

Strategic and Continuous School Improvement Plan

for

Southwood High School

8655

**for the period of
July 1, 2018 to June 30, 2019**

Submitted by:

**Andrew McDaniel, Principal
September 11, 2018**

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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

School Profile

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:

A partnership of students, educators, parents, and community is committed to providing a positive educational environment characterized by high expectations for success. Students will be taught to be active life-long learners, functioning cooperatively and independently in a changing world.

Positive Behavior Interventions and Supports:

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 one 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. In July of 2018 after continued talks with the Unger Family of Wabash County, a 50 foot climbing wall was erected on the northwest side of the property.

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 95.5 percent of our students are Caucasian, according to most recent data. A significant percentage of our students have been in our system their entire school career. In the last decade, Southwood has seen a decline in the number students who purchase their lunch. In 2005-2006, 83.7% of the students paid for their lunch. For the 2017-2018 school year, that number decreased to 63.8%.

The English, mathematics, science, and social studies departments each have chairpersons. There are also two at-large department 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 a number of advanced placement classes. For the 2018-2019 school year, 51% of the senior class, 29% of the junior class, and 12% of the sophomore class attend AM or PM classes at Heartland Career Center 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. The Behavior Intervention Team (B.I.T.) meets monthly to review academic and behavioral data and decide upon a course of action with individual students. Accelerated students are served through advanced placement classes. Additionally, F-List Reports are generated every two to three weeks to analyze student progress. Students whose name appears on the F-List on two different occasions during a quarter are required to attend tutoring sessions after school (Roundtables). Additionally, students who are repeatedly on the F-List are referred to the Behavior Intervention Team (B.I.T.). Steps are then taken to intervene and offer assistance to the struggling student.

The school day is divided into seven forty seven-minute periods including a lunch period that is divided into three twenty-five-minute periods. Additionally, each student attends a homeroom period. Homeroom teachers from the different grades meet several times throughout the school year to review goals. The junior and senior homeroom goal is passing class to improve or sustain the graduation rate. The freshman and sophomore homeroom goal is to improve grades so that all students pass their classes. The seventh and eighth grade goal is to improve reading comprehension and improve ISTEP performance (80% pass rate on both math and English/Language Arts).

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 some 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. Parents and students can electronically submit anonymous tips about bullying or other issues of school safety to Southwood High School administration. Teachers monitor the halls between classes and the parking lot before and after school.

A survey was given to graduating seniors of 2017 concerning their post-secondary plans. Sixty-three percent of those students surveyed stated they would pursue college or post-secondary education. Eight percent of the students indicated they would pursue military service upon graduation at Southwood. Twenty-seven percent stated they would enter the workforce. Only one student surveyed indicated he was undecided about his future plans.

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.

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 2017-2018 school year shows that MSDWC's K-12 educational program has 2,172 students. Grades K-6 are taught at Metro North, Sharp Creek, and Southwood Elementary Schools. 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. According to 2017-2018 data, there were 428 students at Southwood Junior/Senior High School. Unofficial counts as of September 2018 put that enrollment number at 408. Ethnically, Southwood's population is 95% Caucasian. 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 college credit through Indiana Wesleyan University. 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.

Description of Curriculum and Location:

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.

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) iLearn (Spring)
8	NWEA (Fall, Winter) iLearn (Spring)
9	NWEA (Fall, Winter, Spring) ISTEP Biology (Spring)
10	NWEA (Fall, Winter) ISTEP (Spring) PSAT (Fall)
11	ISTEP Retakes (if applicable) AP Tests SAT/ACT Accuplacer
12	ISTEP 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 10th 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 remediation program at least once a week during their homeroom period. Southwood has an At-Risk program which serves grades 7-12. The At-Risk Aide is a licensed special education teacher. 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 various English or math teachers' classrooms. The At-Risk Program is housed in a classroom. 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

Reading/Language Arts	Mathematics
Remediation Program (During Homeroom and/or After School)	Remediation Program (During Homeroom and/or After School)

Special Services Resources & Programs

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

Reading	
APEX Computer Software/Edmentum Computer Software	Small Group Assistance
	Brainstorming

Mathematics

Life Skills Class	Math 10 Class
Computer Software	Algebra Enrichment
Small Group Assistance	

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	95.96%	96.9	121	37	27.4%	
2017-18	428	95.57%		117	43	27.3%	
2018-2019	408* (unofficial)						

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.

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, standards based grading, flipped classroom instructional strategy, 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: Before the first day school, 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 is 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. These conferences provide interactions which allow communication regarding student progress. Grade cards are handed out at the conferences.
 7. Social Media: Staff members at Southwood take advantage of social media, particularly Facebook and Twitter, to share information and celebrate student and staff accomplishments.
- Southwood Jr/Sr High School parents are actively involved in special projects.
 - 1. Southwood Jr/Sr High School field trips
 2. National Honor Society reception following the induction of new members
 3. Senior/Awards program
 4. 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

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
Unger Mountain
Communication via Social Media

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 is also be posted on the high school web site (www.msdbc.k12.in.us). It includes what the school expects from students, guidelines for student conduct, and the discipline policy with 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/Online Messaging Service**

Several security cameras have been installed in the building. There are currently cameras on, twenty-four hours a day, to monitor various parts of Southwood Jr/Sr High School building and campus. 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. An online messaging service allows students and parents to anonymously send messages to school administrators about issues of concern. Additionally, students are encouraged during class meetings and throughout the year to send messages to school administration if they have concerns.

6. **School Safety Specialists.**

Currently, the Southwood Junior/Senior High School Principal and Assistant Principal and the Southwood Elementary School Principal are certified school safety specialists. The Assistant Principal at Southwood Junior/Senior High School will begin school safety specialist certification during the 2017-2018 school year. The Maintenance Director and Assistant Superintendent of Finance are also certified school safety specialists. Additionally, the Principal and Assistant Principal have attended several regional safety trainings in the last several years and continue to do so.

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. Safety and security are very important at SHS. To achieve a safe and secure cyber-environment, the school employs various software programs (e.g., Apple Remote Desktop, Human Monitoring System, Suspicious Search Query) to monitor student activity.

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 department offers 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. We seek to create an environment that fosters the exchange of ideas. To that end, Department Chairs are currently conducting a book study of John Hattie's *Visible Learning*. During one of the eLearning Days for the 2017-2018 school year, all SHS teachers attended a presentation by Rick Wormeli, a renowned educational speaker and expert on Standards-Based Grading. Shortly thereafter, several staff members and administrators started a book study of Wormeli's *Fair Isn't Always Equal*.

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 and student engagement, 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. During 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 need to be trained during morning meetings, during eLearning Days, or during other occasions. Additionally, several staff members have been trained in Handle With Care, a crisis intervention and behavior management strategy. Each staff member trained in HWC methods must go through a recertification course every year. We also have a thriving Positive Behavior

Interventions and Supports (PBIS) Committee at Southwood. This committee seeks to improve student behavior and school climate by working toward three goals:

1. Disciplinary Referrals Per Day rate of 4.5
2. 97% attendance
3. 95% graduation rate

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

Teachers will be given time throughout the school year to work on developing, revising, and ameliorating curriculum maps. The PBIS Committee; which is made up of several teachers, two administrators, and a Student Congress representative; will meet on a regular basis (at least monthly) to discuss our progress toward our three goals. Staff and students will receive regular updates on our progress.

During the 2016-2017 school year, a survey was given to staff regarding interests in technology training. The information from this survey helped the teacher trainer determine the best possible training sessions for teachers. This process has continued. As with any technology integration, new staff members will need more intensive training. Also, as software is updated, teachers will need additional training to "refresh" their capabilities. Teachers will 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 2019-2020, 7th and 8th grade students will show better than state average growth in language arts on the iLearn Assessment and 10th grade students will outperform the state average in Language Arts on ISTEP+.

Professional Development Goal (s):

1. Southwood Jr/Sr High School will work to increase student engagement.
2. Southwood Jr/Sr High School will integrate technology into the curriculum.
3. Southwood Jr/Sr High School will develop curriculum maps in all courses.

	<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)		
						Need	Have
In-service	Teachers	SHS Admin	Teachers	September–May; Throughout the school year	Planned Time Staff		* *
Collaboration	Teachers	Department Chair	Teachers	September-May; 1 time/month	Planned time Staff		* *
Book Studies (Wormeli's <i>Fair Isn't Always Equal</i> and Hattie's <i>Visible Learning</i>)	Teachers	Admin and Department Chair	Teachers	September-May; 1-2 times/month	Planned Staff Time; Books		*

School Goal # 2: By 2019-2020, 7th and 8th grade students will show better than average growth in mathematics on iLearn and 10th grade students will perform better than the state average in Mathematics ISTEP+.

Professional Development Goal (s):

1. Southwood Jr/Sr High School will work to increase student engagement.
2. Southwood Jr/Sr High School will integrate technology into the curriculum.
3. Southwood Jr/Sr High School will develop curriculum maps in all courses.

<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)		
						Need	Have
In-service	Teachers	SHS Admin	Expert Presenter	September–May; Throughout the Year	Presenter Staff		* *
Collaboration	Teachers	Department Chair	Teachers	September-May; 1 time/month	Planned time Staff		* *
Book Studies (Wormeli's <i>Fair Isn't Always Equal</i> and Hattie's <i>Visible Learning</i>)	Teachers	Admin and Department Chair	Teachers	September-May; 1-2 times/month	Planned Staff Time; Books		*

Evaluation

School Goal # 1

By 2019-2020, 7th and 8th grade students will show better than state average growth in language arts on the iLearn Assessment and 10th grade students will outperform the state average in Language Arts on ISTEP+.

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

ISTEP/iLearn scores

NWEA scores

Class Grades

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.

Differentiated teaching methods will reach different learning styles.

Technology will be updated and training provided.

Teachers will deepen their knowledge of teaching practices and effective interventions.

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.

School Goal # 2

By 2019-2020, 7th and 8th grade students will show better than average growth in mathematics on iLearn and 10th grade students will perform better than the state average in Mathematics ISTEP+.

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

ISTEP scores

NWEA scores

Class Grades

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.

Differentiated teaching methods will reach different learning styles.

Technology will be updated and training provided.

Teachers will deepen their knowledge of teaching practices and effective interventions.

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.

The school improvement plan for Southwood Jr/Sr High School is outlined in the following pages. 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)

Strategic and Continuous School Improvement and Achievement Plan Southwood Jr/Sr High School		
Goal 2018-2019	By 2019-2020, 7th and 8th grade students will show better than state average growth in language arts on the iLearn Assessment and 10th grade students will outperform the state average in Language Arts on ISTEP+.	
Benchmark	We will compare Indiana state averages for 7th and 8th grade growth in iLearn and the Indiana average for 10th grade Language Arts ISTEP performance. These numbers will be compared to Southwood Jr/Sr 7th and 8th grade growth averages and 10th grade Language Arts ISTEP performance.	
Supporting Data (Triangulate the data)	Assessments	
<ul style="list-style-type: none"> ◆ ISTEP ◆ NWEA 	◆ Standardized	◆ Locally Developed
	<ul style="list-style-type: none"> ◆ Seventh Grade, Eighth Grade, and Tenth grade ISTEP + ◆ Seventh Grade, Eighth Grade, and Ninth grade NWEA (Fall and Spring) 	<ul style="list-style-type: none"> ◆ Daily homework ◆ Tests/quizzes ◆ Class participation ◆ Modified rubrics
Intervention	Research/Best Practices	Resources
<ul style="list-style-type: none"> ◆ English 07, 08, and 09 with inclusion ◆ Review of skills in English 10 for first six weeks ◆ A high school reading program- Scholastic Reading Counts ◆ Peer tutoring ◆ Behavior Intervention Team initiatives 	<ul style="list-style-type: none"> ◆ Indiana Academic Standards ◆ School visits/e-mail correspondences ◆ Teacher research ◆ Reading across the curriculum and increased reading time increases student vocabulary and reading comprehension ◆ ISTEP Remediation Program during homeroom for at-risk students ◆ Math and English skill building activities during homeroom 	<ul style="list-style-type: none"> ◆ John Hattie's <i>Visible Learning</i> ◆ Rick Wormeli's <i>Fair Isn't Always Equal</i> ◆ Indiana E/LA Academic Standards ◆ Analysis package of NWEA results ◆ Analysis of ISTEP results

Strategies			
Instructional	Parent involvement	Media/Technology	Staff Development
<ul style="list-style-type: none"> ◆ English department will use modified rubrics periodically to assess student work ◆ English department will identify group weaknesses from standardized test results and share with staff ◆ Teachers will use standardized test results to make cross-curricular efforts to improve E/LA skills ◆ English department will utilize NWEA results (7th, 8th, 9th, and 10th grade) to monitor student improvement from the beginning of the school year to the end of the school year ◆ English department will share student progress with other staff members to allow cross-curricular work on weaker skills ◆ English department will integrate appropriate writing skills into curriculum ◆ English department will use differentiated instruction to address the learning needs of all students ◆ English department will introduce novels into curriculum ◆ Peer tutoring 	<ul style="list-style-type: none"> ◆ Communication to parents via email and social media ◆ Teachers will share student assessment results (strengths, weaknesses, ISTEP, NWEA, yearly progress, etc.) with parents 	<ul style="list-style-type: none"> ◆ Writing and editing will be done on the MacBook Air ◆ Students will share completed work through the use of media equipment ◆ Use of computerized reading program ◆ Use of PowerPoint, Excel, persuasive essays, in cross-curricular activities to strengthen English skills across curriculum ◆ Increase student use of technology for class projects and presentations ◆ Increase teacher use of various technologies for alternative presentation of material ◆ Use of NWEA data 	<ul style="list-style-type: none"> ◆ Differentiated instruction/project-based learning ◆ Teacher in-services on standards-based grading ◆ English department will attend workshops ◆ Staff development that trains teachers to use NWEA results and ISTEP results for improving instruction and student learning ◆ Curriculum mapping

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

Goal 2018-2019	By 2019-2020, 7th and 8th grade students will show better than average growth in mathematics on iLearn and 10th grade students will perform better than the state average in Mathematics ISTEP+.	
Benchmark	We will compare Indiana state averages for 7th and 8th grade growth in iLearn Math and the Indiana average for 10th grade Math ISTEP performance. These numbers will be compared to Southwood Jr/Sr 7th and 8th grade growth averages and 10th grade Math ISTEP performance.	
Supporting Data (Triangulate the data)	Assessments	
<ul style="list-style-type: none"> ◆ ISTEP ◆ NWEA ◆ Core 40 assessments ◆ Essential Skills Report 	◆ Standardized	◆ Locally Developed
	<ul style="list-style-type: none"> ◆ Seventh, Eighth, and Tenth grade ISTEP ◆ Ninth grade NWEA (Fall and Spring) 	<ul style="list-style-type: none"> ◆ Daily homework ◆ Tests/quizzes ◆ Class participation
Intervention	Research/Best Practices	Resources
<ul style="list-style-type: none"> ◆ All students will utilize problem-solving strategies on a daily basis ◆ Ability grouping ◆ Development of critical thinking skills ◆ Jump Start program ◆ Peer tutoring 	<ul style="list-style-type: none"> ◆ Indiana Academic Standards ◆ Everyday problems and relevant applications of math concepts increases student understanding ◆ Teacher research 	<ul style="list-style-type: none"> ◆ John Hattie's <i>Visible Learning</i> ◆ Rick Wormeli's <i>Fair Isn't Always Equal</i> ◆ NCTM Standards ◆ Indiana Math Academic Standards ◆ Analysis package for NWEA results ◆ Analysis of ISTEP results

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

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

Goal 2018-2019	Southwood Junior/Senior High School will maintain a 97% attendance rate for the 2018-2019 school year and beyond.		
Benchmark	Southwood Jr/Sr High School's attendance rate for 2017-2018 was 95.57%.		
Supporting Data (Triangulate the data)	Assessments		
<ul style="list-style-type: none"> ◆ State attendance records ◆ Letters to parents informing them of their child's absences ◆ Pre-arranged absence data 	◆ Standardized	◆ Locally Developed	
	<ul style="list-style-type: none"> ◆ DOE attendance records 	<ul style="list-style-type: none"> ◆ Skyward Attendance Records ◆ PBIS Monitoring and Rewards 	
Intervention	Research/Best Practices		Resources
<ul style="list-style-type: none"> ◆ Post perfect attendance on social media ◆ Gift certificates/vouchers donated by local businesses ◆ Behavior Intervention Team individualized interventions ◆ Collaboration with the Wabash County Probation Department and Wabash County Prosecutor's Office 	<ul style="list-style-type: none"> ◆ Regular attendance improves education ◆ Engaging students in the learning process improves attendance 		<ul style="list-style-type: none"> ◆ Utilize staff development training to promote a positive school climate that is inviting and promotes good attendance

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

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

Goal 2018-2019	Southwood Junior/Senior High School will maintain a 97% graduation rate for the 2018-2019 school year and beyond.		
Benchmark	Southwood Junior/Senior High School maintained a graduation rate above 97% since 2014-2015.		
Supporting Data (Triangulate the data)		Assessments	
<ul style="list-style-type: none"> ◆ State graduation records 	◆ Standardized	◆ Locally Developed	
	<ul style="list-style-type: none"> ◆ DOE website 	<ul style="list-style-type: none"> ◆ School withdrawal records and exit interviews 	
Intervention	Research/Best Practices		Resources
<ul style="list-style-type: none"> ◆ Attendance review through Skyward ◆ Behavior Intervention Team recommendations ◆ Vocational counseling 	<ul style="list-style-type: none"> ◆ Educated people improve society ◆ Those students with a high school diploma have a greater likelihood of future success ◆ 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 		<ul style="list-style-type: none"> ◆ Community Foundation

Strategies			
Instructional	Parent involvement	Media/Technology	Staff Development
<ul style="list-style-type: none"> ◆ Differentiated instruction will be used to meet the educational needs of a diverse student population ◆ Utilize opportunities from Heartland Career Center to help students develop vocational skills ◆ Credit recovery opportunities provided during the summer 	<ul style="list-style-type: none"> ◆ Parents of at-risk students will be notified regularly ◆ Attendance reviews 	<ul style="list-style-type: none"> ◆ Increase the use of technology to meet individual differences in learning styles 	<ul style="list-style-type: none"> ◆ Differentiated instruction ◆ Engage students in the learning process ◆ Learning styles ◆ Technology training

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 credit recovery. 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.

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.
4. Teachers will implement content area reading strategies across the curriculum.
5. Students will be given 10 minutes daily to read (Reading Counts activities).
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, Meeting Dates, Reading Counts Results, 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. We have established a goal of having 4.5 or fewer disciplinary referrals per day.

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.)
6. PBIS Committee will implement school-wide efforts to encourage and reward good behavior.
7. The Behavior Intervention Team will look at behavioral and academic at-risk students and develop strategies to help those students be successful.

SUPPORT DATA

Discipline Referrals
PBIS Data

TRANSITION PROGRAM GOAL

Students entering the 7th 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 7th grade students to be successful.

STRATEGIES TO MEET THIS GOAL

1. A teacher/student mentor program will be incorporated for incoming 7th grade students.
2. Early in the second semester a meeting will take place between 7th grade and 6th grade teachers. These meetings will discuss strategies to correlate scope and sequence in curriculum and general expectations at both levels.
3. Identify incoming 7th 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. 7th grade orientation will be expanded to include general expectations of the 7th 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; incentives for good behavior)

SUPPORT DATA

Disciplinary Referrals, Failing Grade List Statistics, Reports from Facilitators, 7th Grade Orientation

Professional Development Plan 2018-2019

Date	Description	Who Responsible	Resources/Notes
June	Summer Opportunities	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; book studies	Principals	
On-Going	Regular team meetings to analyze data, problem solve, and to implement solutions	Principals, Behavior Intervention Team, and PBIS Team	
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

2018-2019

- 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.

2019-2020

- 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.

2020-2021

- 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. The PBIS program also focuses on behavioral expectations. The common elements of PBIS are as follows: school-based team planning, faculty and staff input, problem solving approach, data-based decision making, established expectations and rules, system to acknowledge desired behavior, consequence and infraction system, continuum of behavior supports, and monitors. 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

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

NOBLE KNIGHTS

Southwood Jr.-Sr. High School Positive Behavior Support

	HALLWAYS
Respect	+ use the right side of the hallway + keep hallway passable + common courtesies for special needs
Responsibility	+ pick up trash + use voice level 1 or 2 + use school property(lockers) correctly
Personal Best	+ walk + keep hands, feet, and objects to self + use language free of insults and profanity

NOBLE KNIGHTS

Southwood Jr.-Sr. High School Positive Behavior Support

	AUDITORIUM/CONVOCATION
Respect	+ remain seated during performance +keep hands, feet, and objects to self
Responsibility	+talk in voice level 1 or 2 before performance +use voice level 0 during performance + take seat before show starts + listen to adult directions
Personal Best	+ walk to and from seat + take trash with you when leaving + if needed, share your program with others + clap/respond to presentation when completed

NOBLE KNIGHTS

Southwood Jr.-Sr. High School Positive Behavior Support

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

NOBLE KNIGHTS

Southwood Jr.-Sr. High School Positive Behavior Support

	ARRIVAL/DISMISSAL
Respect	+remove head wear as you enter building + use language free of insults and profanity +keep coats & backpacks in lockers
Responsibility	+keep hands, feet, and objects to self + walk on designated walkways +stay in cafeteria or arcade until 8:00 a.m. +use school property(lockers) correctly
Personal Best	+ use voice level 2 + assist fellow students

NOBLE KNIGHTS

Southwood Jr.-Sr. High School Positive Behavior Support

	LIBRARY
Respect	+ use voice level 0 to 1 + keep hands, feet, and objects to self
Responsibility	+take care of materials +enter library only if you have business there + push in chairs + throw away trash
Personal Best	+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

	COMPUTER LAB
Respect	+ touch, use, log-in on one computer station only + use voice level 2 to ask questions related to class work
Responsibility	+ report alterations of computer work station + keep area clean and organized + push in chairs
Personal Best	+ listen and follow all instructor's requests + follow acceptable use policy

NOBLE KNIGHTS

Southwood Jr.-Sr. High School Positive Behavior Support

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

NOBLE KNIGHTS

Southwood Jr.-Sr. High School Positive Behavior Support

	PARKING LOT
Respect	+ yield right of way to pedestrians + yield to buses when entering or leaving
Responsibility	+ drive at reduced speed + park between the lines in designated area + exit vehicle and enter building promptly
Personal Best	+ 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

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

NOBLE KNIGHTS

Southwood Jr.-Sr. High School Positive Behavior Support

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

NOBLE KNIGHT”
Positive Behavior Notices

- \$ To track positive behavior supports, teachers will be supplied with a pad of “Knight Notes,” which is a postcard with a carbon copy. This form is to be used when a student exhibits exemplary behavior inside and outside the classroom. **Respect, Responsibility, and Personal Best.**
- \$ “Knight Notes” identify the student by name and briefly describe how he/she performed positive behavior. *The carbon copy will immediately be given to the student. The postcard will be placed in the designated staff member's mailbox for processing.*
- \$ There will be a weekly drawing for students who have earned a Knight Note.
- \$ From slips collected every week, a central tracking system will record that a Knight Note was given to an individual student.