curriculum Guide is a narrative description of educational objectives, strategies, and resources. The curriculum guide is a tool used to assist staff members in reaching objectives in each course. The objectives are written to support the achievement of Indiana academic standards. Committees revise the curriculum guide prior to each curriculum and textbook adoption.

Southwood High School offers four types of diplomas: a General Diploma, a Core 40 Diploma, Technical Honors Diploma and an Academic Honors Diploma. Students are made aware of the different diplomas, and are encouraged to work towards completion of the Core 40 Diploma, Technical Honors Diploma, or Academic Honor Diploma.

A copy of Southwood Jr/Sr High School's Curriculum Guide is located and accessible through our homepage on the worldwide web as we adopt new curriculum. The curriculum is constantly being revised and aligned with state standards in the year previous to the adoption.

Southwood Jr/Sr High School offers a variety of courses and activities for students interested in a challenging academic experience. During the instructional day, advanced placement courses are offered in several subjects, including math, English, social studies, and science. Extracurricular opportunities available include academic teams (English and math), FFA, art, instrumental and vocal contests, and athletics.

**Assessments:**

Grade	Assessment
7	NWEA (Fall, Winter, Spring) ISTEP (Spring)
8	NWEA (Fall, Winter, Spring) ISTEP (Spring)
9	NWEA (Fall, Winter, Spring) ISTEP Biology (Spring)
10	NWEA (Fall, Winter, Spring) ISTEP (Spring) PSAT (Fall)
11	ECA Retakes (If applicable) AP Tests SAT/ACT Accuplacer
12	ECA Retakes (if applicable) AP Tests SAT/ACT

In adherence to state law to provide remediation opportunities to below standard students on the ECA, Southwood Jr/Sr High School offers a Remediation Program designed to review basic English and math skills based on the 10<sup>th</sup> grade Indiana State Standards. Students, who are below standards on the ECA or ISTEP, are required to participate. Students not meeting state standards are required to attend a study hall remediation program at least once a week.

Southwood has an At-Risk program which serves grades 7-12. Referrals are made to guidance and then given to the At-Risk supervisor. Grades and background information are used to determine admittance to the program.

The Remediation Program is held in the media center. The At-Risk Program is housed in a classroom. An educational assistant staffs each program. The special services programs

incorporate a variety of learning environments, including, inclusion and direct instruction. The following programs and resources are used for the remediation and special services programs:

**ISTEP/ECA Remediation Resources & Programs**

<b>Reading/Language Arts</b>	<b>Mathematics</b>
Weekly Remediation Program (During Homeroom and/or After School)	Weekly Remediation Program (During Homeroom and/or After School)
Extra Assistance (After School via Educational Assistant)	Extra Assistance (After School via Educational Assistant)

**Special Services Resources & Programs**

<b>Language Arts</b>	
APEX Computer Software	American Guidance Service Textbooks & Programs
Life Skills Class	
Small Group Assistance	

<b>Reading</b>	
American Guidance Service Textbooks & Programs	Small Group Assistance
APEX Computer Software	Brainstorming
SkillsBank Computer Program	Read Naturally Computer Software



## Mathematics

Life Skills Class	American Guidance Service Textbooks & Programs
Computer Software	Algebra Enrichment
Small Group Assistance	ALEKS, IXL

*IC20-10.2-3-5(a)(3)*

### General Information

Southwood Jr-Sr High School #8655	Phone: (260) 563-8050	Fax: (260) 563-8050
564 E SR 124	Grade Span: 07-12	Status: Full Accreditation
Wabash, IN 46992-0000	M S D Wabash County Schools	Open Date: 09/01/62
Locale: Rural, outside MSA	Schedule: Traditional	
NCES Number 1812180-01948	EIS Type: 5 JR. HIGH, HIGH	

### Performance Data

Year	Enrollment	Attendance Rate	Graduation Rate	Free Lunch Count	Reduced Lunch Count	Free Lunch Percent	Four Star Award
1995-96		96.30%	88.6	53		8%	****
1996-97		95.20%	90.9	55	9	9%	
1997-98	581	95.20%	92.7	41	10	7%	
1998-99	582	94.70%	87.3	43	21	7%	
1999-00	590	94.80%	86.7	38	15	6%	
2000-01	576	95.30%	87.2	29	15	5%	
2001-02	571	95.40%	83.9	52	35	9%	
2002-03	623	95.70%	89.4	61	37	10%	
2003-04	586	96.70%	91.8	68	23	12%	
2004-05	590	97.40%	85.0	54	34	9%	****
2005-06	613	96.90%	85.1	65	35	11%	
2006-07	634	96.70%	84.3	70	30	11%	
2007-08	617	96.60%	89.8	123	50	28%	
2008-09	622	96.50%	86.5	135	53	21%	
2009-10	639	96.49%	89.9	125	36	27%	
2010-11	599	96.7%	90.3	125	36	21%	
2011-12	551	97.0%	95.8	126	42	23%	
2012-13	534	96.2%	95.1	117	42	22%	
2013-14	529	96.4%	96.8	107	45	20%	
2014-15	516	96.2%	99	116	42	22%	
2015-16	482	95.89%	98.9	124	39	26%	
2016-17	441			121	37	27.4%	

**School Mission Statement:**

Southwood Jr/Sr High School provides academic and activity-based experiences, which cultivate a partnership among the school, the home, and the community, providing an opportunity for diverse learners to become independently functioning citizens.

**Motto:**

S.H.A.R.P. = Successful Habits Activate Responsible People

**Belief Statements:**

- We believe teachers, parents, and the community along with the student share in the responsibility and support of the student's education.
- We believe each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- We believe each student learns in a different way and believe that each student deserves the opportunity to achieve at his/her own ability level.
- We believe a safe, clean environment which is physically suitable for learning should be provided for each student.
- We believe mutual respect should exist between staff and students.
- We believe each student deserves open and equal access to all school opportunities.
- We believe each student deserves educational challenges which encourage each to strive toward his/her highest potential.
- We believe course work should be applicable to each individual student's educational and career plan.
- We believe each student is expected to actively participate in the learning process.

**Indiana Academic Standards:**

Curriculum development is based on the current Indiana Academic Standards. Departments regularly review and revise curriculum and update as needed.

*IC20-10.2-3-3©  
IC20-10.2-3-5(a)(6)(A)*

**Instructional Strategies:**

Teachers use a variety of instructional strategies to integrate the Indiana Academic Standards in lesson development. These strategies include, but are not limited to, the following: performance-based instruction, cooperative learning, modeling, kinesthetic activities, project-based learning, technology integration, and traditional teaching methods.

*IC20-10.2-3-3©*

## Parental Involvement

Southwood Jr/Sr High School has various opportunities to foster and promote parental involvement. Some opportunities that are currently in use consist of parent-teacher communications, special projects, parent organizations, extracurricular events, and athletic events.

- Parent-Teacher communications at Southwood Jr/Sr High School:
  1. Open House: In the fall the junior high hosts an open house for incoming seventh graders and parents. This provides a great opportunity for parents to meet the teachers in an informal setting.
  2. Internet Web Site: The school web site currently contains an activities calendar and the daily student announcements which provide valuable information to parents who have access to the internet.
  3. Skyward: Skyward will be updated regularly. It communicates a wide-range of information from school: meal card purchases and balances, missing assignments, up to the minute grades, term grades
  4. Email: All teachers in the school have access to email. Some teachers are currently using email to communicate directly with parents.
  5. Parent/Teacher Meetings: Faculty, students, parents and administration are actively involved in these meetings for the purpose of helping individual students increase achievement.
  6. Parent/Teacher Conferences: Parent/Teacher Conferences are hosted during an extended day in the fall and spring. These conferences provide interactions which allow communication regarding student progress. Grade cards are handed out at the conferences.
  
- Southwood Jr/Sr High School parents are actively involved in special projects.
  1. Textbook evaluation committees
  2. Southwood Jr/Sr High School field trips
  3. National Honor Society reception following the induction of new members
  4. Senior/Awards program
  5. FCA trips
  
- Southwood Jr/Sr High School parents are actively involved in school organizations.
  1. Athletic Parent groups
  2. Music Parent groups
  3. Agriculture Advisory Board

- Southwood Jr/Sr High School parents are actively involved in extracurricular events.
  1. Student Congress Career Development event
  2. Chaperone dances
  3. Attend, volunteer, and work at football, volleyball, cross-country, basketball, wrestling, track, baseball, softball, cheerleading and golf events

**Current Involvement**

**Possible Future Involvement**

Class presentations  
 Field trips  
 Parent/teacher conferences  
 Athletic events  
 Athletic groups  
 Music groups  
 Drama groups  
 Special projects  
 Substitute teachers  
 Book Fair  
 Seventh Grade and Freshmen Orientation  
 E-mail (parent/teacher)  
 Career Development event  
 FFA Banquet  
 National Honor Society induction  
 FFA Greenhand Breakfast  
 Guest Speakers  
 FCA Field Trips  
 FCA Breakfast  
 Social Studies-Vietnam Veterans Day  
 Prom  
 Financial Aid Workshops  
 FFA Advisory Committee  
 FFA Judging  
 Guidance Dept. communication meetings  
 FFA State Convention

Training sessions for parents  
 Homework posting on web site

*IC20-10.2-3-5(a)(5)*

## **School Plan for a Safe and Disciplined Learning Environment**

Southwood Jr/Sr High School currently has several items in place that contribute to its safe and disciplined learning environment. They are as follows:

1. **Metropolitan School District of Wabash County Junior/Senior High Student Handbook**  
The handbook is given to each student in digital form on the school-assigned laptop at the beginning of the school year and will also be posted on the high school web site ([www.msdbc.k12.in.us](http://www.msdbc.k12.in.us)). It includes what the school expects from students, guidelines for student conduct, and the discipline policy and discipline grid. The discipline grid lists infractions and the specific disciplinary action that will occur for each infraction. This helps students, teachers, staff and parents know what to expect when an infraction occurs and helps contribute to a safe and disciplined learning environment.
2. **Metropolitan School District of Wabash County Crisis Response Guide**  
The response guide is given to all teachers and staff. It covers how to handle various emergency situations such as bomb threats, earthquakes, fires and guns or weapons. Teachers and staff are reminded at the beginning of the school year to review its contents.
3. **Telephones in All Classrooms**  
Telephones were installed in classrooms to give teachers immediate access to the school office in case of emergencies. The telephones are tested and maintained so that they are guaranteed to be in proper working order.
4. **Enforced Pass Policy**  
Southwood Jr/Sr High School has established guidelines for visitors. These guidelines are strictly enforced. There is a sign posted at every entrance to the building requiring visitors to check into the school office. In addition, all entry doors are locked during school hour with the exception of the main entrance by the school office.
5. **Security Cameras/SNAP Cards/Safe School Helpline**  
Several security cameras have been installed in the building. There are currently nine cameras on, twenty-four hours a day, to monitor the parking lots and the entrances to Southwood Jr/Sr High School. These cameras are placed in strategic locations throughout the school building to help maintain and provide for a safe and disciplined learning environment. Students and staff have SNAP/ID cards that identify them and are used to purchase food in the cafeteria or check out materials in the Media Center. The ID cards are also used to access various parts of the building that are locked during the day. A Safe School Helpline is available for patrons and students to call and leave anonymous tips about concerns they may have.

*IC20-10.2-3-5(a)(7)*

## **Technology**

Southwood Jr/Sr High School has various types of technology available for both staff and student use. Southwood Junior/Senior is a 1:1 school. All students in grades 7-12 are assigned to a MacBook Air laptop computer. All computers are networked and have e-mail capability and Internet access for improved communication between administration, staff members, students and parents. Additionally, many different kinds of software are pre-loaded on these laptops for student educational use.

The school has a technology assistant who is capable of helping staff and students. The coordinator is available to help an entire class or individuals as the case may be. The business and practical arts departments offer a wide range of classes that teach students differing aspects of technology.

The school staff has received training on the computer and many of the software programs available. Training was provided by the school corporation when the network was installed. As new staff is hired, training is provided by the Technology Assistant.

The technology applications listed above are a result of the faculty and staff's desire to improve the integration of technology, which is an integral part of the School Improvement Plan. Please refer to the School Improvement Plan/Action Plan, found on pages 34- 55, for specific methods on how technology will be continuously integrated into instruction.



**Indiana Department of Education  
Professional Development Plan**

**School Name:** Southwood Jr/Sr High School

**County/Corp/School Number:** Wabash/ Metropolitan School District of Wabash  
County/8050

**Address:** 564 E. State Road 124  
Wabash, IN 46992

**Phone:** (260) 563-8050

**Fax:** (260) 569-6843

**Name of Principal:** Andrew McDaniel

**Principal's e-mail address:** mdaniela@msdwc.k12.in.us

**Grade levels included in school:** 7-12

## **1. Vision for Professional Development**

Our vision, as a staff, for the professional development program is to help students reach their maximum potential. It is our intent that the Southwood Jr/Sr High School faculty will pursue research of instructional programs that utilize a wide array of teaching methods. Differentiated instruction will enable us as teachers to more effectively assist all students in learning, meeting standards and obtaining the necessary skills. Our vision includes engaging all faculty members in the investigation and participation of trials, usage and reflection of alternative methods of teaching. We will investigate both discipline-specific and interdisciplinary methods of teaching. We will proceed through this in the hope of meeting the individual needs of a wider range of students.

## **2. Professional Development Program Goals**

We have four goals for our Professional Development Program. We would like to build a learning community, improve school climate, integrate technology, and use curriculum mapping.

One of our goals is to build a learning community within the school so that all students will be able learn. We are hoping to research, train and provide incentives for best practices that attain this goal. In order to obtain this goal we will need to try a wider variety of teaching strategies in the classroom. We will also need to engage in professional collaboration with the other teachers in the building. One way to assess how well we are doing would be through peer coaching. By achieving this goal we will have more student involvement in the classroom, success for more students, and increased satisfaction for both teachers and students.

Another goal is to improve school climate. We would like to continue train teachers in diverse methods of communication and research alternative methods of schooling for some students. As of the 2014-2015 school year, all staff members took part in S.T.A.R.T. with H.E.A.R.T. training, a communication strategy invented by the Cleveland Clinic. New staff members are typically trained during eLearning Days. Additionally, several staff members have been trained in Handle With Care, a crisis intervention and behavior management strategy. As a result of reaching this goal we would like to see student behavior improve, student relationships improve, and more student success. These things would improve teacher and student satisfaction.

A third goal of our program is to continue to integrate technology into our curriculum. We would like for time to be provided to the teachers to not only learn how to use the updates but also figure out how best to integrate the technology into existing curriculums. This would enable teachers to effectively utilize the technology in their instruction. We would be utilizing the different learning styles of the students, which should lead to increased student satisfaction.

A fourth goal is to use curriculum mapping to insure our curriculum is a clear road map for instructional content for the entire school. It brings teachers out of isolation and provides a focused, reflective, and collaborative process that has a positive impact on all stakeholders – most importantly, on students, but also teachers who benefit from the new collegiality and shared purpose, support, and responsibility.

In summary, we would like keep looking toward our vision of helping students reach their maximum potential. We hope to do this by building a learning community, improving school climate and integrating technology.

### **3. Staff Involvement in Continuous Learning**

We would like to start with a faculty discussion concerning the best way to research alternative teaching methods. First we need to discuss if inter-disciplinary or discipline specific methods should be researched. We would also like to consult with the Department of Education or other group that has a broad knowledge of differentiated instruction. This will allow us to engage in professional colloquy with this group in order to come to a conclusion concerning the direction our faculty should take with the program. Once we have determined the direction to proceed, we will research appropriate methods. Teachers will be provided educational opportunities such as having college students from a local university come and teach a lesson in their discipline encompassing all the different learning styles. As more updates are added, teachers will be provided more opportunities to learn. We would also like to see departments routinely engaged in discussions concerning how they are doing with implementing any of the new ideas they have learned. Additionally, we would like to see a copy of the content standards placed in each classroom. This will allow teachers to routinely check on progress toward those standards.

Teachers will be provided opportunities to receive training on the technology as it is updated. An expert presenter will facilitate these opportunities. Teachers will also be given time to collaborate and study with other teachers on how best to integrate the technology into their existing curriculum.

## ACTION PLAN

**School Goal # 1:** By 2017-18, the five-year average percent of students meeting state standards in English/Language Arts will improve from 72% to 76%.

Professional Development Goal (s):

1. Southwood Jr/Sr High School will build a learning community.
2. Southwood Jr/Sr High School will integrate technology into the curriculum.

<u>Activity</u>	<u>Intended Audience</u> (Stakeholders)	<u>Person Responsible</u>	<u>Collaborative Partners Needed</u>	<u>Time Line (Include completion date)</u>	<u>Resources</u> (People, materials, time)		
						<b>Need</b>	<b>Have</b>
In-service	Teachers	Staff Development Team	Expert Presenter	September–May; 3 times/ year 2016-2017	Presenter Staff		* *
Collaboration	Teachers	Lead Teacher	Teachers	September-May; 1 time/month 2016-2017	Planned time Staff		* *
Post Copies of Standards	Teachers	Staff Development Team	Other Schools	Completed by May of 2017	Copies of the standards		*

**School Goal # 2:** By 2017-2018, the five-year average percent of students meeting state standards in Mathematics will improve from 78% to 82%.

Professional Development Goal (s):

1. Southwood Jr/Sr High School will build a learning community.
2. Southwood Jr/Sr High School will integrate technology into the curriculum.

<u>Activity</u>	<u>Intended Audience</u> (Stakeholders)	<u>Person Responsible</u>	<u>Collaborative Partners Needed</u>	<u>Time Line (Include completion date)</u>	<u>Resources</u> (People, materials, time)		
						<b>Need</b>	<b>Have</b>
In-service	Teachers	Staff Development Team	Expert Presenter	September–May; 3 times/ year 2016-2017	Presenter Staff		* *
Collaboration	Teachers	Lead Teacher	Teachers	September-May; 1 time/month 2016-2017	Planned time Staff		* *
Post Copies of Standards	Teachers	Staff Development Team	Other Schools	Completed by May of 2017	Copies of the standards		*

## Evaluation

### School Goal # 1

By 2017-2018, the five-year average percent of students meeting state standards in English/Language Arts will improve from 72% to 76%.

I. Summary of data and evidence upon which this school goal was based:

The five-year average from fall of 2002 through fall of 2006 is 75%.

ISTEP+ scores

NWEA scores

Core 40 end-of-year assessments

II. What new knowledge, skills, and attitudes toward learning will result from your Professional Development Program?

Teachers will develop a better understanding of the Indiana State Academic Standards and will integrate this knowledge into curriculum development; laminated subject-specific copies of the standards, obtained through other schools, will be available and displayed in the classrooms.

Differentiated teaching methods will reach different learning styles.

Technology will be updated and training provided.

Software will be used to enhance skills.

III. What data and evidence related to new knowledge, skills and attitudes towards learning will you collect to evaluate the Professional Development Program's impact on progress towards this school goal?

Department chairpersons will report on collaboration and methods being used in the classroom.

Five-year English/Language Arts averages.

## School Goal # 2

By 2017-2018, the five-year average percent of students meeting state standards in mathematics will improve from 78% to 82%.

I. Summary of data and evidence upon which this school goal was based:

The five-year average from fall of 2002 through the fall of 2006 is 79%.

ISTEP+ scores

NWEA scores

Core 40 end-of-year assessments

II. What new knowledge, skills, and attitudes toward learning will result from your Professional Development Program?

Teachers will develop a better understanding of the Indiana State Academic Standards and will integrate this knowledge into curriculum development; laminated subject-specific copies of the standards, obtained through other schools, will be available and displayed in the classrooms.

Differentiated teaching methods will reach different learning styles.

Technology will be updated and training provided.

Software will be used to enhance skills.

III. What data and evidence related to new knowledge, skills and attitudes towards learning will you collect to evaluate the Professional Development Program's impact on progress towards this school goal?

Department chairpersons will report on collaboration and methods being used in the classroom.

Five-year mathematics averages.

## Survey Information

The following information is needed by the Indiana Department of Education. It will be used to identify best practices to share with other schools. THE ANSWERS WILL NOT BE PART OF THE SCORING RUBIC FOR YOUR GRANT.

Your cooperation in answering these two questions is greatly appreciated.

Please limit your answers to one page and do not use less than a ten-point font.

1. Will time be organized differently in your school to accommodate professional development? If so, how?

We will use the Staff Development days that are built into the school year to facilitate some of the teacher training. Other training will be provided through release time for the teachers. Substitutes will be hired to cover teachers' classes.

2. How will technology be used in your professional development? (This refers to technology used as a delivery system for professional development and/or helping staff use technology in instruction.)

Part of our program is to train teachers to effectively use the technology that is available. The technology that is in place will need to be updated periodically and training provided once the updates have occurred.

*IC20-10.2-3-5(a)(8)*

*IC20-1-1-6.5(l)*



The school improvement plan for Southwood Jr/Sr High School is outlined on pages 42 - 55. Our plan is presented in this format in order to:

- Focus on the interventions as the means to accomplish the stated goals.
- Recognize the correlation that exists between increasing student achievement and the expansion of instructional strategies, the integration of media and technology into the curriculum, and the need for professional development to accomplish these goals.
- Create a document that can be easily communicated to and understood by all stakeholders.

Assessment of the current status of educational programming includes the following: IC20-10.2-3-3(b)(1)  
 IC20-10.2-3-3(b)(2)

## Benchmarks for Progress

IC20-10.2-3-3©

ISTEP+ PERFORMANCE SUMMARY BY CLASS														Benchmarks for Progress				IC20-10.2-3-3			
Class	Grade	English/LA Passing		Mathematics Passing		Sci/SS Passing		E/LA Did Not Pass		Math Did Not Pass		Sci/SS Did not Pass									
Class of 2003	10		80%		81%				20%		19%										
Class of 2004	8		69%		76%				31%		24%										
	10		69%		75%				31%		25%										
Class of 2005	8		64%		88%				36%		12%										
	10		74%		78%				26%		22%										
Class of 2006	8		73%		90%				27%		10%										
	10		70%		86%				30%		14%										
Class of 2007	8		62%		78%				38%		22%										
	10	76/107	71%	77/107	72%			31/107	27%	30/107	28%										
Class of 2008	8		69%		82%				31%		18%										
	9	71/97	73%	81/97	84%			26/97	27%	16/97	16%										
	10	78/102	76%	80/102	78%			24/102	24%	22/102	22%										
Class of 2009	8	68/88	77%	70/88	80%			20/88	23%	18/88	20%										
	9	65/86	76%	70/86	81%			21/86	24%	16/86	19%										
	10	71/87	82%	70/87	80%			16/87	18%	17/87	20%										
Class of 2010	7	81/115	72%	91/115	79%			34/115	30%	24/115	21%										
	8	81/111	73%	97/111	87%			30/111	27%	14/111	13%										
	9	90/116	78%	92/116	79%			26/116	22%	24/116	21%										
	10	87/112	78%	91/112	81%			25/112	22%	22/112	20%										
Class of 2011	7	78/116	67%	107/116	92%	61/116 SC	53%	38/116	33%	9/116	8%	55/116 SC	47%								
	8	73/119	61%	94/119	79%			46/119	39%	25/119	21%										
	9	68/116	59%	92/116	79%			48/116	41%	24/116	21%										
Class of 2012	7	60/99	61%	81/99	83%	56/99 SC	57%	39/99	39%	17/99	17%	43/99 SC	43%								
	8	58/96	60%	78/96	81%			38/96	40%	18/96	19%										
Class of 2013	7	61/99	62%	84/99	85%	59/99 SC	60%	38/99	38%	15/99	15%	40/99 SC	40%								
	8	59/103	57%	80/103	78%			44/103	43%	23/103	22%										
Class of 2014	7	62/109	57%	91/109	83%	60/109 SC	55%	46/109	42%	18/109	17%	46/109 SC	42%								
	8F	59/103	57%	80/103	78%			44/103	43%	23/103	22%										
	8S	66/106	62%	72/106	68%			40/106	38%	34/106	32%										
Class of 2015	7F	62/109	57%	91/109	83%	60/109 SC	55%	44/109	43%	18/109	17%	49/109 SC	45%								
	7S	64/109	59%	71/109	65%	53/109 SS	49%	45/109	41%	38/109	35%	56/109 SS	51%								
	8	64/96	67%	69/96	72%			32/96	33%	27/96	28%										
Class of 2016	7	67/88	76%	63/88	72%	57/88 SS	65%	21/88	24%	25/88	28%	31/88 SS	35%								

**Specific Areas Where Improvement is Needed Immediately**

IC20-10.2-3-3(d)

<b>Strategic and Continuous School Improvement and Achievement Plan</b> <b>Southwood Jr/Sr High School</b>		
<b>Goal 2016-2017</b>	By 2017-18, the five-year average percent of junior high and 10 <sup>th</sup> grade students meeting state standards in English/Language Arts will improve from 72% to 76%.	
<b>Benchmark</b>	Southwood Jr/Sr High School's five-year average is 72% (Fall of 2014 through the Fall of 2015).	
<b>Supporting Data</b> (Triangulate the data)	<b>Assessments</b>	
<ul style="list-style-type: none"> <li>◆ ISTEP +</li> <li>◆ NWEA</li> <li>◆ Essential Skills Reports</li> <li>◆ English 11 Core 40 assessments</li> </ul>	<b>Standardized</b>	<b>Locally Developed</b>
	<ul style="list-style-type: none"> <li>◆ Tenth grade ISTEP +</li> <li>◆ Ninth grade NWEA (Fall and Spring)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Daily homework</li> <li>◆ Tests/quizzes</li> <li>◆ Class participation</li> <li>◆ Modified rubrics</li> </ul>
<b>Intervention</b>	<b>Research/Best Practices</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>◆ English 9 with inclusion</li> <li>◆ Review of skills in English 10 for first six weeks</li> <li>◆ Jump Start program</li> <li>◆ Introduction of novels into curriculum</li> <li>◆ A high school reading program- Scholastic Reading Counts</li> <li>◆ Peer tutoring</li> </ul>	<ul style="list-style-type: none"> <li>◆ Indiana Academic Standards</li> <li>◆ School visits/e-mail correspondences</li> <li>◆ Teacher research</li> <li>◆ Reading across the curriculum and increased reading time increases student vocabulary and reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>◆ English textbook adoption</li> <li>◆ Indiana E/LA Academic Standards</li> <li>◆ Analysis package of NWEA results</li> <li>◆ Web page access</li> <li>◆ Analysis of ISTEP results</li> </ul>

## Strategies

Instructional	Parent involvement	Media/Technology	Staff Development
<ul style="list-style-type: none"> <li>◆ English department will use modified rubrics periodically to assess student work</li> <li>◆ English department will identify group weaknesses from standardized test results and share with staff</li> <li>◆ Teachers will use standardized test results to make cross-curricular efforts to improve E/LA skills</li> <li>◆ English department will utilize 9<sup>th</sup> grade NWEA results to monitor student improvement from the beginning of the school year to the end of the school year</li> <li>◆ English department will share student progress with other staff members to allow cross-curricular work on weaker skills</li> <li>◆ English department will integrate appropriate writing skills into 9<sup>th</sup> grade curriculum</li> <li>◆ English department will use differentiated instruction to address the learning needs of all students</li> <li>◆ English department will introduce novels into curriculum</li> <li>◆ Peer tutoring</li> </ul>	<ul style="list-style-type: none"> <li>◆ Communication to parents via web page</li> <li>◆ Use of school newsletter to communicate classroom activities</li> <li>◆ Teachers will share student assessment results (strengths, weaknesses, ISTEP, NWEA, yearly progress, etc.) with parents</li> </ul>	<ul style="list-style-type: none"> <li>◆ Writing and editing will be done on the computer</li> <li>◆ Students will share completed work through the use of media equipment</li> <li>◆ Use of computerized reading program</li> <li>◆ Use of PowerPoint, Excel, persuasive essays, in cross-curricular activities to strengthen English skills across curriculum</li> <li>◆ Increase student use of technology for class projects and presentations</li> <li>◆ Increase teacher use of various technologies for alternative presentation of material</li> <li>◆ Use of NWEA analysis package</li> </ul>	<ul style="list-style-type: none"> <li>◆ Differentiated instruction</li> <li>◆ Teacher in-services on alternative assessments</li> <li>◆ Retention of quality teachers</li> <li>◆ English department will attend workshops on implementing Language Arts Standards into curriculum</li> <li>◆ Staff development that trains teachers to use NWEA results and ISTEP results for improving instruction and student learning</li> <li>◆ Curriculum mapping</li> </ul>

## Strategic and Continuous School Improvement and Achievement Plan Southwood Jr/Sr High School

<b>Goal 2016-2017</b>	By 2017-2018, the five-year average percent of junior high and 10 <sup>th</sup> grade students meeting state standards in mathematics will improve from 78% to 82%.	
<b>Benchmark</b>	Southwood Jr/Sr High School's five-year average is 78% (Fall of 2001 through the Fall of 2005).	
<b>Supporting Data</b> (Triangulate the data)	<b>Assessments</b>	
<ul style="list-style-type: none"> <li>◆ ISTEP +</li> <li>◆ NWEA</li> <li>◆ Core 40 assessments</li> <li>◆ Essential Skills Report</li> </ul>	<b>◆ Standardized</b>	<b>◆ Locally Developed</b>
	<ul style="list-style-type: none"> <li>◆ Tenth grade ISTEP +</li> <li>◆ Ninth grade NWEA (Fall and Spring)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Daily homework</li> <li>◆ Tests/quizzes</li> <li>◆ Class participation</li> </ul>
<b>Intervention</b>	<b>Research/Best Practices</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>◆ All students will utilize problem-solving strategies on a daily basis</li> <li>◆ Ability grouping</li> <li>◆ Development of critical thinking skills</li> <li>◆ Jump Start program</li> <li>◆ Peer tutoring</li> </ul>	<ul style="list-style-type: none"> <li>◆ Indiana Academic Standards</li> <li>◆ Everyday problems and relevant applications of math concepts increases student understanding</li> <li>◆ Teacher research</li> </ul>	<ul style="list-style-type: none"> <li>◆ NCTM Standards</li> <li>◆ Indiana Math Academic Standards</li> <li>◆ Analysis package for NWEA results</li> <li>◆ Analysis of ISTEP results</li> </ul>

## Strategies

Instructional	Parent involvement	Media/Technology	Staff Development
<ul style="list-style-type: none"> <li>◆ Math department will integrate relevant math projects into all math curriculum</li> <li>◆ Math department will identify group weaknesses from standardized test results (8<sup>th</sup> grade ISTEP, NWEA results) and share with staff</li> <li>◆ Teachers will use standardized test results to make cross-curricular efforts to improve math skills</li> <li>◆ The math department will utilize 9<sup>th</sup> grade NWEA results to monitor student improvement from beginning of school year to end of school year</li> <li>◆ Teachers will share results of student progress with other staff members to allow cross-curricular work on weaker skills</li> <li>◆ Students will keep notebooks/folders for recording problems, correcting homework, and notes and use this to monitor progress in the math course</li> <li>◆ Math department will use standardized test results and teacher assessments to assist in directing students in appropriate course selection</li> <li>◆ Peer tutoring</li> </ul>	<ul style="list-style-type: none"> <li>◆ Send home appropriate lists of Internet sites and computer software programs</li> <li>◆ Communicate to parents via school newsletter</li> <li>◆ Communicate to parents via web page</li> <li>◆ Teachers will share student assessment results (strengths, weaknesses, ISTEP, NWEA, yearly progress, etc.) with parents</li> </ul>	<ul style="list-style-type: none"> <li>◆ Use of calculators in instruction</li> <li>◆ Use of specialized instructional software</li> <li>◆ Use of appropriate Internet sites in instruction</li> <li>◆ Use of Excel to prepare graphs</li> <li>◆ Use of various technologies to analyze data and make inferences concerning data</li> <li>◆ Use of analysis package for NWEA results</li> <li>◆ Increase teacher use of technology for alternative presentation of topics</li> <li>◆ Increase student use of technology for class projects</li> </ul>	<ul style="list-style-type: none"> <li>◆ Differentiated instruction</li> <li>◆ Teacher collaboration to develop opportunities for improving math skills across the curriculum</li> <li>◆ Retention of quality teachers</li> <li>◆ Alternative assessment</li> <li>◆ Staff development that involves developing strategies for motivating the unmotivated student</li> <li>◆ Training for staff to use NWEA and ISTEP results for improving the teaching and learning process</li> <li>◆ Curriculum mapping</li> </ul>

## Strategic and Continuous School Improvement and Achievement Plan Southwood Jr/Sr High School

<b>Goal 2016-2017</b>	By 2017–2018, Southwood Jr/Sr High School five-year average attendance rate will improve from 96.1% to 96.4%.		
<b>Benchmark</b>	Southwood Jr/Sr High School's five-year average attendance rate is 96.1% (through the 2014-2015 school year).		
<b>Supporting Data</b> (Triangulate the data)	<b>Assessments</b>		
<ul style="list-style-type: none"> <li>◆ State attendance records</li> <li>◆ Letters to parents informing them of their child's absences</li> <li>◆ Pre-arranged absence data</li> </ul>	<b>◆ Standardized</b>	<b>◆ Locally Developed</b>	
	<ul style="list-style-type: none"> <li>◆ DOE attendance records</li> </ul>	<ul style="list-style-type: none"> <li>◆ SDS attendance records</li> <li>◆ PBIS</li> </ul>	
<b>Intervention</b>	<b>Research/Best Practices</b>	<b>Resources</b>	
<ul style="list-style-type: none"> <li>◆ Perfect attendance incentive (IUK)</li> <li>◆ Post student names on Web page</li> <li>◆ McDonalds/Burger King gift certificates</li> <li>◆ Student Study Teams</li> </ul>	<ul style="list-style-type: none"> <li>◆ Regular attendance improves education</li> <li>◆ Engaging students in the learning process improves attendance</li> </ul>	<ul style="list-style-type: none"> <li>◆ Utilize staff development training to promote a positive school climate that is inviting and promotes good attendance</li> </ul>	

<b>Strategies</b>			
<b>Instructional</b>	<b>Parent involvement</b>	<b>Media/Technology</b>	<b>Staff Development</b>
<ul style="list-style-type: none"> <li>◆ Educational activities will be planned on a daily basis to encourage student attendance</li> <li>◆ Assistant principal will make personal calls and home visits to those with chronic absenteeism</li> <li>◆ All students will be informed of and follow the established attendance policy</li> <li>◆ The assistant principal will mail home attendance letters</li> <li>◆ Local agencies such as Child Protective Services and Probation will be used for assistance with chronic absenteeism</li> <li>◆ Student Study Team meetings will be held for students with attendance problems and potential attendance problems</li> </ul>	<ul style="list-style-type: none"> <li>◆ Parents must pre-arrange absences not listed as excused</li> <li>◆ Parents must follow the guidelines set forth dealing with attendance</li> <li>◆ Parents will be kept informed of student absences and the effect they have on learning and achievement</li> <li>◆ Parents will be involved in the Student Study Team process</li> </ul>	<ul style="list-style-type: none"> <li>◆ Use the student management program (SDS) to track attendance</li> <li>◆ Increase use of technology in the classroom to provide incentives for students</li> </ul>	<ul style="list-style-type: none"> <li>◆ Differentiated Instruction</li> <li>◆ Learning Styles</li> <li>◆ Technology training to enhance instruction</li> <li>◆ Research alternative scheduling and its effect on attendance as compared to a traditional schedule</li> <li>◆ Brain research</li> <li>◆ Motivating the unmotivated student</li> <li>◆ Alternative assessment</li> <li>◆ PBIS</li> </ul>



## Strategic and Continuous School Improvement and Achievement Plan Southwood Jr/Sr High School

<b>Goal 2016-2017</b>	By 2017-2018, Southwood Jr/Sr High School's five-year graduation rate will improve from 87.5% to 91.5%.		
<b>Benchmark</b>	Southwood Jr/Sr High School's five-year average rate is 87.5% (through the 2015-2016 school year).		
<b>Supporting Data</b> (Triangulate the data)		<b>Assessments</b>	
<ul style="list-style-type: none"> <li>◆ State graduation records</li> </ul>	<b>◆ Standardized</b>	<b>◆ Locally Developed</b>	
	<ul style="list-style-type: none"> <li>◆ DOE website</li> </ul>	<ul style="list-style-type: none"> <li>◆ School withdrawal records and exit interviews</li> </ul>	
<b>Intervention</b>	<b>Research/Best Practices</b>	<b>Resources</b>	
<ul style="list-style-type: none"> <li>◆ Attendance review through SDS</li> <li>◆ Student Study Teams</li> <li>◆ Vocational counseling</li> </ul>	<ul style="list-style-type: none"> <li>◆ Educated people improve society</li> <li>◆ Those students with a high school diploma have a greater likelihood of future success</li> <li>◆ A positive school climate that is inviting, engages students in their learning, and promotes good attendance has been shown to improve the drop-out rate</li> </ul>	<ul style="list-style-type: none"> <li>◆ County-wide grant writer</li> <li>◆ Community Foundation</li> </ul>	

<b>Strategies</b>			
<b>Instructional</b>	<b>Parent involvement</b>	<b>Media/Technology</b>	<b>Staff Development</b>
<ul style="list-style-type: none"> <li>◆ Differentiated instruction will be used to meet the educational needs of a diverse student population</li> <li>◆ Develop a study skills class that also provides vocational and educational opportunities and counseling for students to help them understand their increased options when they graduate from high school</li> <li>◆ Jump Start summer program will be used to offer remediation opportunities in math and English/Language Arts</li> <li>◆ Summer school remediation opportunities will be provided to help students receive more individualized help and the opportunity to make up credits needed for graduation</li> </ul>	<ul style="list-style-type: none"> <li>◆ Parents will be involved with Student Study Teams</li> <li>◆ Attendance reviews</li> </ul>	<ul style="list-style-type: none"> <li>◆ Increase the use of technology to meet individual differences in learning styles</li> </ul>	<ul style="list-style-type: none"> <li>◆ Differentiated instruction</li> <li>◆ Motivating the unmotivated student</li> <li>◆ Research alternative scheduling data and its impact on the drop-out rate as compared to traditional scheduling</li> <li>◆ Engage students in the learning process</li> <li>◆ Learning styles</li> <li>◆ Technology training</li> </ul>

## **Statutes and Rules to be Waived**

*IC20-10.2-3-5(a)(1)*

None

## **Three (3) Year Time Line**

See last page of plan

*IC20-10.2-3-1,  
IC20-10.2-3-3(a)(1)*

## **Learning Needs of All Students, Including Programs and Services for Exceptional Learners**

Inclusion of academic special needs students into regular classes across the curriculum will continue with the use of co-teaching. ISTEP remediation is offered during the school day and summer school opportunities are provided for remediation. An “at risk” advocate is employed to help students who are struggling academically but who do not qualify for special education services. AP classes are offered as stand alone classes and in conjunction with course offerings. AP Chemistry and physics have been added for the 2006-2007 school year and academic competitions are encouraged.

*IC20-31-5-4(c)*

## **Methods to Improve Cultural Competency**

Research supports the concept that a proper breakfast is linked to superior academic performance, therefore, breakfast is provided for those who qualify for free meals and to the general public. Financial support from the school is available for needy students in the form of food, money, supplies, and payment of educational field trips. Access to free medical care through compassionate local doctors may be arranged by school personnel. Modeling for the students the responsibility of citizenry to assist those in need through participation in Operation Share and Christmas shopping with elementary students is provided by FCA and student congress members. The Community Foundation funds a financial aid seminar to assist students in finding viable sources for funding a college education. Two free counseling sessions are provided at the local mental health center for any student at Southwood Jr/Sr High School who has such a need. We will use the school’s data warehouse to search data for a correlation between students on free and reduced lunches and low test scores. We will identify deficit areas and develop a plan for diminishing the shortcomings. The building administration participates in IEPs for students who are eligible and assists in the planning of their education.

*IC20-31-6-2*

## **READING GOAL**

Students scoring below the benchmark on the ISTEP language arts test will show improvement toward meeting the ISTEP benchmark, while all other students will show a net gain in reading.

### STRATEGIES TO MEET THIS GOAL

1. Each class will use related vocabulary in order to maximize comprehension skills in all learners.
2. Multiple reading strategies will be used to help students master reading skills, addressing the diverse needs and learning styles of today's learner.
3. The students will be introduced to challenging reading and to writing activities through technology to engage all students. (Inspiration, PowerPoint, WebQuest, Internet resources for research)
4. Teachers will implement content area reading strategies across the curriculum.
5. Students will be given 10 minutes daily to read recreationally.
6. Interdepartmental/intradepartmental meetings will be held to share strategies.
7. Incorporate skills in outlining, note-taking, and summarizing of main themes in content area reading.

### SUPPORT DATA

ISTEP, Teacher Survey, Reading Strategy Cards, Meeting Dates, Reading Counts Results, SSR, Departmental Meetings

## **BEHAVIOR GOAL**

All students will strive to be punctual. Students will meet general school/class expectations such as: come prepared for class with appropriate materials for each class and complete assignments that meet classroom guidelines. Students will display appropriate behavior at all times which will promote an environment conducive for responsible learning. A responsible learner is one who works cooperatively with others.

### STRATEGIES TO MEET THIS GOAL

1. Establish uniform disciplinary plan
  - a. Tardies
    1. No pass policy
    2. Tardy policy is being enforced
    3. Overall enforcement of policies has improved
  - b. Language
  - c. Attire
2. Continue to enforce school wide intolerance of tardiness, including a standard number of tardies that will result in disciplinary action.
3. Improve parent communication. (Skyward, discipline referrals, email communication, PBIS forms)
4. Students not respecting and following set rules may be removed from the classroom thus enabling the rest of the class to obtain the education to which they are entitled.
5. Recognize students and staff who show positive character traits and perfect attendance on a nine week basis – no absences or tardies. (National Honor Society has taken on the challenge of providing certificates, coupons, pizza lunch, and Student Congress – “treats” kids doing something good, etc.)

### SUPPORT DATA

Discipline Referrals  
PBIS Data

## **TRANSITION PROGRAM GOAL**

Students entering the 7<sup>th</sup> grade will enter into a transition program facilitated by teachers, who will assist the students to adjust to the demands of Junior High. Areas to be targeted will be social skills and classroom skills necessary for 7<sup>th</sup> grade students to be successful.

### **STRATEGIES TO MEET THIS GOAL**

1. A teacher/student mentor program will be incorporated for incoming 7<sup>th</sup> grade students.
2. Early in the second semester a meeting will take place between 7<sup>th</sup> grade and 6<sup>th</sup> grade teachers. These meetings will discuss strategies to correlate scope and sequence in curriculum and general expectations at both levels.
3. Identify incoming 7<sup>th</sup> grade students with special needs and continue their services. Teacher will keep a list of students who are having trouble making the transition and refer them to a counselor. Communication between junior high/special education teachers will increase.
4. 7<sup>th</sup> grade orientation will be expanded to include general expectations of the 7<sup>th</sup> grade core subject teachers. Homework, late work, grading scales, general classroom procedures will be emphasized. (Run through schedule)
5. Group junior high students together for lunch (Provide various activities – “mix it up” at lunch)

### **SUPPORT DATA**

Disciplinary Referrals, Student Grade Point Average, Reports from Facilitators, 7<sup>th</sup> Grade Orientation

## Professional Development Plan 2016-2017

Date	Description	Who Responsible	Resources/Notes
June	Summer Opportunities; WISE Conference	MSDWC Technology Team; Assistant Superintendent	
On-Going	Regularly scheduled time for teachers to collaborate; examine student data, work on common curriculum and assessments; share instructional strategies, problem solve, and research solutions	Principals	
On-Going	Regular team meetings to analyze data, problem solve, and to implement solutions	Principals and PBIS Teams	
September	Involve bus drivers in PBIS; train in START with HEART Model	Transportation Director	Shannon McBride; Andrew McDaniel
October-March	Align English curriculum with Indiana Academic standards	English Department Chairperson	
October-March	Align curriculum with standards and research instructional materials	Teachers: Fine Arts, Business, College and Career Readiness, FACS, Engineering and Technology	
September	NWEA Train the Trainer	Principals, Guidance, and Lead Teachers	
On-Going	Instructional Tools/Technology Integration	Technology Staff	

## **Three (3) Year Time Line**

2015-2016

- Review and revise goals by using results of NWEA and ISTEP/ECA testing.
- Review and revise PBIS.
- Create new Professional Learning Communities to create new professional development plan based on current data and needs.

2016-2017

- Review and revise goals by using results of NWEA and ISTEP/ECA testing.
- Review and revise PBIS.
- Utilize Professional Learning Communities to create new professional development plan based on current data and needs.

2017-2018

- Review and revise goals by using results of NWEA and ISTEP/ECA testing.
- Review and revise PBIS.
- Utilize Professional Learning Communities to create new professional development plan based on current data and needs.

## **Positive Behavior Intervention Support - PBIS**

Southwood Jr/Sr High School has adopted PBIS as a data-based problem-solving approach to behavior. It emphasizes prevention, teaching, and reinforcement of positive behavior. It is also a profound focus on what you expect. The common elements of PBIS are as follows: school-based team planning, involves input from all faculty and staff, problem solving approach, data-based decision making, established expectations and rules, develop lesson plans and teach behavior, system to acknowledge desired behavior, refine consequences and infraction system, continuum of behavior supports, and monitors, evaluates, and modifies. We are learning that schools who have successfully initiated and sustained PBIS are finding: reductions of about one half in office referrals, suspensions reduced by 66%, increased attendance, increased instructional time, improved satisfaction of all, common language and consistent processes, drop out rate decreased by half, and unsafe incidents decreased by 2/3.



**NOBLE KNIGHTS**  
**Southwood Jr.-Sr. High School Positive Behavior Support**

	<b>CAFETERIA</b>
<b>Respect</b>	<ul style="list-style-type: none"> <li>+ place tray in window when finished</li> <li>+ use school property correctly</li> <li>+ wait patiently in line</li> <li>+ follow adult instructions in all parts of the cafeteria</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>+ use voice level 1 or 2</li> <li>+ use language free of insults and profanity</li> <li>+ keep hands, feet, and objects to self</li> <li>+ use only your lunch card</li> </ul>
<b>Personal Best</b>	<ul style="list-style-type: none"> <li>+ push in chair</li> <li>+ walk</li> <li>+ pick up trash from floor</li> <li>+ clean up spills</li> <li>+ take only what you plan to pay for</li> <li>+ leave table, get food, dispose of trash, use restroom, return immediately</li> </ul>

**NOBLE KNIGHTS**  
**Southwood Jr.-Sr. High School Positive Behavior Support**

	<b>HALLWAYS</b>
<b>Respect</b>	<ul style="list-style-type: none"> <li>+ use the right side of the hallway</li> <li>+ keep hallway passable</li> <li>+ common courtesies for special needs</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>+ pick up trash</li> <li>+ use voice level 1 or 2</li> <li>+ use school property(lockers) correctly</li> </ul>
<b>Personal Best</b>	<ul style="list-style-type: none"> <li>+ walk</li> <li>+ keep hands, feet, and objects to self</li> <li>+ use language free of insults and profanity</li> </ul>

**NOBLE KNIGHTS**  
**Southwood Jr.-Sr. High School Positive Behavior Support**

	<b>AUDITORIUM/CONVOCATION</b>
<b>Respect</b>	<ul style="list-style-type: none"> <li>+ remain seated during performance</li> <li>+keep hands, feet, and objects to self</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>+talk in voice level 1 or 2 before performance</li> <li>+use voice level 0 during performance</li> <li>+ take seat before show starts</li> <li>+ listen to adult directions</li> </ul>
<b>Personal Best</b>	<ul style="list-style-type: none"> <li>+ walk to and from seat</li> <li>+ take trash with you when leaving</li> <li>+ if needed, share your program with others</li> <li>+ clap/respond to presentation when completed</li> </ul>

**NOBLE KNIGHTS**  
**Southwood Jr.-Sr. High School Positive Behavior Support**

	<b>RESTROOMS</b>
<b>Respect</b>	<ul style="list-style-type: none"> <li>+ use voice level 1</li> <li>+ give others privacy</li> <li>+ keep hands and feet to self</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>+ flush toilet</li> <li>+ turn off water</li> <li>+ push soap dispenser once</li> <li>+ place trash in designated area</li> <li>+ take care of bathroom property</li> </ul>
<b>Personal Best</b>	<ul style="list-style-type: none"> <li>+ use restroom during passing periods</li> <li>+ report damages, spills, etc.</li> </ul>

# NOBLE KNIGHTS

## Southwood Jr.-Sr. High School Positive Behavior Support

	<b>ARRIVAL/DISMISSAL</b>
<b>Respect</b>	<ul style="list-style-type: none"> <li>+remove head wear as you enter building</li> <li>+ use language free of insults and profanity</li> <li>+keep coats &amp; backpacks in lockers</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>+keep hands, feet, and objects to self</li> <li>+ walk on designated walkways</li> <li>+stay in cafeteria or arcade until 8:00 a.m.</li> <li>+use school property(lockers) correctly</li> </ul>
<b>Personal Best</b>	<ul style="list-style-type: none"> <li>+ use voice level 2</li> <li>+ assist fellow students</li> </ul>

**NOBLE KNIGHTS**  
**Southwood Jr.-Sr. High School Positive Behavior Support**

	<b>LIBRARY</b>
<b>Respect</b>	+ use voice level 0 to 1 + keep hands, feet, and objects to self
<b>Responsibility</b>	+take care of materials +enter library only if you have business there + push in chairs + throw away trash
<b>Personal Best</b>	+meet due dates for return of material + follow library procedures for sign in and check out

**NOBLE KNIGHTS**  
**Southwood Jr.-Sr. High School Positive Behavior Support**

	<b>COMPUTER LAB</b>
<b>Respect</b>	<ul style="list-style-type: none"> <li>+ touch, use, log-in on one computer station only</li> <li>+ use voice level 2 to ask questions related to class work</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>+ report alterations of computer work station</li> <li>+ keep area clean and organized</li> <li>+ push in chairs</li> </ul>
<b>Personal Best</b>	<ul style="list-style-type: none"> <li>+ listen and follow all instructor's requests</li> <li>+ follow acceptable use policy</li> </ul>

**NOBLE KNIGHTS**  
**Southwood Jr.-Sr. High School Positive Behavior Support**

	<b>OFFICE</b>
<b>Respect</b>	+ wait patiently for your turn + use voice level 1 or 2 + uphold confidentiality of others
<b>Responsibility</b>	+ leave office promptly when finished with business
<b>Personal Best</b>	+use language free of insults and profanity



**NOBLE KNIGHTS**  
**Southwood Jr.-Sr. High School Positive Behavior Support**

	<b>PARKING LOT</b>
<b>Respect</b>	+ yield right of way to pedestrians + yield to buses when entering or leaving
<b>Responsibility</b>	+ drive at reduced speed + park between the lines in designated area + exit vehicle and enter building promptly
<b>Personal Best</b>	+ respect the rights of other drivers + be alert of other drivers & pedestrians +leave promptly at the end of the day

# NOBLE KNIGHTS

## Southwood Jr.-Sr. High School Positive Behavior Support

	<b>EXTRA-CURRICULAR ACTIVITIES</b>
<b>Respect</b>	<ul style="list-style-type: none"><li>+ keep hands, feet, and objects to self</li><li>+ stand for school songs and National Anthem, remove hats</li><li>+ keep school property free of graffiti and vandalism</li></ul>
<b>Responsibility</b>	<ul style="list-style-type: none"><li>+ use voice level 2, 3, or 4</li><li>+ listen to adult supervisor</li><li>+ use equipment as intended</li><li>+ place trash in trash containers</li></ul>
<b>Personal Best</b>	<ul style="list-style-type: none"><li>+ use words that are free of insult and profanity</li><li>+ be considerate, polite, and nice to others</li><li>+ be a positive example</li><li>+ report graffiti and vandalism to adults</li></ul>

**NOBLE KNIGHTS**  
**Southwood Jr.-Sr. High School Positive Behavior Support**

	<b>CLASSROOM</b>
<b>Respect</b>	<ul style="list-style-type: none"> <li>+ keep hands, feet, and objects to self</li> <li>+ use words that are free of insult and profanity</li> <li>+ be considerate, polite, and nice to others</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>+ bring all materials to class</li> <li>+ be a positive example</li> <li>+ use equipment as intended</li> <li>+ place trash in trash containers</li> </ul>
<b>Personal Best</b>	<ul style="list-style-type: none"> <li>+ be to class on time</li> <li>+ have all work completed</li> <li>+ be attentive</li> <li>+ listen and follow all instructor's requests</li> </ul>

**NOBLE KNIGHT”**  
**Positive Behavior Notices**

- \$ To track positive behavior supports, teachers will be supplied with a pad of “Knight Notes”, printed in triplicate to be given to students who exhibit exemplary behavior in and outside the classroom. **Respect, Responsibility, and Personal Best.**
- \$ “Knight Notes” identify the student by name and briefly how he/she performed positive behavior. *The top copy will immediately be given to the student, the other two remain together and are placed in the PBS collection envelope in each room.*
- \$ There will be a weekly drawing of copies of Knight Notes. *Of the two slips in this envelope, one will be entered into various drawings and the other sent home by post card to a parent.*
- \$ From slips collected every week, a central tracking system will record that a Knight Note was given to an individual student. This will allow rewards to be given on the following basis:

**Every Friday**

Students who have received 1 “Knight Note” for that week will be included in a drawing to be “Noble Knight of the Week”.