Southwestern Junior-Senior High School
3406 W 600 S
Shelbyville, Indiana 46176

School Improvement Plan
2011-2014

Submitted for Approval to the Board of Trustees
Southwestern Consolidated Schools of Shelby County
August 2011
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I. Introduction

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

Southwestern Junior-Senior High School
Southwestern Junior-Senior High School is comprised of students in grades 7-12. Southwestern is a thirty-acre corporation campus located on the interior corner of an L-shaped district. Consolidation occurred in 1957 with the first graduating class in 1959. The elementary school was consolidated fifteen years later and is located behind the high school. The original building contained administrative offices, including the nurse’s clinic and guidance office, 23 classrooms, a cafeteria, gymnasium, library, and a shop area for vocational classes. In 1999, the west wing of the building was added which contains the classrooms for art, band and choir, while the original building was remodeled to house the current library, administrative offices and three computer labs.

The 2010-2011 student count in grades 7-12 was 334 students. The teacher-to-student ratio is 14:1. The school employs two administrators, one guidance counselor, 24 certified staff members, three instructional assistants, three administrative support staff, and nine additional staff members in the cafeteria and custodial areas. The high school shares a school nurse and the computer administrator with the elementary school. Southwestern Consolidated School District is a member of the Special Services of Johnson County Special Education Co-operative (SSJCS) which is located in Franklin, Indiana. Southwestern receives services of the school psychologist, speech therapist, occupational therapist, physical therapist and behavioral specialist through BRSEC. Southwestern is also a cooperative member with the Blue River Career Center (BRCC) in Shelbyville, Indiana. Students may choose to attend classes at BRCC during their junior and senior years of high school in areas such as health sciences, marketing, building trades, and automotive work. The Stability Index, as reported by the Department of Education, is 95.3%.

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

On average, approximately 70% of our students attend post-secondary education, including two year degrees, vocational training, apprenticeship programs, or the military. It is notable that our students recognize that training occurs in a variety of ways. Many graduates return for visits during their vacations or for the homecoming games. They share their successes and make suggestions for our improvement. These returning alumni continue to care about their school and desire good things for those students who will come after them.
Shelby County
Shelby County is home to over 44,000 people, with approximately 25% of the individuals under the age of eighteen. Southwestern Consolidated School District is one of four school districts in Shelby County. It is the smallest of the four districts and is located in the southwestern corner of the county. It is approximately eight miles southwest of Shelbyville, which is the county seat and has a population of 17,951. Shelby County contains two major interstate highways – I-74 and I-65. State Roads 9, 44 and 252 also intersect the county which contribute to the fact that over one-third of the resident workforce works outside of the county. Shelby County is one of the “doughnut counties” surrounding Indianapolis, which offers families an opportunity to locate outside of Indianapolis while maintaining an easy commute for work. More workers commute out of Shelby County for employment than commute into Shelby County for employment with 38% of the exiting commuters working in Marion County. The availability and convenience of multiple routes provides easy access for nearly 6,000 workers who travel into the community for employment.

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

Southwestern Consolidated School District of Shelby County
Southwestern Consolidated School District is comprised of two schools – Southwestern Elementary and Southwestern Junior-Senior High School. The consolidation of the school district occurred in 1957, with the high school building completed first. Students from Mt. Auburn, Hendricks and Flat Rock schools entered Southwestern Junior-Senior High School in the fall of 1958. Fifteen years later, the elementary building was completed and the consolidation was complete. Southwestern Elementary has students in grades Pre-K through 6th grade. Their student enrollment in 2009-2010 was 385, with a teacher-to-student ratio of 1:19.

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

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

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

B. Curriculum – Description and Location

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

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

Southwestern Junior-Senior High School offers a comprehensive curriculum in an effort to prepare our students for further post-secondary training. As a small rural school, we face many challenges in this endeavor. Courses are offered which fulfill the state requirements for the Core 40 and Academic Honors Diplomas. Southwestern currently offers Chemistry AP and US History AP and is exploring options to offer additional advanced placement (AP) classes. Students may also take dual-credit courses through agreements with Vincennes University, Oakland City University and Ivy Tech College. The courses currently include a variety of English, mathematics and science courses. We plan to increase our dual-credit offerings in the next three years. We also offer students several elective courses in fine arts, business, agriculture and health. Students may choose to attend the Blue River Career Center (BRCC) for additional courses and training in health careers, marketing, automotive repair and mechanics, construction trades and culinary arts. Students may use the Plato Lab to complete credit recovery courses or to receive tutorial assistance. The Plato software and the ALEKS mathematics program have been key components of our Response to Intervention (RTI) plan. The Plugged in to Reading program, availability of graphic novels and resources in our school library, and the use of the 6+1 Writing model have also been a part of our RTI plan. Teachers have noticed increased difficulties in the area of reading comprehension and are reviewing data in this area. A Reading Initiative Committee
has been formed to gather the data and research reading interventions for implementation. Two special education teachers work at Southwestern to assist students who need resource support. Junior high students complete a rigorous curriculum in computer technology, completing the Digital Communications Technology course during the eighth grade. The school counselor meets with students each year to review their course of study and ensure that they are on track for graduation. The counselor also coordinates informational meetings for parents during the eighth, eleventh and the twelfth grades. The Career Cruising program, Career Exploration and Financial Awareness courses are used to help students research career options, develop a plan of study and prepare for the future.

Southwestern Junior-Senior High School follows a traditional two-semester, 180-day instructional calendar. Grading periods are nine weeks in length, with mid-term reports issued at 4 ½ weeks. The school day consists of seven 50-minute class periods with a 20-minute homeroom period in the morning. The school day begins at 8:00 am and ends at 3:15 pm. The junior high schedule is structured so that the students attend their four academic core classes then participate in exploratory and rotation classes in the afternoon. The seventh and eighth grade teachers have a common planning period so that they may meet as a team.

Southwestern’s teachers utilize a variety of instructional strategies to engage students in the learning process. Many teachers still use a traditional lecture format but also incorporate individual and team projects, Internet research activities, and cross-curricular activities. All teachers are encouraged to participate in professional development activities such as workshops, seminars, school visits and continuing education classes. Mentoring occurs both formally and informally among the staff members. Formal staff evaluations are conducted annually through the sixth year of employment. Formal evaluations are conducted once every three years for tenured staff. An informal evaluative process goes on throughout the school year. Walkthrough observations are considered a regular part of the evaluation process.

C. Titles and Descriptions of Assessment Instruments to be Used

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>CogAT</th>
<th>ITBS</th>
<th>Acuity</th>
<th>ISTEP+ Writing Rubric</th>
<th>6+1 Writing Rubric</th>
<th>ECA/GQE</th>
<th>PSAT</th>
<th>SAT/ACT</th>
<th>Teacher generated</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>8</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>9</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>10</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td>As needed</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>12</td>
<td>X</td>
<td>X</td>
<td></td>
<td>As needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
The ISTEP+ is administered to students in grades 7-9. Acuity is administered to students in grades 7-8 and those who are enrolled in Algebra 1. Southwestern administers the on-line End-of-Course Assessments (ECA) each spring. Students complete the tests in Algebra 1, Biology and English 10. Most of the students taking the Algebra 1 and Biology ECAs are in grade 9, while students in grade 10 complete the English 10 ECA. As outlined by the state, the Algebra 1 and English 10 ECAs serve as the GQE. Students who do not pass the exam are offered retest opportunities. Students in the 8th grade also take the CogAT and Iowa Test of Basic Skills.

The 6+1 Writing Rubric has been adopted by Southwestern Consolidated School District as a measure of assessment for student writing in all areas of the curriculum. The rubric focuses on the following areas: Presentation, Idea & Content, Organization, Voice, Sentence Fluency, Word Choice and Conventions.

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

Teachers are encouraged to use a variety of instructional assessments in the classroom. Student learning may be assessed through traditional tests and quizzes, but also through projects, presentations, and homework. Select staff have also been trained in the use of iSTEEP to be used as a screening assessment with struggling students.

II. Statement of Mission, Vision, or Beliefs

Southwestern Junior-Senior High School Mission Statement

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

Southwestern Consolidated School District of Shelby County Vision Statement

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

Beliefs

1. We believe a school’s purpose is to provide a nurturing environment in which each student will develop his/her thinking and the skills necessary to participate fully in life.
2. We believe each student can learn when presented with learning opportunities.

3. We believe learning opportunities are determined by the nature of the work students are assigned or encouraged to do. It is the responsibility of teachers and administrators to provide students with forms of work at which they can succeed and which will be of value to the student, community, and society. It is the responsibility of students to complete their work and be active participants in classroom activities.

4. We believe it is the obligation of the family and community to guarantee each child the opportunities needed to be successful in school and in life.

5. We believe schools will provide knowledge work that encourages active learning by the students. “Knowledge work” is defined as the employing of ideas, concepts, symbols, and abstractions to solve problems, produce products, deliver services, or otherwise provide useful outcomes.

6. We believe students and their work will be the primary focus of the school.

7. We believe principals are encouraged to be leaders of leaders. Teachers, as leaders, are encouraged and empowered to design work that responds to the needs of their individual students. Both principals and teachers are accountable for the quality of work provided to the students and are committed to continuous improvement.

8. We believe the mission of the school board and superintendent is to give direction and support for the work of the school.

9. We believe a primary responsibility of the superintendent is to interact with state and local government officials, community, parents, teachers and staff to promote school programs and goals.

10. We believe parents, teachers, staff, students and community will model behavior that demonstrates the strong value of education, social responsibility and lifelong learning.
III. Summary of Data

A. Annual Performance Report Data

The chart below shows a summary of our Annual Performance Report Data for the past five years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Free/Reduced Lunch</th>
<th>Attendance Rate</th>
<th>Graduation Rate*</th>
<th>Core 40 Diplomas</th>
<th>Honors Diplomas</th>
<th>ISTEP Avg Pct Pass – All tested Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>7 %</td>
<td>94.3</td>
<td>83.3</td>
<td>60%</td>
<td>38%</td>
<td>67.0</td>
</tr>
<tr>
<td>2006-07</td>
<td>11%</td>
<td>94.0</td>
<td>86.8</td>
<td>58%</td>
<td>41%</td>
<td>70.0</td>
</tr>
<tr>
<td>2007-08</td>
<td>12%</td>
<td>94.1</td>
<td>84.3</td>
<td>63%</td>
<td>28%</td>
<td>72.9</td>
</tr>
<tr>
<td>2008-09</td>
<td>16%</td>
<td>95.0</td>
<td>88.5</td>
<td>62%</td>
<td>36%</td>
<td>50.0</td>
</tr>
<tr>
<td>2009-10</td>
<td>21%</td>
<td>94.8</td>
<td>89.8</td>
<td>66%</td>
<td>34%</td>
<td>56.6</td>
</tr>
<tr>
<td>2010-11</td>
<td>27.3%</td>
<td>95.76</td>
<td>NA</td>
<td>64%</td>
<td>36%</td>
<td>76.2</td>
</tr>
</tbody>
</table>

* The formula for calculating the Graduation Rate was modified in 2005-06 and again in 2006-07.

B. Other Performance Indicators

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduating Class</th>
<th>Class Size</th>
<th>College Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>Class of 2005</td>
<td>52</td>
<td>50%</td>
</tr>
<tr>
<td>2005-06</td>
<td>Class of 2006</td>
<td>64</td>
<td>58%</td>
</tr>
<tr>
<td>2006-07</td>
<td>Class of 2007</td>
<td>46</td>
<td>61%</td>
</tr>
<tr>
<td>2007-08</td>
<td>Class of 2008</td>
<td>59</td>
<td>55%</td>
</tr>
<tr>
<td>2008-09</td>
<td>Class of 2009</td>
<td>47</td>
<td>68%</td>
</tr>
<tr>
<td>2009-10</td>
<td>Class of 2010</td>
<td>52</td>
<td>70%</td>
</tr>
<tr>
<td>2010-11</td>
<td>Class of 2011</td>
<td>53</td>
<td>70%</td>
</tr>
</tbody>
</table>
C. Other Information

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

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

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

Southwestern Junior-Senior High School met AYP requirements in 2006, 2007, 2008, 2009 and 2010. The school is in Academic Probation category of PL-221 due to a less than 2% increase in scores. Preliminary results for AYP and PL-221 for 2011 are not yet public.

IV. Conclusions About the Current Educational Programming

A. Curriculum and the Indiana Academic Standards

Classroom textbooks are selected through careful review by teachers and parents are invited to review the textbooks as well. Current textbooks are aligned with the Indiana Academic Standards. Teachers continually review and assess the curriculum to in an effort to guarantee that students receive instruction in the appropriate standards. Teachers are completing the curriculum mapping process and are meeting to ensure that alignment of the curriculum is in place from grades 7-12.

B. Instructional Strategies and the Indiana Academic Standards

Teachers are required to post weekly classroom assignments through the interactive component of STI Management. The teacher’s lesson plan book must be submitted to the administration whenever requested. The teachers indicate the appropriate Indiana Academic Standard on their lesson plans and in their curriculum maps. They also provide instructional strategies when submitting their curriculum maps.
C. Student Achievement

ISTEP+
Students in grades 7-10 participate each year in the state ISTEP+ assessment. Students who do not meet the passing score are provided remediation opportunities. Overall test results are shared with students, parents, teachers and the community. Individual test results are shared with students, their parents and teachers. The results are reviewed and used to modify classroom instruction or as well as developing an individual plan to help students improve areas of academic weakness.

6+1 Writing Assessments
Southwestern students participate in four school-wide writing prompts each year. The results are scored using the 6+1 Writing Rubric and the results are shared with the staff, students and with the public during school board meetings. The rubric is also used throughout the school year to assess writing assignments in all curricular areas. Teachers are required to submit a writing sample used in each of their classes once a quarter. The samples are kept on file in the principal’s office.

Core 40 ECA
Southwestern participates in the online Core 40 End-of-Course assessments each spring in the areas of Algebra 1, Biology, and English 10. The Algebra 1 and English 10 ECA now comprise the Graduation Qualifying Exam (GQE) outlined by the state. Students take the ECA at the completion of each course; therefore, they may meet the GQE requirement at any time between grades 8-10. Retest opportunities are offered in the fall and spring, providing students will additional opportunities to meet the GQE.

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

Reading Initiative
Southwestern staff members have launched a school-wide initiative in an effort to improved students’ reading comprehension levels. The students are required to read at least twice a week during homeroom. A pre-test is conducted to establish a base score for each student. Additional assessments are given to measure growth throughout the school year. Teachers provide research-based interventions for students who are below grade level.

Other Assessments
Teachers use a variety of projects and assessment strategies in the classroom, which may include quizzes, tests, homework, group and individual projects, presentations, and
classroom activities which allow students to demonstrate mastery of the Indiana Academic Standards.

D. Parental Participation

Parental participation at Southwestern Junior-Senior High School has been strong in most areas. The 7th and 8th grade teachers use a common planning period as an opportunity to hold team meetings and discuss student progress. The teams contact parents throughout the school year to discuss their child’s progress. The junior high also sponsors a "Meet the Teacher" night during the second week of school. Several parents attend this meeting as well. Parents are appreciative of the efforts of the school to communicate and work together for improving their child’s academic success. High school teachers also contact parents to discuss student progress during the school year. Teachers in grades 7-12 contact parents via phone and email to discuss student progress. A contact log is maintained for reference.

The school counselor schedules parent meetings at various times to discuss issues such as scheduling, college and scholarship applications, and the financial aid process. During the 2010-2011 school year, 56% of the senior parents attended the financial aid meeting; 53% of the parents attended the freshman orientation, and 53% attended the senior parents meeting. The school counselor also schedules individual meetings with 8th graders and their parents to discuss their high school plan. Eighty-three percent of the parents attended individual meetings with the counselor. In addition to the special meetings, the school also has fall parent-teacher conferences which have an attendance rate of approximately 55%.

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

E. Technology as a Learning Tool

The teachers at Southwestern use a variety of technology tools in the classroom and are open to exploring new options. During the summer of 2010, equipment was installed so that the Southwestern School District could become a wireless campus. We envision students using laptops or netbooks within the classroom on a daily basis. In September 2010, a new school website was launched. Teachers will have the opportunity to maintain a web page and may use the site to provide information to students and parents about their classroom.

Currently, we have three computer labs within the Southwestern Junior-Senior High School building. One computer lab is available throughout the day for teachers to use with
students. A second computer lab is home to our business classes, but may be available to
other teachers with prior arrangement. Most teachers are comfortable using the lab for
research projects, developing presentations, typing essays, or administering tests. By
request, some rooms have a direct connection between the teacher’s computer and a
television so that technology may be incorporated into the lesson presentation (i.e.,
PowerPoint, web-based videos, Internet sites, etc.). We have two mobile LCD projectors
for classroom use but are installing projectors in the classrooms as funds allow. All
classrooms are equipped with a teacher’s computer, a television, and a VCR-DVD player and
at least one student computer. The library has five computers for student use.

We have a third computer lab which we call the “Plato Lab”. The lab is used for our
remediation and credit recovery classes. We use the PLATO software for these programs,
 hence the name of the lab. We are expanding our credit recovery options to afterschool
hours in an effort to better meet the needs of our students. Some of our computer
graphics students have incorporated podcasts into their work and have presented the
project to area educators at both the high school and post-secondary levels. Some of our
teachers have designed their own websites which highlight classroom activities, as well
providing project instructions for the students in their classes.

F. Safe and Disciplined Learning Environment

Southwestern identified the need for a safe and disciplined learning environment in their
original school improvement plan. Strategies have been successfully implemented which
support this goal. Survey results indicate that staff and students feel that discipline is fairly
administered and that the use of the 8-step discipline plan is a key part of this. Overall,
students indicate that they feel safe at Southwestern and are comfortable approaching any
staff member should problems arise. The student handbook is reviewed during grade level
meetings on the first day of school. The discipline policy, dress code and attendance policy
are given special emphasis during the meetings. Students and their parents are required to
sign forms which indicate they have read and understand the policies outlined in the
handbook.

The principal and assistant principal are certified as School Safety Specialists through the
state of Indiana. Security cameras monitor the interior and exterior of the school. Exterior
doors are locked throughout the day, with a buzzer and intercom system at the front door.
Fire drills, severe weather drills and lockdown drills are conducted throughout the school
year in an effort to be prepared should a disaster occur. The Southwestern campus is
designated by the Red Cross as a community shelter area if needed. We have maintained a
positive relationship with area law enforcement and fire officials and welcome them to our
building at any time.
G. Professional Development

Professional development opportunities for the staff members at Southwestern are varied and ongoing. Students are released one hour early every Thursday throughout the school year. This allows the staff to meet for professional development on a weekly basis.

Professional development topics include work on CurricPlan and curriculum mapping, school improvement teams, school safety workshops, special education laws and guidelines, Response to Intervention (RTI) strategies, and guest speakers on various topics as the staff needs indicate. Throughout the year, staff members are encouraged to participate in conferences and workshops and share their newfound knowledge during our meetings. Topics include: Differentiation in the Classroom, Student Apathy, Ruby Payne Poverty Workshops, Positive Behavioral Supports, HASTI conference, ICE conference, NCA workshops, ISCA conference, IACAC conference and STI training sessions. Staff members are also encouraged to continue their education and may receive tuition reimbursement as funding is available. A professional library has been started to provide on-site resources for the teachers.

V. Student Achievement Objectives/Goals

A. Attendance Rate

Southwestern Junior-Senior High School has set a goal to reach at least 98% by the end of the 2012-2013 school year and are making progress toward that goal. We have added an attendance incentive program which rewards students by month, semester and year. We have periodically offered weekly incentives as well. A key factor in the continuation for this program will be the financial obligation. Various community organizations and individuals have donated funds or prizes for the program, but we need to establish a solid fund for the continued implementation of the incentive program.

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>94.0</td>
</tr>
<tr>
<td>2006-07</td>
<td>94.1</td>
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<td>2007-08</td>
<td>95.0</td>
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<td>2008-09</td>
<td>95.1</td>
</tr>
<tr>
<td>2009-10</td>
<td>94.8</td>
</tr>
<tr>
<td>2010-11</td>
<td>95.76</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduating Class</th>
<th>Class Size</th>
<th>Graduation Rate*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>Class of 2003</td>
<td>53</td>
<td>85.8</td>
</tr>
<tr>
<td>2003-04</td>
<td>Class of 2004</td>
<td>49</td>
<td>86.2</td>
</tr>
<tr>
<td>2004-05</td>
<td>Class of 2005</td>
<td>52</td>
<td>93.6</td>
</tr>
<tr>
<td>2005-06</td>
<td>Class of 2006</td>
<td>64</td>
<td>83.1</td>
</tr>
<tr>
<td>2006-07</td>
<td>Class of 2007</td>
<td>46</td>
<td>86.8</td>
</tr>
<tr>
<td>2007-08</td>
<td>Class of 2008</td>
<td>59</td>
<td>84.3</td>
</tr>
<tr>
<td>2008-09</td>
<td>Class of 2009</td>
<td>46</td>
<td>88.5</td>
</tr>
<tr>
<td>2009-10</td>
<td>Class of 2010</td>
<td>53</td>
<td>89.8</td>
</tr>
</tbody>
</table>

* The formula for calculating the Graduation Rate was modified in 2005-06 and again in 2006-07.

VI. Specific Areas of Concern

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

★ The need to ensure the curriculum meets our students’ needs
★ The need to ensure effective staff development opportunities
★ The need to ensure a positive and supportive learning environment
★ The need to strengthen communication between school and parents
★ The need for improved student achievement as measured by ISTEP+
★ The need to improve our attendance rate
★ The need to improve our graduation rate

While the list of concerns seems lengthy, we also recognize that several of these items can be addressed within one item. For example, an improved school environment where students feel safe can result in increased attendance, increased learning opportunities and will have a positive influence on the student and their academic success.

Curriculum

A checklist indicated that with the implementation of the CurricuPlan software, all teachers have completed a curriculum map for at least one course. The staff has set a goal that all curriculum maps will be complete by the 2011-2012 school year with modifications or
adjustments provided for science and health teachers as new textbooks and standards are adopted. The staff is aware of the development of the Common Core Academic Standards and will modify curriculum and instruction as necessary to meet the needs of the students and ensure compliance with the curriculum guidelines.

Future steps include meeting across grade levels to ensure vertical alignment is in place and exploring options to expand our curricular offerings as we work to ensure that the students at Southwestern are academically prepared for their post-secondary goals.

**Staff Development**
The teachers have identified the following areas for staff development topics: Using Data and Assessments in the Classroom, Implementing Successful Reading Strategies, Engaging Every Learner, Raising Expectations in the Classroom, Using Technology in the Classroom, Differentiated Instruction, Teaching Strategies, Curriculum Mapping, and Working with Students with Special Needs.

**Environment**
A climate audit was conducted through the IASP office in December 2010. The audit indicated that staff, students and parents believe Southwestern has a safe and supportive educational environment. Participants indicated that discipline is administered in a fair and consistent manner. The audit indicated there is a good rapport between students and teachers and a strong collegiality among staff members. Teachers have observed an increase in students who seem disconnected from the school environment. Student motivation continues to be a challenge and committee members are working to provide interventions in both areas. There has been a renewed focus on school spirit, but we still have many students who do not participate in school activities. This will continue to be an area of focus.

**Communication**
We are implementing a monthly newsletter which will be posted on the school website. The organization of a Southwestern Junior-Senior High School PTO is a goal that continues to elude us. Parents have indicated that they prefer to participate in specific organizations such as Athletic Boosters, Band Boosters, etc., rather than as a large PTO group. We continue to look for opportunities which will improve communication between the school and parents as well others in the community.

**ISTEP**
The students at Southwestern fluctuate between scoring above state average and below state average on the ISTEP+ and GQE. The implementation of Acuity Predictive Assessments for students in grades 7 and 8, as well as students in Algebra 1, provides
information for areas of concern and instruction can be targeted for those areas. The ALEKS program has been used along with PLATO for math remediation. The PLATO program, small group and individual tutoring have been implemented for English remediation.

A review of the ISTEP+ data has shown that a significant number of students are struggling in the area of reading comprehension. A team of teachers has been formed to address this concern. The team has put together a variety of assessments to monitor student progress along with reading strategies in an attempt to address this issue. A Reading Initiative Committee was formed in 2010-2011 and will focus on providing increased reading opportunities, comprehension assessments and vocabulary building for all students in grades 7-12.

**Attendance**
An incentive policy was added last year as a way to improve the attendance rate. Perfect attendance is recognized on a monthly basis as well as at the end of first semester and again at the end of the school year. Local organizations have been very supportive of the incentive program and provided donations and financial assistance for the program. The corporation adopted attendance guidelines which reflect the expectation that students must be in attendance at school on a regular basis. Students may face disciplinary action for non-attendance, including referrals to local law enforcement agencies for habitual truancies or excessive attendance violations.

**Graduation**
The graduation rate for 2010 was 89.8 percent which is above the state average. It is essential that students complete the necessary requirements for graduation so that they can pursue a successful career afterwards. Struggling students have a variety of options for completing graduation requirements. Students may choose to make-up credits through the Plato Lab at Southwestern, through the afterschool Credit Recovery Lab, or an online option. Students have also completed summer classes through accredited on-line programs. The Simon Foundation has offered Southwestern and other school districts in our area an opportunity to participate in an alternative school, the Edinburgh Resource Center (ERC), to help more students find academic success and meet graduation requirements. Ten students have graduated through the ERC in the past three years. There has been a decline in the number of students who have withdrawn from Southwestern prior to graduation, in large part due to the options we now offer them. We have also added the option of mid-year graduation which has provided several of our students with an opportunity to begin their college careers earlier than anticipated.

**VII. Benchmarks for Progress**
Successful progress toward our school improvement goals may be measured by the following benchmarks:
★ Raise ISTEP+ Language Arts scores to 85% in the next three years
★ Raise ISTEP+ Mathematics scores to 85% in the next three years
★ Improve our attendance rate to 98% in the next three years
★ Improve our graduation rate to 100% in the next three years

Curriculum Alignment
All teachers have been trained to use CurricuPlan as documentation for curriculum mapping. All teachers have at least one course completely mapped. By June 2012, all courses are to be completed. A checklist is in the principal’s office documenting the progress of the curriculum maps for each teacher. A copy of all completed curriculum maps are in the principal’s office.

Staff Development
Teachers are encouraged to attend professional development opportunities throughout the year. Individualized staff development plans are developed with each teacher at the start of the school year. The school will continue to pursue a technology plan which integrates technology easily within each classroom. An orientation program for new staff members, including substitute teachers, is offered at the start of school each year. Southwestern will continue to offer health training and immunizations to the staff and work to support healthy lifestyles.

Environment
The Environment Committee will continue to review the discipline and attendance policies. Recommendations for revisions will be submitted to the school board no later that April of the current school in order to receive approval for implementation during the next school year. The assistant principal will continue to work with representatives from the Shelby County Probation Office, Shelby County Sheriff’s Office, the Division of Family and Children Services, and area Mental Health representatives in an effort to better coordinate services for our students. Attendance and discipline data will be reviewed and shared with all stakeholders.

Community Outreach
The committee members will ensure that the monthly newsletter continues and provide assistance as needed with the production of the semi-annual corporation newsletter. The committee members will continue to explore the option of developing a PTO or organizing a parent-volunteer base for the school. The Community Night activities will continue to be expanded upon. The 2008-2009 school was an ongoing celebration of Southwestern’s 50th anniversary and was be highlighted throughout the school year. The Community Outreach committee members played a key role in the celebration.

ISTEP
Teachers will incorporate test-taking strategies into their regular classwork. Students will have the opportunity to practice free-response and multiple-choice questions to better
familiarize themselves with this type of question. Teachers will also incorporate a regular review process of basic skills and Indiana Academic Standards in their classrooms. Remediation through the Plato Lab will continue to be offered. An afterschool tutoring program may be developed and implemented, depending on student interest and need. Data will be analyzed after each test administration to identify areas of need for each student. The results will be shared with the student, parents and teachers so that an appropriate remediation plan can be developed for the student.

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

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

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

A. **Provisions to offer courses**

The students at Southwestern Junior-Senior High School have the opportunity to select from courses which will fulfill the requirements for the Academic Honors and Core 40 diplomas. The English/Language Arts courses consist of grammar, literature and speech components. We will continue to explore and expand the options for dual-credit and advanced placement classes. The Mathematics courses consist of Algebra 1, Geometry, Algebra 2, Pre-Calculus and Calculus. Science courses consist of Biology, Chemistry, Earth/Space Science, Advanced Biology, Advanced Chemistry and Physics. Integrated Chemistry/Physics is offered on alternating years. Southwestern offers two foreign languages – Spanish and German. Students may complete four years of each language. The Social Studies department offers Government, Economics, US History, World History and World Geography. Psychology and Sociology may be offered on alternating years, although we are also looking at alternative delivery methods for these courses, such as online, distance learning or attendance at another campus. The Fine Arts requirement may be met through Art classes – 2D Art, 3D Art, or Computer Graphics – or through Music classes – Concert Choir, Show Choir, Band, Music Appreciation or Music Theory. Health and Physical Education courses are offered, along with limited electives in this area. Career electives may also be met through our Agriculture or Business department offerings, or by attending a variety of class options at Blue River Career Center (BRCC).
Currently, we offer the following dual-credit and/or AP courses: US History, College English, Chemistry, Calculus, Pre-calculus and Physics. We recognize that due to our size, the students at Southwestern may not have some of the opportunities that students at a larger school have. We feel very strongly, however, that we provide our students with the opportunity for a well-rounded education which prepares them for their post-secondary plans.

**B. Provisions to encourage completion of AHD and Core 40**

Southwestern Junior-Senior High School adheres to state guidelines for completion of the Core 40 diploma and encourages students to complete either the Academic Honors or Technical Honors diploma. Southwestern currently has dual-credit agreements with Vincennes University and Oakland City University. We are continuing to explore additional options as well. Students may earn up to six credits in English from Vincennes University, and may earn up to nineteen credits with Oakland City University. We will continue to add programs as teachers are approved by the universities. We also offer Chemistry AP and US History AP and have at least two teachers who are attending AP workshops in an effort to increase the number of AP courses offered. We have worked with students to develop flexible scheduling options during the past two years which would allow them to attend classes at IUPUC or take on-line classes through our computer lab. We have been approved to offer ACP Chemistry through Indiana University and will also continue to offer a Chemistry Research class which has been developed in conjunction with the IU Chemistry department.
IX. Proposed Interventions

### Action Plan Template

<table>
<thead>
<tr>
<th>Target Area for Improvement: Parent Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Improvement Goal:</strong> Teachers will increase the amount of communication with parents.</td>
</tr>
<tr>
<td><strong>Interventions:</strong></td>
</tr>
<tr>
<td>1) Improve parent communications; 2) Increase parental involvement in school activities; 3) Establish and maintain a school newsletter; 4) Increase opportunities for parent-community involvement</td>
</tr>
</tbody>
</table>

### Timeframe for implementation:
Action steps will begin in August 2011

<table>
<thead>
<tr>
<th>Actions</th>
<th>Schedule</th>
<th>Responsibilities</th>
<th>Monitoring</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ongoing implementation of contact log</td>
<td>August – May each school year</td>
<td>Mrs. Blake will distribute and collect contact logs throughout the school year</td>
<td>Contact logs will be kept on file in principal’s office</td>
<td>Before school, after school, prep time</td>
</tr>
<tr>
<td>2. Organization of SWHS PTO</td>
<td>September 2011</td>
<td>Mrs. Blake, Mrs. Peterson and Mr. Starost will work with committee to form PTO</td>
<td>Mrs. Blake will document meetings</td>
<td>Staff Development time, Release time, before school or after school meetings, Parent volunteers</td>
</tr>
<tr>
<td>3. Development of monthly newsletter</td>
<td>August – May of each school year</td>
<td>Mrs. Blake and Mrs. Neville will post newsletter to website</td>
<td>Mrs. Blake, Mrs. Neville, Mr. Ralston</td>
<td>Staff Development time, Release time, before school or after school meetings</td>
</tr>
</tbody>
</table>
## Action Plan Template

### Target Area for Improvement: Curriculum Development

<table>
<thead>
<tr>
<th>Improvement Goal:</th>
<th>Expectations for student learning:</th>
<th>Targeted participants:</th>
<th><strong>Interventions:</strong></th>
<th><strong>Evaluation:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff members will complete curriculum mapping for all classes in every subject area and ensure that vertical and horizontal alignment is in place</td>
<td>Staff members will complete curriculum mapping for all classes in every subject area and ensure that vertical and horizontal alignment is in place</td>
<td>All students, All teachers, Building administrators</td>
<td>1) Staff members will be provided opportunities to complete curriculum maps; 2) Local curriculum will be adjusted as appropriate to students’ needs; 3) Staff members will participate in activities which will improve or enhance the classroom curriculum.</td>
<td>Teacher-developed assessments; ECAs; ISTEP+</td>
</tr>
</tbody>
</table>

### Timeframe for implementation: All curriculum maps must be completed and submitted to the building administrator by June 2012.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Schedule</th>
<th>Responsibilities</th>
<th>Monitoring</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Staff will continue to use CurricuPlan to write curriculum maps</td>
<td>August – May of the current school year</td>
<td>Mrs. Blake will meet with staff – individually and as a department – at least once each grading period to review progress</td>
<td>Copies of curriculum maps – file maintained in the principal's office</td>
<td>Staff Development time, Release time, before school or after school meetings</td>
</tr>
<tr>
<td>2. Increase course offerings for students</td>
<td>August – May of the current school year</td>
<td>Department heads will submit course recommendations to Mrs. Blake and Mr. Phares</td>
<td>Enrollment numbers will determine availability of course</td>
<td>Staff Development time, Release time, before school or after school meetings</td>
</tr>
</tbody>
</table>
## Action Plan Template

### Target Area for Improvement: School Environment

<table>
<thead>
<tr>
<th>Improvement Goal:</th>
<th>Expectations for student learning:</th>
<th>Targeted participants:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To maintain a positive school environment for staff and students</td>
<td>Student referrals will decrease by 5% while achievement will increase by 5%</td>
<td>All students, All teachers, Building administrators</td>
</tr>
</tbody>
</table>

### Interventions:
1. Offer special interest classes for the community;
2. Establish and maintain a school newsletter;
3. Continue current Community Night activities and explore additional options;
4. Increase opportunities for parent-community involvement

### Evaluation:
- Surveys
- Class enrollment

### Timeframe for implementation:
A school newsletter will be continued and posted on the school website throughout the school year.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Schedule</th>
<th>Responsibilities</th>
<th>Monitoring</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student discipline policy will be reviewed</td>
<td>August – March of each school year</td>
<td>Mrs. Williams will organize a committee to review the discipline policy</td>
<td>Mr. Ralston will work with the committee</td>
<td>Staff Development time, Release time, before school or after school meetings</td>
</tr>
<tr>
<td>2. Student attendance policy will be reviewed</td>
<td>August – March of each school year</td>
<td>Mrs. Hottell will organize a committee to review the attendance policy</td>
<td>Mr. Ralston will work with the committee</td>
<td>Staff Development time, Release time, before school or after school meetings</td>
</tr>
<tr>
<td>3. Participation in county-wide School Safety Committee</td>
<td>August – May of each school year</td>
<td>Mr. Ralston will serve as the liaison with the county officials</td>
<td>Mr. Ralston will work with the committee</td>
<td>Staff Development time, Release time, before school or after school meetings</td>
</tr>
<tr>
<td>4. Maintain certified School Safety Specialist on staff</td>
<td>August – May of each school year</td>
<td>Mr. Ralston and Mrs. Blake will continue renewal of certification each year</td>
<td>Mrs. Blake will work with the committee</td>
<td>Staff Development time, Release time, before school or after school meetings</td>
</tr>
</tbody>
</table>
### Action Plan Template

#### Target Area for Improvement: Teachers & Teaching Responsibilities

<table>
<thead>
<tr>
<th>Improvement Goal:</th>
<th>Expectations for student learning:</th>
<th>Targeted participants:</th>
<th>Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every employee will develop and implement a personalized continuous improvement plan</td>
<td>Student learning will increase as teachers become adept at analyzing data and adjusting classroom instructional strategies accordingly</td>
<td>All students All teachers Administration</td>
<td>Acuity ECA ISTEP+ Classroom assessments</td>
</tr>
</tbody>
</table>

#### Interventions:
1. Teachers will analyze data and use the information to adjust instruction accordingly;
2. Teachers will demonstrate proficiency in using technology

#### Timeframe for implementation: Each employee will develop a personalized continuous improvement plan and submit it to the principal by September 2012.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Schedule</th>
<th>Responsibilities</th>
<th>Monitoring</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers will complete a self-assessment to develop an individualized continuous improvement plan</td>
<td>August of each school year</td>
<td>All Teachers will complete a self-assessment and develop a personalized CIP</td>
<td>Mrs. Blake will maintain copies of the plan in the office</td>
<td>Staff Development time, Release time, before school or after school meetings</td>
</tr>
<tr>
<td>2. Teachers will receive training in any area that is identified as deficient</td>
<td>August – May of each school year</td>
<td>All Teachers will be encouraged to attend relevant conferences or training sessions as identified through their self-assessment or by the administration</td>
<td>Mrs. Blake will ensure that all teachers attend relevant training sessions</td>
<td>Staff Development time, Release time, before school or after school meetings</td>
</tr>
<tr>
<td>3. Teachers will demonstrate mastery in specific areas of technology</td>
<td>August 2007 – May 2008</td>
<td>All Teachers will participate in the technology assessment</td>
<td>Mrs. Neville will ensure that all teachers attend relevant training sessions</td>
<td>Staff Development time, Release time, before school or after school meetings</td>
</tr>
</tbody>
</table>
X. Professional Development

A. Emphasis on Student Learning and Performance
Staff members will continue to receive training in Plugged in to Reading, ALEKS, Engaging Students in the Classroom, Student Learning Styles, Differentiated Instruction, Student Motivation, Data Analysis and Effective Assessment. Additional professional development opportunities will be pursued as staff needs indicate. Professional development opportunities will be examined based on the needs of the student and relevance to the classroom.

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

C. Aligns with core principles of professional development
Staff members will identify the primary needs of the students within the learning environment. Staff members will then identify their own needs within the classroom with respect to the learning needs of the students. Opportunities for peer review, mentoring, study groups, workshops and conferences are just a few of the ways which teachers may receive professional development.

D. Cultural competency
Although Southwestern does not have a great deal of ethnic diversity, we cannot overlook the other areas of cultural diversity. Cultural diversity may exist through socio-economic status, ethnicity, gender, and varied learning needs. The staff of Southwestern is cognizant of the various areas and works to "level the playing field" for all students. We ensure that no student is discriminated against because of their financial means, ethnicity, gender or learning needs. We have installed a computerized cafeteria system which allows students to enter an ID number on a keypad rather than show a ticket or pay at the register. The staff and students at Southwestern embrace the opportunity to learn about other cultures, hosting from 3 to 5 foreign exchange students each year. Students for whom English is not their native language receive assistance from staff members to help them improve their English skills.

Professional development opportunities include attending seminars on working with students who are culturally diverse, i.e., Ruby Payne workshops (poverty), understanding how boys and girls learn differently, how to work with students who have Limited English Proficiency, how to work with autistic students, etc. The teachers also incorporate lessons which help students gain a greater understanding of other cultures.
XI. Statutes and rules to be waived

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

XII. Three-year Time Line for implementation, review and revision

<table>
<thead>
<tr>
<th></th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum</strong></td>
<td>Complete all curriculum maps by August 2012</td>
<td>Establish benchmark assessments</td>
<td>Gather and analyze data; adjust as needed</td>
</tr>
<tr>
<td><strong>Staff Development</strong></td>
<td>Identify current needs and schedule appropriate training</td>
<td>Gather and analyze data; adjust as needed</td>
<td>Gather and analyze data; adjust as needed</td>
</tr>
<tr>
<td><strong>Parent Communication</strong></td>
<td>Maintain Parent Contact Logs</td>
<td>Continue to assess and adjust as needed</td>
<td>Continue to assess and adjust as needed</td>
</tr>
<tr>
<td><strong>Environment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ISTEP+ Data</strong></td>
<td>Analyze data and adjust instruction accordingly</td>
<td>Continue to assess, analyze data and adjust instruction to meet students' needs</td>
<td>Continue to assess, analyze data and adjust instruction to meet students' needs</td>
</tr>
<tr>
<td><strong>Attendance Rate</strong></td>
<td>Continue implementation of attendance incentive program</td>
<td>Gather and analyze data; adjust as needed</td>
<td>Gather and analyze data; adjust as needed</td>
</tr>
<tr>
<td><strong>Graduation Rate</strong></td>
<td>Review and Revise current policies</td>
<td>Gather and analyze data; adjust as needed</td>
<td>Gather and analyze data; adjust as needed</td>
</tr>
</tbody>
</table>
## School Improvement Committees
### 2011-2014

### Steering Committee
- Suzanne Blake
- Joe Ralston
- Susan Neville
- Kim Williams
- Genie Parmer
- Bill Taylor

### Team #1
- Piper Hottell
- Brady Days
- Ken Wilson
- Mark Tatlock
- Sarah Milner
- Dave Schmitt
- Joe Ralston
- Natalie Parker

### Team #2
- Elizabeth Peterson
- Kim Williams
- Susan Burbank
- Zach Meyer
- Russell Swift
- Donna Dennison
- Erica Schutt

### Team #3
- Keith Starost
- Don Wesseling
- Carey Nigh
- Kyle Bergman
- Carolyn Dunigan
- Genie Parmer
- Renae Fife

### Team #4
- Bill Taylor
- Joe Duchaine
- Vicki Beach
- Chris Lakes
- Pam Meyer
- Susan Neville
- Bridget Beyer