Indiana School Improvement Plan

Union County High School

Union County School Corporation

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Student Performance Diagnostic

School Improvement Plan 2016

Introduction

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Union County High School is a 1972 consolidation of the College Corner and Liberty schools with an enrollment of approximately 471 students and is located at 410 Patriot Blvd., Liberty, IN. The majority of the school's clients are from within Union County, located in east central Indiana, on the Ohio border. The corporation is unique in that it also includes parts of two counties in Ohio, as well as part of Franklin County, Indiana, south of Union County. In July, 1995 an agreement was signed combining the two school boards which govern the school.

Union County is a rural community with a population of approximately 7246 with little cultural diversity. Rapid growth has not occurred, but the community is stable. According to the Indiana Stats report, Union County is one of 92 counties in Indiana. It has 161.22 sq. miles in land area and a population density of 46.6 per square mile. In the last three years Union County's population grew by 1.7%. Union County was organized in 1821 from pieces of Fayette, Franklin and Wayne counties and named for the resulting "union". It encompasses the townships of Brownsville, Center, Harmony, Harrison, Liberty, and Union.   Liberty and West College Corner are two towns in the county.

Union County has a population of 7246, with 3225 households.   Of those 7246 people, 1657 are comprised of married couples either with (665) or without (992) children. The median value of a home in 2014 is $103,200 and the median rent is $662 per month. The per capita personal income in 2014 was $44,161 with a poverty rate of 12.7%. Countywide, 49% of our students are on free/reduced lunch in 2014. Our annual unemployment rate is 9.1 (in July of 2012 our rate was 8.4%).

According to the Indiana Department of Education Annual Report, the attendance rate for 2014-2015 was 94.9% and the graduation rate was 92.4% (up from 87.7% the previous year). We are below state average passing both ECA English 10 and Algebra 1 by 3%.

The staff of 34, which includes a principal, an assistant principal, two guidance counselors, an athletic director, and a half-time media specialist, serves approximately 471 students. Our standard of performance is verified by the fact that for the past three years over 70 percent of the graduating seniors have been accepted to colleges or technical schools. Union County High School is an academically competitive school. The curriculum is very broad for a school of less than 500 students. It includes English/Language Arts, Mathematics, Science and Social Studies, a wide range of elective courses, foreign language, advanced fine art and physical education classes, and advanced placement courses (25.8% of our graduates in 2014 took one or more AP course) in English, Spanish, US History, physics, chemistry, statistics, and calculus, along with implementation of Project Lead the Way coursework. Students can also earn dual credit hours through the Business/Technology Department, Agriculture and English.   5.4% of our instruction was delivered through vocational education.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission Statement: Union County High School is a supportive and challenging learning center where students and community members are encouraged to be active, willing participants in on-going preparation for successful, literate citizenship in an ever-changing world.

Union County High School Vision Statement: UCHS promotes partnerships supporting individual trust and community success to empower effective lifelong learners.

Union County High School Beliefs:.
We believe that all students deserve to be surrounded by adults who believe they are capable of high achievement. We believe that students deserve to be treated with respect and dignity and have the obligation to treat others with respect and dignity. We believe that students deserve a curriculum driven, at minimum, by national and state standards, a curriculum that promotes ethical decision-making and higher order/ critical thinking. We believe that students deserve to be taught by professional educators who are passionate about learning and who are driven to teach using research-based teaching methodology. All students deserve instruction delivered by a quality teacher who is well-prepared for the day and who is available for assistance when needed. All students deserve a teaching and support staff that is open to change and able to embrace student involvement in all aspects of operation. Students deserve policies that are created and enforced consistently and fairly. Students deserve parents and community members who are involved in all aspects of education and who expect their children to learn. Students deserve an education that adequately prepares them to compete in a global economy.
The school has as its foundation mutual respect. Each individual is treated with dignity. A strong expectation for all students to achieve is evident. This expectation carries with it the acknowledgement that we, as educators, must accommodate all learners as they come to understand and develop success strategies to overcome their own learning deficiencies and to enhance their learning strengths. In this environment where all adults are living by their core convictions, all students are enthusiastic about coming to school to learn. Students accept ownership and responsibility for their education. Students challenge educators to continuously improve. Students excel academically and socially. Students are open to new ideas, are able to make sound ethical decisions, are able to confront a problem confident in their ability to find solutions, and are able to find intrinsic value in learning. Each student possesses the self-knowledge, educational and career awareness, and skills required to make sound educational and career decisions. Students are able to accept failure and learn from it, expect success and build upon it, and to mold a future full of opportunities.

During the 2014-15 school years, 34.5% (up from 29.6% in 2012-13) of our graduating seniors earned the Indiana Academic Honors Diploma. In addition, 51.8% of our graduating seniors earned a Core 40 Diploma. Union County High School prides itself in providing programs for all levels of students. Many special areas and activities exist which encourage growth and challenge the students, including academic competition teams and Project Lead the Way. Union County High School has curricular offerings in honors, academic, average, vocational, remedial, and special education programs. Exploration of career opportunities is available through the CALL program, which is our school-created senior exit program. The program requires four years of study with an advisor, a portfolio, a senior exit presentation, and 40 hours of community service for a required graduation credit. Whitewater Technical Career Center provides many opportunities for students to train in specific skill areas. Ivy Tech also provides further educational opportunities. Summer school is made available for students wishing to enroll in government, economics, English, math, marching band, and physical education. In addition, in 2012-2013 an Alternative Education Grant was sought after and a learning center was created.   Currently we have 30 students enrolled in this alternative setting. We are planning on retaining our students rather than having them drop out and then return to us for this delivery of instruction.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

UCHS has shown evidence of achievement and growth in college/career-readiness and stakeholder involvement.

1. Math and English scores, 2013-14.

- EXPLORE and PLAN scores (content area tests-English, Math, Reading, Science) have increased over the last five years and are now above national averages in all areas.

- ACT scores have been above the national averages and increasing since 2010.   SAT scores have been above the national average since 2009.

- Percent of students earning a 3 or higher on Advanced Placement (AP) exams has increased or stayed the same over the last five years.

2. Writing across the curriculum scores are improving, 2013-14.

- Writing samples show improvement in all areas of writing across all grade levels.

- Trend data has been documented and with the most recent sample which involved a response-to-text (rigor in reading).

3. Current 2015-16 Data.

- UCHS adopted a reading-comprehension goal.

- Data will be analyzed to identify differences between scores responding to writing prompts and scores responding to text.

4. Parent Involvement (Parent Advocates) has evolved to a yearly, budgeted agenda of activities that involve the community and parents.

5. Communication systems have been put in place that allow for two-way communication if desired. Parent portal allows parents to view student grades at any time.

6. Curricuplan has been adopted allowing mapping in English, math, and social studies to date.

7. Canvas has been adopted as our LMS and training will be provided during summer.

8. One-to-one technology initiative will be in place by 2016.

9. TutorU has been funded to employ teachers and students to provide regularly scheduled tutoring.

10. Reading Manual is available for both students and teachers.

11. CALL Curriculum has been updated.

UCHS has also shown evidence of progress in stakeholder involvement and commitment to continuous improvement.

- Vision cruises continue as part of the SIP community group. Engrained, 2016

- On-line Announcements, Engrained 2016

- Faculty meetings will continue on Mondays. Engrained, 2016

- One-call will be used to advertise current events and inviting input as needed. Engrained, 2016

- District webpage will continue to be updated.   Engrained, 2016

- Staff webpages and blogs will be updated or most will be replaced by a LMS (Canvas) in 2016-17

- Parent Advocate Groups will continue to meet bi-monthly and serve as mentors for other parents who may be struggling with the high school environment.   Parent Advocates are now fully funded and have a yearly agenda of activities focused on students and parents. 2016

- Tutoring has been instituted on a daily basis during advisory period and after school. Guidance also has developed a grid showing all teachers and their tutoring hours. Engrained, 2016

- SIP committee will report yearly to our Board to provide process and data updates. Engrained in practice.

UCHS has also shown evidence of improvement in attendance:

All students will decrease the number of absences (94.9% in 2015).

- Increased communication with families and enforced consequences will result in improved attendance.

- Attendance Records are placed in perm files each year.

- Attendance Policy published in Student Handbook.

- A letter is sent to parents after five (5) days of absence. This letter is sent regardless of the circumstances and regardless of whether the absences are excused or unexcused.

- After eight (8) days of absence within one (1) school year, the next parent contact will be made. These contacts may include, but are not limited to: letter, phone contact, meeting with the teacher or administrator, or meeting with the school team.

- After ten absences (10) within one (1) school year, the school may refer the attendance issue to the UC Multi-Agency Attendance Committee for consideration of appropriate action. This is a committee comprised of school personnel and local social service organizations. Any action take will be dependent on reasons for the absences and will be dealt with on an individual basis.

- Teachers will begin communicating with families at least by the third absence.

UCHS has also shown evidence of improvement in graduation rates:

    All students will graduate from UCHS in four or fewer years. (94.9% in 2014-15)

- Teachers and Administration will not allow students to withdraw from UCHS or classes. Alternatives will be developed when needed.

- Graduation rates have been steadily improving over the past five years. Continue to monitor the numbers and reasons for requested withdrawals.

- Work in tandem with Guidance to find solutions to barriers that are perceived to be in the way of individual graduation.

- Involve parents/families in the discussion regarding alternative paths toward graduation, or the possibility of withdrawal.

- Provide tutoring opportunities for students who struggle with academics.

- Provide counseling opportunities for students who are considering dropout as an answer.

- Provide a curriculum that is diverse and instruction that is differentiated to meet the learning needs/styles of individual students.

- Provide an Alternative Path to graduation for students who struggle in the traditional setting.   Provide the process for application, referral, processing, learning opportunities and ultimately graduation.

Additional Information

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

Union County High School History of School Improvement

The very first step taken to address concerns was to put a SIP team in place that fostered cooperation while understanding the commitment to change and the associated time commitment. We have such a team. The first task in reaching the previously included Standard Six: Stakeholder Communications was to craft a common vision. The team created and hosted five cruise-themed meetings with each group of stakeholders; Faculty (29), Support Staff (8), Parents/Community (8), Students (16), Administration and School Board (7) with the purpose of crafting a vision that can be shared and also be a foundation for future communications. The purpose of the Vision Cruises that took place with all stakeholders was to "get everyone onboard" and empower them to become a change agent in our school. When evaluating the effectiveness of the cruises, one must look at the outcomes of their meetings. Improved communication is certainly an accomplishment as well as others such as, sharing data, examining strengths and weaknesses, forming committees to work on the weaknesses, all in a shared effort by all stakeholders to improve. Of course, the communication goal has been met by virtue of the work completed over the course of the past two years through our cruises.

 The actual steps taken to improve communication with all stakeholders commenced with discussions among the stakeholders to identify areas for improvement. The lists were compiled, committees formed, assignments made, and the improvement plan designed.

- Vision Cruises allowed all stakeholders to participate in the revision of the Vision Statement and to prioritize opportunities for improvement.

Vision Cruise Evidence:

*PowerPoint slides from Vision Cruises with handouts

*Letters from participants thanking the SIP committee for allowing them to have input on our school improvement

 *Post-it notes from stakeholders choosing their NCA strand for improvement that they felt we needed.

*Five "Wordles" were created from the belief statements from each group of stakeholders

*"Messages from a bottle" were collected from the SIP community group suggesting that we create parent groups and make one-on-one connections between high school students and eighth-graders

*Exit slips from students listing ideas for improvement

- The Parent Newsletter was re-implemented. The newsletter is designed by students with input from staff. All parents receive the newsletter highlighting not only current events and good news, but also inviting participation in different forums.

Parent Newsletter Evidence:

o The only measures of effectiveness we have at this point are the positive comments made by individuals that are appreciative of our efforts and for additional information

o Mailing confirmation identifies recipients

o One of the initial concerns expressed by Parent Advocate group was the need for Parent Newsletter

 The Newsletter was listed as method of Communication at Freshmen Orientation

- Faculty Sharing Sessions were held twice a week on Monday and Friday. These sessions were used as a feedback system with administration and teachers and support staff all submitting topics. The "kick-off" and "wrap-up" opportunities were open to all staff. The topics included upcoming events, potential policy changes, upcoming projects, committee reports, and any topic brought up by staff. Since these sessions were voluntary, we agreed to use these forums for communication purposes and not as a policy setting forum. Minutes were emailed by administration to all staff.

Faculty Sharing Sessions Evidence:

o Faculty sharing sessions increased opportunities for communication from a once-a-month meeting to sharing sessions held twice a week.

o The Monday kick-off meetings and Friday wrap-up meetings were well attended with 20.7 out of 30 staff regularly attending.

o After these meetings, minutes were sent to all staff.

o Some specific examples of feedback were:

 School-wide writing prompts were discussed on February 21, 2011.

 A student presented the student council's work on the technology plan to the staff on February 25, 2011.

 The first staff review indicated that the staff wanted to keep the "kick-off" and "wrap-up" meetings the way they were designed at a meeting on February 25, 2011.

 A request for student handbook suggestions was made on March 14, 2011.

 School-round calendar was introduced on September 23, 2011.

- Final call for participation on committees (TPnT--Transition, Parent, Tutoring) was made to make certain all faculty was included.

- One-Call is utilized as a communication system for all stakeholders. Announcements for upcoming events or items of concern include but are not limited to: fundraisers, after-prom committee news, athletics, weather-related closings, dress code issues, student council announcements, scheduling announcements from guidance. School community members frequently provide more than one telephone contact number for communication via One-Call.

One-Call Evidence:

o Verification reports indicate the number of households contacted.

o Parent Advocate group included One-Call as an effective means of communication in "Communication" handout provided at Freshmen Orientation.

- There is a new UCCCJSD website with a high school link which allows stakeholders to access more information about the district and the high school.

UCCCJSD Website Evidence:

o Stakeholders are using the website as a source of information about the school and how to become involved.

o Our superintendent produces podcasts about our school that can be viewed on this site

o The Parent Advocate group has a link--Parent Resources--on the website to inform parents about projects they are working on, meeting times, and list current members.

o They invite feedback and comments in the form of surveys.

o The website also offers a link where parents can view their students' progress report and daily grades.

o Our building is now wireless and we have added IPADs for administration, some teachers, and for selected students.

- Staff webpages and blogs have been implemented by Union County High School staff by request from stakeholders. Teachers post their weekly lesson plans, deadlines for assignments, tutoring schedules, contact information, classroom policies and guidelines, course syllabi, calendar of events, resources and other valuable information for our students and parents. These websites and blogs have opened up yet another line of communication among students and parents and staff members.

Staff webpage and blog Evidence:

o 17 staff webpages and blogs have been created.

 Staff can receive feedback from their webpages and blogs based on the number of daily, weekly, and monthly visits to know how many times their specific site has been visited.

- The Parent Advocacy Group was created due to suggestions made by the members of the Vision Cruises.   This group promotes parent involvement in the high school.

The Parent Advocacy Group Evidence:

o They hold bi-monthly meetings to discuss projects and school events.

o They have developed a list of volunteers to assist teachers in the classroom during the school day.

o Parents shared folder of must-know information to help 9th-grade parents navigate through high school years (August 4, 2011).

 Parents initiated Senior Mentor program for incoming freshmen.

 Parents/teachers provide assistance to Senior Mentors.

Senior Mentors greeted freshmen at August orientation.

o Parents hosted an open house November 15, 2011 so that parents of freshmen could meet their child's advisor.

Exit slips from freshmen parents.

o Finally, the parent advocacy group makes suggestions to the SIP team who communicates those suggestions to the staff. Evidence of this input was the creation of 17 staff websites.

- The SIP Community Group has met bi-monthly to work with the team, sharing information, talking about concerns, viewing data and ultimately participating actively in the SIP process.

The SIP Community Group Evidence:

o Composed of at least 5 community members, 4 parents, 4 administrators, 6 Board members, and 5 teachers.

o They meet bi-monthly to discuss the improvement process.

o Evidence includes implementation of an active parent advocate group, development of tutoring committee, and transition committee.

- The Transitioning-to-high-school Group was created to better prepare the 8th-graders for the adjustment from middle school to high school. The group communicated with 8th-grade team of teachers to develop an action plan that will provide the 8th-graders with a better understanding of the expectations of high school life. This is another example of a group that was created by stakeholders during the Vision Cruises.

The Transitioning-to-high-school Group Evidence:

o Surveyed 8th-graders to identify questions/concerns.

Interest in areas of involvement at high school.

o Hosting 8th-graders on February 21, 2012 to experience half-day at the high school.

o Parent Advocate Group met with 8th-grade team to offer assistance from parents in college and scholarship application processes.

o Guidance is presenting to 8th grades students information about scheduling, diploma types, post-secondary transition.

- The Tutoring Group was created to investigate students' preferences for help sessions. Various sources for support were discussed along with times and locations for tutoring. Again, this group came from the ideas and concerns expressed during Vision Cruises. A tutoring schedule was prepared listing all teachers' availability on particular days and times.

The Tutoring Group Evidence:

o Students were surveyed and tallied with responses that indicated during the school day as the best time to offer tutoring.

o Teachers were surveyed as to when tutoring is available in their individual areas.

o A Student Resource Time is being implemented during Advisory period.

- Progress Presentations to the School Board by the SIP Team and Administration occurred at three different public monthly meetings. The one common purpose was to share and improve our communication with the Board and the public. The team presented an overview of the AdvancEd Accreditation process and our progress to date. The Principal presented session two which outlined all new data. There were questions and dialog with the SIP team regarding the data. Most recently, a presentation was made to review the seven standards and to discuss two target areas of improvement.

Progress Presentations Evidence:

o Evidence of our effectiveness can be found in the UCCJSD Board minutes. During those presentations the Board directed questions to the staff and parents addressing the plan, data, and process.

o This public conversation was recorded by local media and has led to a greater understanding of our SIP by the public.

o For over a year at least one school board member has attended our bi-monthly SIP meeting.

o Our parent advocates are more informed as have made subsequent board presentations (11/11) on current issues at the high school. The two-way communication between the Board, staff and parents has allowed local issues to be presented and voted upon such as grading scale, honor system, and class ranking.

What are you doing now?

All of the bulleted strategies have been implemented and embedded in practice at UCHS.

- Vision Cruises continue as part of the SIP Community group. We have been approached to submit this process as a possible session for

the 2012 AdvancED Conference.

- Parent newsletters will be distributed each semester and will soon be available on the school website.

- Faculty meetings will continue on Mondays with opportunities for two-way feedback.

- We will continue to rely on One-Call as a mode of advertising current events and inviting input.

- The district webpage will continue to be updated as a user-friendly source of information and a site for input and empowerment for all stakeholders.

- Staff webpages and blogs will be updated and refined with new technology.

- Parent Advocate Group has become a sustainable group whose mission is to support positive educational experiences at UCHS for students, parents, and staff. They serve as mentors for other parents who may be struggling with the high school environment. This group is one of the most valuable advocates of education as we continuously improve communication at Union County High School.

- The SIP Community Group will continue to meet to merge the needs, expectations, concerns of TPnT groups. We plan to recruit more stakeholders as we progress.

- Transitioning-to-high-school Group will continue to identify opportunities to communicate with 8th-grade teachers, students, and parents to provide information and support.

- We report yearly to our Board to provide process and data updates

An on-going component of improvement at UCHS has long been improving written communication through writing-across-the-curriculum; this was in defense to the previously included Standard Seven: Commitment to Continuous Improvement. We have completed this goal as evidenced by the following steps.

- A Writing Manual was developed by the English Department to be used in grades 9-12 to build a common terminology with students, teachers, and parents.

Writing Manual Evidence:

o UCHS Writing Manual is a 16-page booklet providing:

 6+1 Traits of Writing

 Information Literacy

 Research

 Writing for Exams

- UCHS Writing Manual was published in August of 2010 and is currently distributed annually, one to each incoming student and staff member.

UCHS Writing Manual Evidence:

o First print was professionally completed and distributed to all students and staff at UCHS.

o Subsequent years are printed in-house and distributed through the English Department and Guidance for new students.

o "The contents of this manual are designed to provide a baseline of expectations for writing at the high school level in Union County High School and to standardize basic stylistic elements for students and teachers."--Union County High School Writing Manual and Style Guide

- A rubric was adopted (6+1 Writing Traits) and training was offered to practice using it with a common grade-wide writing prompt.

Rubric Evidence:

o PowerPoint presentation and handouts introducing Writing Manual from Faculty Meeting on September 27, 2010.

o Teachers met for grade-level discussions for scoring writing using the 6+1 rubric.

o Teachers continue to use rubric to assess common writing prompts in addition to individual classroom writing assignments.

- Initial writing samples were collected and recorded by student name.

Initial Writing Samples Evidence:

o Baseline data recorded for Class of 2012

 October 2010 - 6 Traits of Writing: 3.79

o Baseline data recorded for Class of 2013

 October 2010 - 6 Traits of Writing: 3.54

o Baseline data recorded for Class of 2014

 October 2010 - 6 Traits of Writing: 3.41

o Scores represent average composite of 6 traits of writing not including Presentation

o Individual Composite scores compiled in binders and separated into traits

o All writing samples are in grade-level binders

- Subsequent writing samples are measured comparatively with initial samples being used to document growth.

Subsequent Writing Samples Evidence:

o Benchmark for Spring of Senior-year: 4.1

o Benchmark for Spring of Junior-year: 3.9

o Benchmark for Spring of Sophomore-year: 3.7

o Benchmark for Spring of Freshman-year: 3.5

o Scores represent average composite of 6 traits of writing not including Presentation

o Individual Composite scores compiled in binders and separated into traits

o All writing samples are in grade-level binders

- Content-area writing samples are submitted by teachers to verify writing-across-the-curriculum; this data will be utilized to show the connection between writing and reading comprehension.

Content-area Writing Samples Evidence:

o Stored in Principal's office for review and discussion

- Standardized test data for English is reviewed annually using composite scores for writing to show improvement and competency.

Standardized Test data for English Evidence:

o Most recent review of Trend Data was: September 2013

 EXPLORE

 PLAN

 PSAT

 ACT/SAT

All of the bulleted strategies have been implemented and embedded in practice at UCHS.

- Teachers and Students will continue to utilize UCHS Writing Manual as a resource for guidelines to assess writing-across-the-curriculum.

- Writing Manual will continue to be printed and distributed annually.

- UCHS staff and students will continue to utilize 6+1 rubric to assess and to improve writing.

- Opportunities will be provided for new staff to receive training for implementation of rubric.

- English Department will continue to provide initial training for rubric in 9th-grade English curriculum.

- Initial writing samples will continue to be compiled beginning in fall of freshmen-year.

- Subsequent writing samples will be collected at a minimum of two per year--fall and spring.

- Content-area writing samples will be collected once per semester for each high school course.

- Standardized test data will continue to be reviewed annually identifying pertinent trend data for writing improvement.

Programming Descriptions:

Curriculum:

We have a comprehensive list of offerings at UCHS including: (PER YEAR) 10 sections of Art, 12 sections of Music, 20 sections of Foreign Languages, 46 sections of Mathematics, 50 sections of English, 26 sections of Social Studies, 40 sections of Science, 14 sections of Business, 10 sections of Agriculture, 10 sections of FACS, 6 sections of Tech Ed, 4 sections of Project Lead the Way, 16 sections of Health and Physical Education, 2 special needs teachers, ½ time Librarian, 2 Guidance Counselors, and 2 Administrators.   The curriculum for all courses can be found in the main office, in the central office, and in the teacher's classrooms.   Also, the state course descriptions can be found in the student handbook.

Standardized Testing Program:

Grade 9:   Algebra I ECA, Biology ECA, EXPLORE, Acuity for Algebra I, CALL Scored Writing Sample

Grade 10:   English 10 ECA, PLAN, CALL Scored Writing Sample

Grade 11:   PSAT, ACT, SAT, AP Testing, CALL Scored Writing Sample

Grade 12:   SAT, ACT, AP Testing

Cultural Competency/Service Learning

Union County High School has social, emotional, and academic concern for all of our students. Our primary objective is success for ALL students, and we aspire to provide the training necessary for teachers to be able to accomplish that mission.   We have developed several programming changes over the past five years that address this concern directly: RtI, Alternative Education, counseling services for under-served students, and extra-curricular opportunities for all.   As a non-diverse community, it is our mission to embrace diversity and educate all of our communities to become more culturally competent.

Our district has adopted a Global Education Initiative which ultimately encourages our seniors to travel abroad. We have gone to Europe two times and Costa Rica this past school year.   The students have developed visual displays of their learning and have encouraged all to participate.   A benefactor has provided most of the funding for the trips and our students have benefited in ways we are only beginning to realize. This same benefactor, a former graduate who resides in Denver, Colorado, to date has donated over $500,000 in equipment, scholarships, awards and recognition for students along with a formal dinner, travel abroad opportunities, and most recently an entire lab of computers. This outside sustainable resource, UCEEP Fund, includes over $200,000 at a Denver Foundation.

The following excerpt, written by Dr. Zach Rozelle, Superintendent of UCCCJSD, is taken from the Fall 2013, Vol. 59, Issue 4 of The JOURNAL (The Magazine of the Indiana School Boards Association) "Catering to 'Special Needs'": "However, one program in particular at Union County High School stands out as an extraordinary example of placing a high value on addressing special needs: La Sals. La Sals is a coffee shop located in the high school and is in its seventh year of serving as a vehicle through which life-skills teacher Mrs. Schienbein and her staff work with students to, as she puts it, 'change disabilities into possibilities.' The shop is very much like a Starbucks, and in fact Starbucks provides the coffee products served and sold there. Every school year Mrs. Schienbein and her staff teach students to operate the facility. They travel to the local grocery to purchase other necessary supplies, stock the store, conduct inventory, and maintain order in the facility. They prepare the coffee, serve it, take and count money, give change and interact with customers and 'bosses' alike. Students deliver pre-ordered coffee to classrooms throughout the high school complex. In addition to coffee, they have also made and sold various products at the location including finely crafted jewelry. For many their participation constitutes that transition from school to work. Participation in this program, in my view, will yield for these students positive feelings about school and practical experience for life that exceed any tangible benefit likely to be wrought as a result of their participation in mandated assessments. It is a program that caters to their 'special needs.'"

In February 2013 the high school embarked on an initiative to help feed our school community. The overall purpose of this initiative is to end the hunger in our community since 51% of our students [K-12] receive free or reduced lunches. We partnered with Gleaners of Indianapolis, Indiana, to provide food and household supplies for students K-12 through a school-wide food pantry housed in the Family and Consumer Sciences lab. It is run by students, staff, and community volunteers and provides services to approximately 60 families each month. The Corner Market is open once-per-month throughout the year.

Literacy Standards

It is imperative that all non-language arts teachers are teaching the literacy standards.   As such, in 2013 we will be expecting evidence (DOE Checklist) of delivery of instruction from each and every non-English/non-mathematics teacher.

RtI

RtI is embedded in our schedule and allows our students access to remediation as part of their school day.   We assign students based on a number of criteria to a class period of RtI interventions which include teacher-directed, PLATO, and student-directed instruction.   Critical to the RtI process is the use of data to determine the necessity for additional student support in the areas of math or reading/writing. Appropriate support exists for this program and two certified teachers dedicate one hour each per day to instruction.

Alternative Education

The 2012-2013 school year was the first year for the alternative education program at UCHS and UCCCJSD.   We have written a grant to support a portion of the costs to offer a program of instruction to help those non-traditional students stay in school and earn a diploma.   We currently have 15 students enrolled in this program and initially have had good results.   Three of the previously enrolled 12 students had dropped out of school and returned to participate in the Alt Ed program to earn a diploma; 9 were existing seniors.

PLATO

PLATO was adopted in 2011-2012 as a learning tool for both the RtI program and for credit recovery.   Currently we use PLATO in our Alternative Education Program as well.   We have replaced the Accelerated Learning Software with the PLATO Software as a better choice for UCHS and UCCCJSD.

Technology as a Learning Tool

We provide many opportunities for students to take advantage of technology at UCHS. Our most recent initiative is placing a tablet or devise in every senior's hands [along with juniors enrolled in Advance Placement courses] this school year (2013-2014).

Safe Schools and Emergency Preparedness Plan

We review our plan at the start of the school year and at selected faculty meetings we pose a "tabletop" discussion situation.   Our Plan is on file in our office and in the central office.   We work closely with the law enforcement agencies, the judge, and the social agencies.   Our out-of-school suspension program overseen by Community Corrections and the Judge has been a huge success and demonstrates the cooperative nature of our relationship. Recently, Mr. Rich Padgett (Assistant Principal) has been named President of the Community Safety Organization that recently funded the re-keying of our entire complex, including key fobs.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

UCHS is rooted in stakeholder involvement at multiple levels in our improvement plan. Parent Advocates were formed in 2011 after providing input during Vision Cruises. Parents are volunteers who represent past, present, and future parents of our students as well as community members. These parents set agendas among themselves and with faculty and students. Recruitment continues at our yearly Freshmen Orientation and this group is also available at Student Registration, Parent/Teacher Conferences as well as School Board Meetings. The membership is open and new faces attend each bi-monthly meeting. We review our SIP at the beginning of the year with all stakeholders and during the process of updating and refinement. They attend faculty meetings and we meet in the evenings prior to School Board Meetings. Parent advocates determined their role as a liaison for parents, students, and teachers. Roles are delegated and existing members train new members.

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

Community Members, Parents, Business Owners, Prosecutor's Office, Judge, School Board, Students, and Staff participated in the Vision Cruises when the Plans were both initiated and approved. Each had the responsibility for providing input from their own perspectives to identify beliefs; to establish a Vision; to set goals; and to monitor progress. These same Stakeholders are continued partners in the ongoing process of revisiting our school's purpose and direction.

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

Final Plan is posted online and was presented at Parent Advocate Meetings (bi-monthly) and was also highlighted at our School Board Meeting. A topic at every bi-monthly Parent Advocate Meeting is the SIP and progress toward meeting goals. The group is invaluable not only for the services they offer, but also for the input and direction they continually provide. We constantly share new data as it becomes available.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present •SIP-on-a-Roll takes purpose out to the community. Vision Cruises to include stakeholders in decision-making [Wordles from brainstorming sessions]. T-shirts presenting school's Vision. Board presentations of SIP Plan. Faculty meetings dedicated to SIP. Revised CALL Curriculum addresses the increased reading comprehension goal. The current Professional Learning Communities are also aligned with purpose and direction.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •New honors system [grade-scale and class rank] adopted in 2011. Teacher evaluations including RISE training. Staff t-shirts stating school's Vision. Tutoring schedule demonstrates teacher commitment to learning. Challenging and equitable learning experiences, e.g., LaSals; Academic Teams; AP; Special-needs/LD Resource room; Plato; CALL/Advisory Program; Reality Store/Junior Etiquette/College & Career Day. In 2016 Curricuplan and Canvas were implemented.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan •Faculty meetings, new technology, observations and evaluations, analysis of data, standards-based lesson planning and assessments, writing prompts, senior-exit portfolios, backward-design curriculum, and TutorU. PLCs incorporate technology, data, and reading to support student achievement and reflect recommendations made by our recent External Review.	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Stakeholder involvement in developing purpose and vision is an apparent strength. Staff maintains high expectations for student success and accountability. SIP team spearheads continued opportunites for increased involvement.   We need to communicate with more Stakeholders to make certain parents and community members are informed and involved. We would like to incorporate open houses, one-call, more advertising, more outreach programs, facetime, Corner Market Food Pantry day with stakeholders--a station with cookies and punch so we could share with these parents and community members what's going on at the high school.

Standard 2: Governance and Leadership

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

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks •Board policy manual, RISE, School Corporation legal consultant/lawyer, monthly administration meetings, administrative updates at every Board Meeting, yearly reporting of SIP to Board, budgeting process that seeks input from individual buildings. Canvas is used as an administrative communication tool. All manuals are now accessible on the school website.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Governing body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •Board policy, Board training, RISE training, fiscal management, public participation at board meeting, submitting agenda items prior to board meetings, discussion minutes, union meetings, bi-annual financial audits, policy on receipting and spending money	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings •Monthly Admin meetings, acceptance of recommendations, assist students and funding of students' initiatives and needs, school board policy clearly outlines what items must be voted upon (all other decisions are left to building administration), Board supports teacher requests for travel. Curricuplan and Canvas are two platforms that have been adopted to assist in day to day activities.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •Attendance at events, School Board President announces at athletic events, School Board supported the start-up of PLTW, Alternative Education program, new AP courses, dual credit classes, financially support the professional development of staff through grants, supports UCEEP fund including the academic recognition of student achievement, the Board is informed and supports the programming at UCHS allowing the school to function with autonomy empowering teachers to teach with passion.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan •Support of the schedule change initiatives, master schedule support, cruises, Parent Advocate presentation to the Board, Board members serve on SIP teams, Board expects input from administration and teaching staff for initiatives and operational information, Board members serve on Booster organizations--Athletic, Music, and Academic	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports •Modified RISE implemented in 2012-13, and revised in 2014-15 setting student learning objectives and meeting those objectives was successful with ECA data to support the success, school grade remained an A in 2015, at minimum 3 short observations and 2 long observations occur for every staff member	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

District defines roles and responsibilities that are aligned with shared decision-making and goals. As fiscal agents they are responsible when considering building requests. As academic agents they are equally responsive in their decision-making when considering professional expertise. The school board has a procedure for hearing the voices of all employees and the community. The meeting structure will maintain sustainability of this strength. We will continue to seek approval and open forums with the governing body and encourage their presence at school events. Lack of attendance at venues such as school board meetings leads to the perception of communication issues. Our plan is to encourage staff participation at board meetings: book adoption updates, departmental spotlights with student participation, extracurricular presentations, and other general high school information and highlights. This participation will encourage two-way communication accessible to all stakeholders.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results •Lesson plans •Graduate follow-up surveys •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses •Course descriptions •Descriptions of instructional techniques •AP Classes, RtI, Alternative education, Senior Exit Program, Vocational classes, Junior year practice for job/college applications, guest speakers in classrooms, 2 days allowed for Juniors/Seniors to visit colleges, syllabi, Student handbook, college-talk in individual classes, Senior-exit feedback during interview, Curricuplan, Canvas, digital learning resources, Career and College Readiness Presentations in all Junior and Senior English classes.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •Common assessments •Surveys results •Curriculum writing process •Lesson plans aligned to the curriculum •6 + 1 Writing Rubric, Acuity, Senior Exit Rubric, Re-testing, Common assessments, Curriculum aligned with dual credit standards at Ivy Tech, ECA/AP/ISTEP/Accuplacer/PSAT Exams, Departmental common assessments and formatting/writing curriculum, Pre-AP English Curriculum, Curriculplan, Canvas	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •Interdisciplinary projects •All students have opportunity to have an electronic device, Technology apps, Project-based learning, Multiple reviews, Students engaged in case conferences to take ownership in goals, Senior-exit portfolios, lesson plans, Canvas, Acuity, PLATO, and APPS too numerous to list	Level 4

Indiana School Improvement Plan

Union County High School

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •Every teacher is evaluated at a minimum of five times each year, post-conferencing includes plans for improvement, teachers are assigned and re-assigned to capitalize on strengths and weaknesses, lesson planning is online, meeting as teams of teachers and as a school to monitor and discuss teaching and learning, individual professional development recommendations, goal setting and review	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Peer coaching guidelines and procedures •Examples of improvements to content and instructional practice resulting from collaboration •Teachers are given 2 professional development days to attend workshops; weekly teacher meetings; Curricuplan; UCHS Writing Manual; Learning Connection; Art show represents collaboration with Elementary art teacher, common ECA's, midterms, and final assessments; Pre-AP English curriculum [6-12]; professional library. In 2015-16 Professional Learning Communities were established according to External Review recommendations. Canvas LMS utilized school-wide starting in 2016	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •6+1 Rubric for consistency in grading writing, UCHS Writing and Reading Manuals, Syllabi, Acuity, Informal and Formal assessments, Progress Reports, lesson plans, writing samples, school-wide grade-level benchmark and growth data generated by reading comprehension assessments (commercial and local), guided practice and independent practice activities, Curricuplan,	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	•Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •Corporation-wide meeting with first-day-back agenda; Faculty meetings; training offered in 6+1 Writing, Reading strategies and CALL curriculum; 1st and 2nd year teachers complete a funded mentor program, IMAP; ECA coaching; College Fair, ACT help sessions, TutorU, School-wide testing day, Multiple extracurricular activities including NHS, FCCLA, FFA, Drama Club, Art Club	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	•Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Parent Advocate Group is fully funded, self-monitoring, and purposefully planned for the year; Parent-Connect, One-Call, Canvas, parent/teacher conference, freshman/new student and parent orientations, teacher blogs and websites, case conferences, senior exit and advisory, school website, classroom syllabi, parent phone calls, visits and emails	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate •Survey results •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures •CALL program is engrained and periodically revisited (2015-16), Advisory, Multiple extra-curricular groups, Parent Advocates, Counselors, student data, 504, IEP	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Evaluation process for grading and reporting practices •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting •Student handbook/teacher handbook, 6+1 for writing/Writing Manual, Reading Strategies Manual, Departmental discussions and collaboration of curriculum and assessments, Parent Connect, Curricuplan, PLATO, Alternative Education program, AP & Dual-credit Courses, certificates earned at WTCC, SDS grade reporting, standard and weighted grading scales	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Results of evaluation of professional learning program. •Evaluation tools for professional learning •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction •AP workshops, technology workshops, SDS training, SIP, PGPs, professional conferences, classes for license renewal, Curricuplan training, Canvas training, PLCs supported by outside training to facilitate peer-to-peer training, formative assessment training, content-area related seminars, monthly administrative training, school board members professional development	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	•Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students •Alternative education/Plato, RtI, La Sals coffee shop (Life Skills), IEPs/504s, professional readings, professional development, Honors/AP courses, Differentiated instruction/ Learning styles/ Multiple intelligences, Acuity testing, Guidance/Student Support Services, Part-time nurse, TutorU, Parent Connect, integrated technology	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Teachers differentiate within the varied-levels of course offerings to ensure student learning and success beyond high school for college and career-readiness. Departments collaborate and confer within their frameworks to improve continuity and consistency for depth of understanding and ease of transition from grade level to grade level. Teachers monitor and vary their instructional strategies among departments and entire staff to meet students' individual needs. Follow-up data from graduates would validate readiness and greater opportunities for learning communities could strengthen effective practice. Collaboratively develop graduate survey that represents data for learning, thinking, and life skills. Investigate alternative schedule for time to meet as a learning community to share and to highlight best practice and coordinate curriculum to meet ever-changing mandates and advancements.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.29

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	•School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff •Board Policy manual, faculty handbook, classroom size supports that certified staffing is sufficient, counselor caseload is approximately 250 clients each, Booster organizations respond to needs by volunteering	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar •Private benefactor supports the academic banquet, awards, scholarships and tens of thousands of dollars worth of equipment investments (most recently 25 computers in our library), staff has input into the CPF and supply budgets as well as student fees, electronic devices to selected student groups and staff, Canvas LMS, Curricuplan, projectors/smart boards are prevalent, Boosters (athletic and music) financially support UCHS	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Records of depreciation of equipment •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes •weekly safety reminders sent out by superintendent, background checks on staff and volunteers, monthly drills, head custodian directs all custodial issues, maintenance department is responsive to requests, area agencies work together to insure building safety, electronic key fobs for building, rekeyed building doors	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Our library resources are up-to-date and accessible, tech department adequately staffed to handle the volume of requests, IEP programming, various applications to support programming: Acuity, PLATO, learning connection, web quests, videos, powerpoints, SDS summer training, AP central, teacher webpages, all staff are offered an iPad, all students offered a electronic device, a new computer lab has been installed in the library, Canvas LMS, Curriculplan	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Survey results •Policies relative to technology use •technology department is responsive to user needs, new wireless hubs are constantly being added and upgraded, video surveillance security system is up-dated, the three-year plan includes rotation of equipment, student labs are constantly monitored for updates, teacher utilize technology in their teaching as do students in their learning, technology staff constantly participates in professional development, Canvas LMS	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students •We have two-full time counselors on staff, we have access to a school social worker, we have access to public agencies, students meet with counselors at least one time, advisory groups connect students to an advisor for four years, we do have a certified RN available for 1/2 of the school day, we have an athletic trainer, students are able to fill out input forms in guidance to find support, guidance is confidential and professional in their handling of student & teacher situations, food pantry	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process •School-wide testing day, college fair, CALL program, student participation in scheduling, testing results to help drive scheduling meetings and career planning, assistance in college application process, assistance in dual credit completion, college visits at lunchtime, allowing excused college visits, Reality Store, Etiquette Boot Camp, TutorU	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

UCHS has as an administrative motto, "we don't allow money to stand in the way of what we want to do." We have been blessed to work with a former graduate who has become a major benefactor of the school.   We have grown a culture of support that has reaped over $500,000 worth of financial support for programming, equipment, scholarships and academic recognition programs. Our Booster organizations also provide funding to support awards, equipment purchases, and clinics when needed.   The guidance department works hard to insure that students are correctly scheduled and reap the most out of the courses offered at UCHS.   They are just as diligent in working through social and emotional issues with the students.   The have also had to bear the burden of administering many forms of testing that we use to drive our improvement efforts (ACT, PSAT, SAT, ECA, ISTEP Acuity, AP testing, and most recently the addition of Accuplacer testing). Our nurse is on site for half of the school day, but can be on-site within 5 minutes. We continue to groom our relationship with our benefactor, to budget responsibly, and to encourage the support staff. Recent cuts have allowed us to retain a full certified staff while losing some key non-certified personnel. We plan to continue to be fiscally responsible and look for opportunities to re-hire personnel when our financial status will allow us to do so.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free •School-wide testing day: 9th-School-wide Reading Prompt; 10th-PSAT; 11th-PSAT. ECAs/ISTEP, Acuity testing, Accuplacer testing for Juniors, AP testing, CALL exit rubric (to measure portfolio contents, presentation, community service attainment), locally collected samples of classroom writing and associated data, RtI (PLATO) assessment, Alternative Education (PLATO) assessment, scheduling meetings to counsel students on testing results and career connection, school wide standardized reading test	Level 4

Indiana School Improvement Plan

Union County High School

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Survey results •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Formal school-wide testing day (students will test using the PSAT [SAT and ACT optional]); Results are shared/discussed at staff meetings, departments are given information to guide them toward potential remediation areas, teachers use Acuity results to remediate students, senior exit-data is used when revising curriculum, Canvas and other sites used to micromanage student learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Policies specific to data training •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data •Teachers met during prep period for a full day to discuss data as a subgroup (preps), required weekly faculty meetings to review, train and analyze data, new teachers provided writing and reading manuals, departmental information is shared regarding specific data, ECA/ISTEP and school grade information is shared with the Board and Community at Board meetings, Principal meets with Board in executive session to discuss data/instructional needs and provides monthly Administrative updates	Level 2

| Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •PSAT assesses 10th grade curriculum. We do not follow the prescribed state testing pattern for 10th grade PSAT testing because PSAT is normed for the 3rd year of high school--rather we pay for the PSAT at our school, these tests help counsel students to the proper (ACT/SAT) test, testing data is used extensively in scheduling and career counseling by guidance, trend data shows pattern of testing success	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups •Principal communicates results to: faculty, Parent Advocate Group, and School Board along with associated SIP goals. Guidance communicates results to students along with career/college planning. The data shared with Parents and School Board is delivered in the appropriate degree of intensity. Faculty and students are privy to the most sophisticated data results. Required faculty meetings, email, website, RISE, Canvas LMS-- Parent logon	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Our school participates in deliberate testing from Freshman through Senior year.   We test in October school-wide (PSAT), we follow the prescribed ECA/ISTEP testing schedule, test Acuity three times per year, we offer the ACT test six times per year on-site, we test AP tests over a two-week period of time, and we will test using the Accuplacer test in February this year.   The results are shared with the School Board, Parent Advocates, community, teachers, and students.   We have a process in place to individually discuss testing results with students as a part of their scheduling and career/college counseling.   Teachers are given information specific to their departments and are expected to remediate to show improvement in the areas that are weak. Students are tracked and remediated when appropriate. These processes are engrained in practice at UCHS.   As evidenced by the SIP process, teachers feel that they need to be further trained in data interpretation. We plan to continue to share and interpret data as a group and offer additional training to drill down the results so that they continue to be interpreted and utilized to drive curricular decisions.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Standard 1: Purpose and Direction — 3.67

Standard 2: Governance and Leadership — 3.33

Standard 3: Teaching and Assessing for Learning — 3.33

Standard 4: Resources and Support Systems — 3.29

Standard 5: Using Results for Continuous Improvement — 3.2

Sections
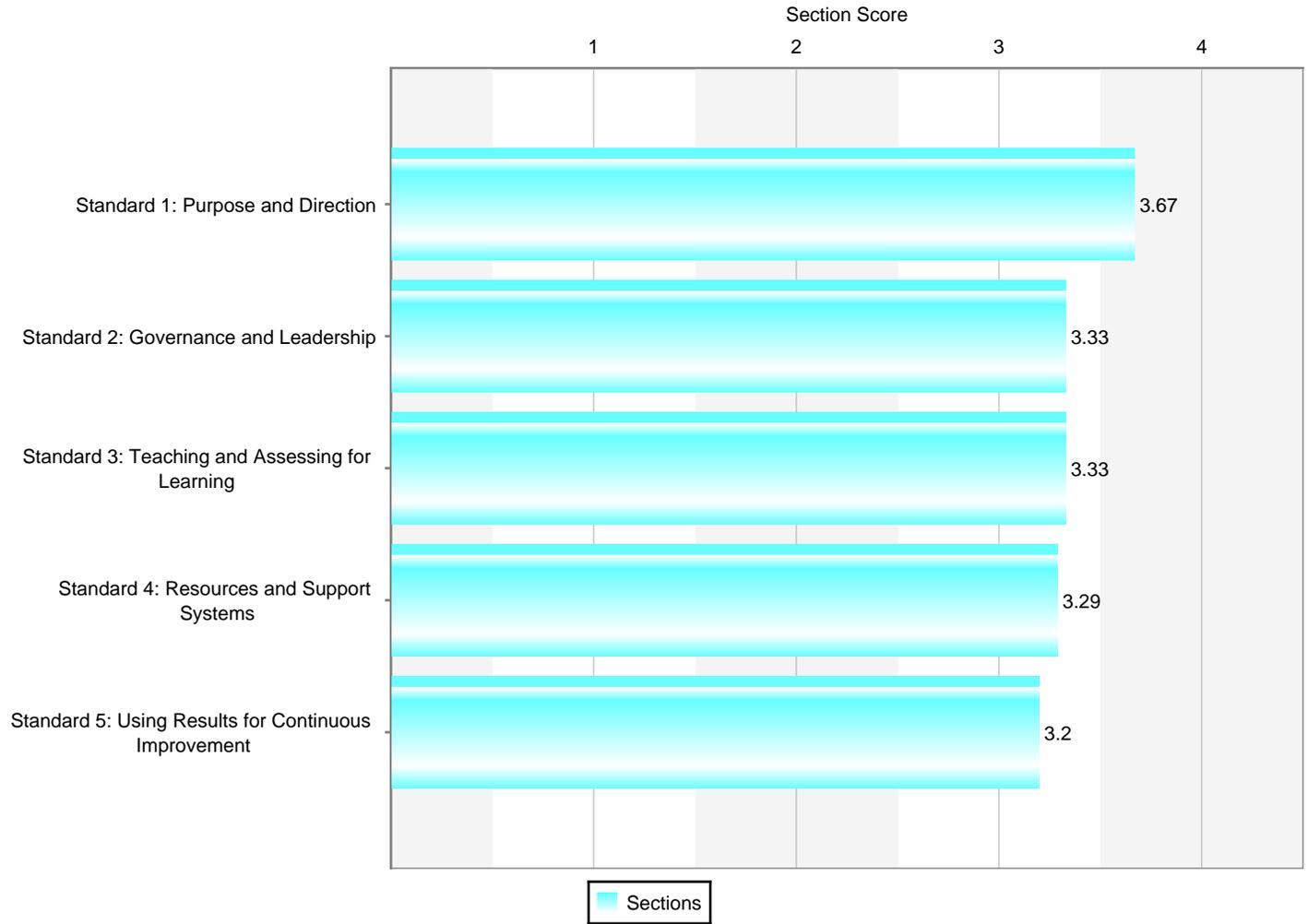
Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Data SIP 2016

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

School grade maintains a score of an A. Increased number of dual credits have been earned and AP scores at 3 or above have increased. Self-study of all data indicates that we have improved in the problem solving area and have dropped that goal from our school improvement plan. UCHS graduation rate has trended upward since 2008. Our SAT scores have trended above the national average since 2009 and our ACT scores have trended above the national average since 2010. Our students continue to show success in the area of mathematics.

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

We do not prescribe to the recommended testing sequence of PSAT prior to PLAN since the PSAT is normed on a junior level. Therefore, we test in the following sequence: PSAT-10th &11th; ACT/SAT-11/12. As a result we have shown a positive trend in all areas of testing over the past three years. Students are counseled about the testing they are most suited for in scheduling meetings. We have shown a positive trend in ECA English testing, AP English 11/12 and Calculus testing.

Which area(s) indicate the overall highest performance?

Our mathematics/problem solving and English. We continue to graduate college-ready English and calculus students.

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

Our English scores are trending up and we expect even greater results as we implement the reading comprehension goal.

Between which subgroups is the achievement gap closing?

Between females as compared to other subgroups in all areas of ECAs.

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

The English and Math results are consistent with PSAT, SAT, ACT, ECA, Acuity, AP testing and with classroom results.

Areas in Need of Improvement

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

Reading comprehension scores cause concern and drive us to our school-wide goal.

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

AP Government/Economics showed negative trends, so we have replaced these courses with AP History in 2015-16.

Which area(s) indicate the overall lowest performance?

Science has trended the lowest, followed by our writing and reading comprehension results. Please note that Biology statewide trends lower than English.

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

Our male population struggles to meet State averages in ECA testing in the area of English.

Between which subgroups is the achievement gap becoming greater?

One area (chemistry) would show that the boys outperform the girls and that they do this consistently. Also, the free/reduced population is trending toward lack of success in the area of English as evidenced by the ECA score, in particular, the area of reading comprehension.

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

Data used: PSAT, ACT, SAT, ECA, Equity, AP testing, ISTEP, Accuplacer and classroom results.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5

Sections
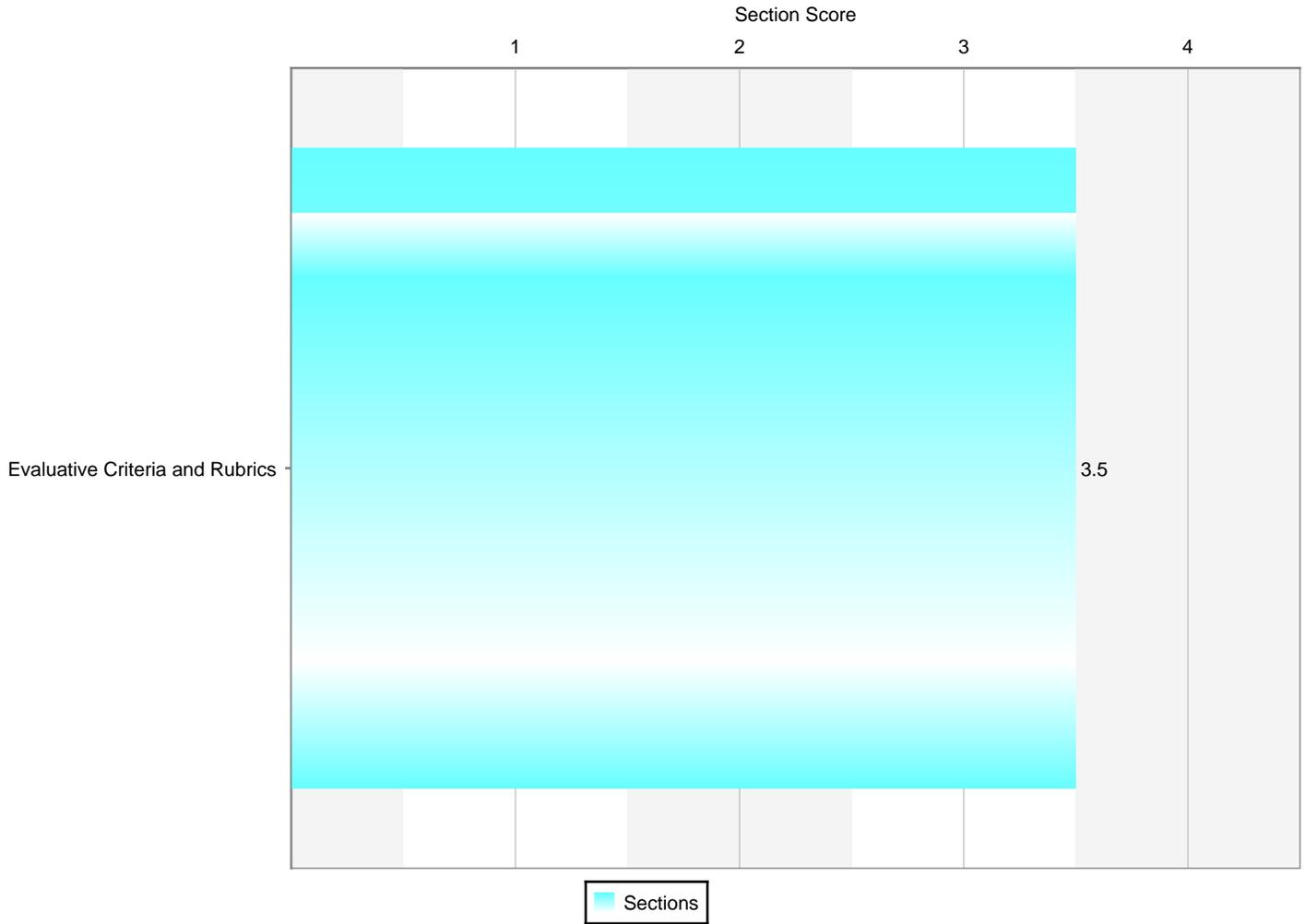
School Improvement Plan 2016

Overview

Plan Name

School Improvement Plan 2016

Plan Description

The Union County High School School Improvement Plan was developed by the faculty and staff through faculty meeting discussions. Open forums for conversation and implications of testing data and teacher concerns on student deficiencies were used to brainstorm ideas for student improvement. Stakeholders provided input as Parent Advocates and others became involved in discussions. A Parent-Advocate sponsored activity, Reality Store, surfaced as a springboard to consider students' preparation for life beyond high school. Further participation eliminated some areas while other concerns emerged as possible goals. Reading became the baseline for all other academic deficiencies; consensus was improvement in reading would advance college and career readiness. Initial collaboration and consideration of how reading level is ascertained revealed our current use of Plato for at-risk students. Consequently, we decided to use our existing software to delve into what could be the cause for student deficiencies--reading comprehension skills. Our Plan represents a shift in thinking in a time of literacy awareness in all content areas. Our Goal defines shared input and joint ownership to empower lifelong learners. Finally, we do offer a wide curriculum which ranges from a large selection of AP courses to Core40 offerings. Curriculum is housed in the main office. Assessments used at UCHS are ECA, ISTEP+, Accuplacer, ACT, PSAT, SAT, Acuity, local reading comprehension assessments, Read Theory for assessing reading levels, local CALL rubric.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Union County High School will improve in reading comprehension.	Objectives: 1 Strategies: 2 Activities: 10	Academic	$14200

Goal 1: All students at Union County High School will improve in reading comprehension.

Measurable Objective 1:

80% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehension in Reading by 08/13/2018 as measured by reading grade level improvement.

Strategy 1:

Reading for Career and College Readiness - Staff will implement reading strategies and activities including UCHS Reading Manual to improve reading comprehension for all students. Research indicates that these nine strategies have the greatest positive effect on student achievement for all students, in all subject areas, at all grade levels. Additional research will be incorporated in local Reading Manual.

Research Cited: Marzano's High-Yield Instructional Strategies

Daniels and Steineke Texts and Lessons [for Teaching Literature and for Teaching Content-Area Reading]

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train 9-12 grade teachers in Reading Manual and Strategies.	Professional Learning	04/01/2014	05/01/2018	$7500	Title II Part A	All faculty will be trained in tactics and techniques for high-yield instructional strategies.

Status	Progress Notes	Created On	Created By
In Progress	Training now takes place at the start of each new school year so that all staff are refreshed/trained to use the manual and the strategies.	February 09, 2016	Mrs. Connie S Rosenberger

Activity - Establishing grade level performance for all freshmen	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Utilize Read Theory to assess 9th Grade Reading Levels (Read Theory Grade Level Performance Mark)	Academic Support Program	04/07/2014	08/13/2018	$0	No Funding Required	9th Grade English Instructors

Status	Progress Notes	Created On	Created By
Completed	All 9th grade students were tested using the Read Theory Grade Level Performance Mark to determine their reading level.	February 10, 2016	Mrs. Karla Barnhizer
Completed	We tested all 9th grade students as they entered UCHS using the PLATO software to determine a reading level. This will be used as the benchmark for the incoming Freshmen.	February 09, 2016	Mrs. Connie S Rosenberger

Activity - Stakeholder Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Host local business partners and area college and university representatives to elicit feedback from stakeholders to refine real-life and career-readiness alignment.	Career Preparation/Orientation	09/30/2014	08/13/2018	$200	Other	School Improvement Team

Status	Progress Notes	Created On	Created By
In Progress	We host a yearly college fair in conjunction with our yearly testing day in the fall. Colleges and universities are invited to set up a booth and talk with students 9-12. Our Parent Advocates are also involved with this fair.	February 09, 2016	Mrs. Connie S Rosenberger

Activity - Inform Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Newsletter article describing Reading Comprehension Goal and offering opportunities for involvement.	Parent Involvement	11/03/2014	06/01/2018	$0	No Funding Required	School Improvement Team and Newsletter Liaison

Status	Progress Notes	Created On	Created By
In Progress	Parents have a variety of media to choose from to find information. Our SIP is posted on the website; our parent advocate group meets bi-monthly to discuss the plan and its implementation; and, we use the web to post daily announcements and information.	February 10, 2016	Mrs. Karla Barnhizer

Activity - Create UCHS Reading Manual	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
UCHS English Department will spearhead creation of reading manual.	Direct Instruction	11/08/2013	09/01/2015	$500	Title II Part A	UCHS English Department with input from staff of all other content areas.

Status	Progress Notes	Created On	Created By
Completed	We are using the reading manual as a basis for our training with staff and with students. The staff version has instructional strategies included. We have had our first set of manuals professionally published for distribution to staff and students.	February 09, 2016	Mrs. Connie S Rosenberger

Activity - Conference Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SIP Team will be updated in the process for student achievement through the AdvancED Fall Conference.	Professional Learning	10/07/2013	10/01/2018	$2000	Title II Part A	Administration /School Improvement Team

Status	Progress Notes	Created On	Created By
In Progress	We fund attendance at the state AdvancED conference for all five of our SIP team members for the entire two day visit. They split up and bring back valuable information to the staff regarding both the process and strategies for improvement. We will continue to send our staff to this training yearly.	February 09, 2016	Mrs. Connie S Rosenberger

Activity - Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Workshops and training will be offered for individual teachers in their area of need.	Professional Learning	08/13/2013	08/13/2018	$4000	Title II Part A	Administration /SIP Team/Teachers

Status	Progress Notes	Created On	Created By
In Progress	The nature of the workshops changes with each teacher's individual needs. We have sent teachers to discipline workshops, differentiated instruction workshops, relationship conferences, content area training, and workshops requested by the teacher for self-improvement.	February 09, 2016	Mrs. Connie S Rosenberger

Strategy 2:

Monitor Student Improvement - Data will be collected and analyzed in order to verify improvement. Teachers will use reading-levels to differentiate and to monitor

students' abilities to use reading strategies to complete assignments. Writing samples will be collected to provide further evidence of close reading.

Research Cited: Marzano's High-Yield Instructional Strategies

Daniels and Steineke Texts and Lessons [for Teaching Literature and for Content-Area Reading]

Activity - Data Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data from the reading comprehension assessments from Advisory Groups will be collected three times per year to demonstrate improvement and monitor progress.	Academic Support Program	10/15/2014	04/27/2018	$0	No Funding Required	Advisors and School Improvment Data-keeper

Status	Progress Notes	Created On	Created By
In Progress	This is taking place throughout the 2015-2016 school year. Data will be compared to both the benchmark data and used to show growth.	February 09, 2016	Mrs. Connie S Rosenberger

Activity - Monitor Implementation of Reading Manual for Reading Comprehension.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of Reading Manual and evidence of close reading through walk throughs.	Direct Instruction	08/11/2014	08/13/2018	$0	No Funding Required	Administration, Faculty and Staff

Status	Progress Notes	Created On	Created By
In Progress	Close reading strategies are discussed at weekly faculty meetings. Walk-throughs provide evidence of engagement and differentiation of instructional methods.	February 09, 2016	Mrs. Connie S Rosenberger

Activity - Grade-Level Reading Performance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed on reading level using the Read Theory program in the spring semester every year.	Academic Support Program	04/01/2014	08/13/2018	$0	District Funding	All Faculty

Status	Progress Notes	Created On	Created By
In Progress	Will take place in Spring of 2016	February 09, 2016	Mrs. Connie S Rosenberger

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Collection	Data from the reading comprehension assessments from Advisory Groups will be collected three times per year to demonstrate improvement and monitor progress.	Academic Support Program	10/15/2014	04/27/2018	$0	Advisors and School Improvment Data-keeper
Monitor Implementation of Reading Manual for Reading Comprehension.	Monitor the implementation of Reading Manual and evidence of close reading through walk throughs.	Direct Instruction	08/11/2014	08/13/2018	$0	Administration, Faculty and Staff
Inform Parents	Newsletter article describing Reading Comprehension Goal and offering opportunities for involvement.	Parent Involvement	11/03/2014	06/01/2018	$0	School Improvement Team and Newsletter Liaison
Establishing grade level performance for all freshmen	Utilize Read Theory to assess 9th Grade Reading Levels (Read Theory Grade Level Performance Mark)	Academic Support Program	04/07/2014	08/13/2018	$0	9th Grade English Instructors
				Total	$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Conference Attendance	SIP Team will be updated in the process for student achievement through the AdvancED Fall Conference.	Professional Learning	10/07/2013	10/01/2018	$2000	Administration/School Improvement Team
Teacher Training	Train 9-12 grade teachers in Reading Manual and Strategies.	Professional Learning	04/01/2014	05/01/2018	$7500	All faculty will be trained in tactics and techniques for high-yield instructional strategies.

Create UCHS Reading Manual	UCHS English Department will spearhead creation of reading manual.	Direct Instruction	11/08/2013	09/01/2015	$500	UCHS English Department with input from staff of all other content areas.
Workshop	Workshops and training will be offered for individual teachers in their area of need.	Professional Learning	08/13/2013	08/13/2018	$4000	Administration /SIP Team/Teachers
				Total	$14000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade-Level Reading Performance	Students will be assessed on reading level using the Read Theory program in the spring semester every year.	Academic Support Program	04/01/2014	08/13/2018	$0	All Faculty
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Stakeholder Training	Host local business partners and area college and university representatives to elicit feedback from stakeholders to refine real-life and career-readiness alignment.	Career Preparation/Orientation	09/30/2014	08/13/2018	$200	School Improvement Team
				Total	$200	

Conclusion

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.