

# Union County High School School Improvement Plan School Year 2022-2023



## **SIP TEAM MEMBERS:**

**Libby Adams**

**Jordan Ashbrook**

**Karla Barnhizer**

**Ryan Brattain**

**Shannon Hill**

**Warren Cook, Principal**

# UNION COUNTY HIGH SCHOOL

## School Improvement Plan 2022-2023

### School Improvement Planning Team:

*School Members:* Libby Adams, Jordan Ashbrook, Karla Barnhizer, Ryan Brattain, Shannon Hill, and Warren Cook

*Parent Members:* Kelly Finch, Carla Krom, Mary Ann Paxton

#### Vision:

UCHS **envisions** graduates who are emotionally-centered and academically-empowered to find purpose in an ever-changing world.

**Mission of the School:** Our mission is to remove barriers for staff and students, preparing them for successful, literate citizenship in an ever-changing world.

#### Beliefs:

\*We **believe** all students are capable of self-regulation, given proper tools.  
\*We **believe** that all students must demonstrate responsible, safe, effective use of the internet and digital devices.  
\*We **believe** that curriculum should be aligned with SAT Power Standards leading to student growth.  
\*We **believe** that trust is built and relationships developed when faculty and staff are given opportunities to collaborate.

### Historical Prospective:

The Union County High School Improvement Plan represents ongoing initiatives with empowered Stakeholder involvement—staff, parents, students, and community members. Our current Vision includes references to data including achievement goals from a broad-base Council of the Restructuring School Counseling grant process. This same group generated academic support through programs such as Tutor U (After-school tutoring program); Academic Crisis Team providing one-on-one intervention for at-risk students; Math Lab providing additional time for individual practice and increased performance; Advisory used for stress-reducing activities; Career Exploration and Information as a semester Career Technical Education course. Parent Advocates sponsor Etiquette Boot Camp and Senior Interview Day in addition to Reality Store to enhance students' preparation as global citizens. A Grandparent Support Group was also created to accommodate the ever-changing roles in our learning community. Some of these activities were postponed due to the Pandemic. Throughout these efforts to enhance communication and increase support we monitor progress by reviewing results. Current data indicates increased proficiency in reading, and a recent forum further revealed a desire to move in the direction of problem-solving as our school-wide goal. We are considering the existing UCHS Reading Manual as a source for common strategies for implementation. UCHS has long embraced a mindset for continuous improvement. COVID-19 and school closures provided a platform for increased staff empowerment as we worked to create a Remote Learning Plan. This plan was shared with all Stakeholders with an emphasis on continued quality of instruction and learning. Additional professional development using technology tools was offered to staff. Content areas formed strategic planning committees and professional collaboration guided curriculum, especially monitoring student growth. Responding further to the needs of our students we offered online coursework [PLATO Courseware--Edmentum] for those who chose to remain at home. Student engagement and

social-emotional wellbeing are emerging within the walls of both fixed and digital learning environments. We anticipate further growth through professional development opportunities and plan on creating a new vision and new goals that accurately reflect the mission and beliefs of an ever-evolving learning community.

**In 2022-2023 we will be working through the Cognia workbook. We have completed the envisioning phase and have approved/adopted a new vision, mission, and belief statements outlined in a Plan-on-a-Page.**

**Demographics (2018 Census):**

Union County was organized in 1821 from pieces of Fayette, Franklin, and Wayne counties and named for the resulting “union.” Liberty and College Corner are two towns in the county. It encompasses the townships of Brownsville, Center, Harmony, Harrison, Liberty, and Union. Union County has a population of 7037 with 2860 households. Eighty-one point two percent of those households own a computer, with 63.9% having internet access. The median value of a home in 2017 was \$109,900 and the median rent was \$744 per month. The per capita personal income in 2017 was \$22,527 (\$9,968 less than in 2010) with a poverty rate of 10.7% (down from 12.6% in 2010). Sixty-one percent of the population is in the civilian workforce. Eighty-eight point four percent of the population have at least a high school education, with 17.6% having at least a Bachelor's Degree.

**Data To Be Considered:**

Data Presented by Indiana Commission for Higher Education  
2019 College Readiness Scorecard (Compared to Area Schools)

Data Presented in Percentages	U C H S	C e n t e r v i l l e	C o n n e r s v i l l e	F r a n k l i n C o u n t y	N o r t h e a s t e r n	K n i g h t s t o w n	L i n c o l n	R a n d o l p h S o u t h e r n	R i c h m o n d	R u s h v i l l e	T r i	H a g e r s t o w n	W l i n c h e s t e r
Senior Class Enrollment	100	91	238	196	118	76	76	30	272	172	72	82	105
Enrolled in College	52	75	45	51	64	51	57	63	64	53	51	71	56
% of Students enrolling in Public College meeting Early College Success Benchmarks	64	47	50	37	39	38	26	50	37	51	52	60	40
1. Did not need remediation	93	90	85	89	89	85	82	91	85	90	90	91	86

2. Completed all coursework attempted	73	47	57	47	39	45	35	55	43	53	61	66	45
3. Persisted to second year	76	81	65	73	74	75	59	68	66	72	65	83	74
% if students enrolling in a 2-year public college completing on time	13	16	4	3	0	16	6	0	7	3	36	22	0
% of students enrolling in a 4-year public college completing on time	50	31	38	32	45	20	45	31	17	63	38	55	44

## Union County High School 2022 Rankings

Union County High School is ranked #5,639 in the [National Rankings](#). Schools are ranked on their performance on state-required tests, graduation and how well they prepare students for college.

Schools in our area are ranked:

- 36 Batesville
- 67 Centerville
- 68 East Central
- 122 **Union County High School**
- 126 Richmond
- 129 Eastern Hancock
- 134 Rushville
- 149 Winchester
- 189 Lawrenceburg
- 214 Randolph Southern
- 231 Lincoln High
- 261 Knightstown
- 264 Franklin County High School
- 266 Shenandoah
- 273 Northeastern
- 287 Hagerstown
- 291 Connersville
- 300 Tri High

## Enrollment:

Grade	2014-15	2015-16	2016-17	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Grade 9	126	113	106	122	105	102	125	88
Grade 10	123	118	109	104	124	97	101	125
Grade 11	128	118	121	103	96	110	98	95
Grade 12	115	122	108	118	97	98	110	85
Total Enrollment	492	471	444	447	422	407	434	393

## PL221 School Grade

Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
UCHS	A	A/C	B	B	B	Hold Harmless B	Hold Harmless B	B	B
		New Guidelines Transition Year		FEDERAL	C	Meets Expectation	Meets Expectation		

## Types of Diploma

	2014	2015	2016	2017	2018	2019	2020	2021
Core 40 Waiver							2	37
Core 40	43	57	41	46	58	42	39	9
Core 40AH	21	26	41	27	32	30	30	29
Core 40 AH Waiver								9
Core40TH	2	2	4	4	5	3	4	3
Core 40 TH Waiver								1
General	27	16	26	24	11	3	17	2
General Waiver								12
Waiver (NA 2019)	10	9	3	6	0	13		
# of Grads	93	110	112	101	106	95	92	102
Non-Dip						4	1	2

## Post-High School Plans

	2014	2015	2016	2017	2018	2019	2020	2021
4 Yr or More College	45	63	62	50	67	60	51	68
Military	5	2	9	3	2	7	6	4
Not pursuing Higher Education	21	19	12	12	23	25	23	25
Two year College	19	19	21	33	5	1	1	5
Vocational/Technical School	3	7	8	3	9	2	11	
# of Graduates	93	110	112	101	106	95	93	102

### Teacher Experience

	20+ years	16-20 years	11-15 years	6-10 years	0-5 years	Year
UCHS	29.7%	8.1%	18.9 %	18.9%	24.3%	2013-2014
	22.9%	14.3%	11.4%	25.7%	25.7%	2015-2016
	21.6%	21.6%	8.1%	18.9%	29.7%	2016-2017
	24%	25%	9%	18%	24%	2017-2018
	15%	10%	16%	17%	40%	2018-2019
	24.2%	6.1%	24.2%	15.2%	30.3%	2019-2020
	27.6%	3.4%	17.2%	10.3%	41.5%	2020-2021
	28.5%	10.7%	10.7%	7.1%	43%	2021-2022
	29.6%	11.1%	11.1%	7.4%	40.7%	2022-2023

### Free/Reduced

Gr ade	201 1-12	201 2-13	201 3-14	201 4-15	201 5-16	2016- 17	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
UC HS	38%	43%	45%	48%	41%	42%	43%	40%	46%	44%	44%

### SAT

	2011- 12 Ours/ State	2012- 13 Ours/ State	2013- 14 Ours/ State	2014- 15 Ours/ State	2015- 16 Ours/ State	2016- 17 Ours/ State	2017- 2018 Ours/ State	2018- 2019	2019- 2020	2020- 2021
Comp osite	1048/ 989	1040/ 987	1011/ 991	1075/ 1006	1088/ 1003	1109/ 1070	1146/ Pend			
Math	539	542	508	511	561	493	579			
Readi ng	507	498	503	495	527	490	567			
Writi ng	507	497	483	484	532	470				

### SAT(Taken Junior Year)

	2021-22 Ours/St ate
Composite	
EBRW Score	
Math	

Score	
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### PSAT (Junior Year)

	2011-12 Ours/Ntl	2012-13 Ours/Ntl	2013-14 Ours/Ntl	2014-15 Ours/Ntl	2015-16 Ours/Ntl	2016-17 Ours/Ntl	2017-18 Ours/State	2018-19 Ours/State	2019-20	2020-21	2021-22
Math	45.6/ 47.5	43.8/ 47.8	46.5/ 47.8	46.5/ 47.9	474/ 491	488/ 493	489/4 89	473/48 1		468/48 6	460/47 1
EBRW										491/49 8	482/48 1
Reading	44.4/ 46.8	42.2/ 46.9	43.7/ 46.6	44.1/ 46.2	467/ 493	485/ 496	488/4 95	464/48 6			
Writing	41.3/ 44.8	39.7/ 46	41.9/ 45.3	41.4/ 44.7	23/2 4	24/2 4					

### ACT

	2013-14 Ours/State	2014-15 Ours/State	2015-16 Ours/State	2016-17 Ours/State	2017-2018 Ours/State	2018-2019 Ours/State
Composite	22.5/21	24.5/22.1	22.3/22.1	21.7/22.6	22.3/22.5	
Math	22.5/20.9	24.1/22.1	17.2/22.1	21.7/22.4	22.0/22.3	
Reading	22.9/21.3	25.2/22.6	17.5/22.9	22.3/23.2	23./23.1	
English	21.4/20.1	23.8/21.3	16.6/21.6	20.3/22	21.6/21.9	

### ILEARN DATA: (Biology Only at High School)

Number of Students Tested	Percent Proficient	State	Difference
108	36%	38%	-2%
2019-2020	COVID	NOT	TESTED

	Areas of Focus/Improvement
<b>Strategies to Improve</b>	Evaluating Claims and Evidence (34% below proficiency)
	Constructing and Communicating an Explanation (25% below proficiency)
<b>Strengths</b>	Developing and Using Models to Describe Structure and Function
	Developing and Using Models to Explain Processes
	Analyzing Data and Mathematical Thinking

### AP School Summary

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
# Stu Taking AP Exam	78	73	66	63	68	51	55
# of Exams			134	110	126	101	87
% Earning score of 3 or Above	29.5	49.3	48.5	40	54.4	35.3	30.91

### AP TESTING DATA

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Total AP Students	51	57	84	78	73	66	63	68	51	55
Number of Exams	100	101	179	132	123	134	110	126	101	87
AP Students with Scores 3+	21	34	33	23	36	32	25	37	18	17
% of Total AP Students with Scores of 3+	41.2	59.6	39.3	29.5	49.3	48.5	40	54.4	35.29	30.91
% of Total AP Students with Scores of 3+ in Indiana	49.5	51.1	51.4	51.	52.9	53.2		50.9	47.9	53.8
% of Total AP Students with Scores of 3+ Globally	60.9	61.3	60.7	60.3	60.3	61.3	59.6	64.3	55.8	

### AP MEAN Scores by Content Areas

Calculus	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
UCHS	3.	2.29	3.15	2.43	2.8	3.0	2.87	2.63	2.83	2.4
Indiana	2.47	2.48	2.51	2.57	2.7	2.69	2.76	2.76	2.68	2.81
Global	2.96	2.94	2.86	2.96	2.93	2.94	2.97	3.06	2.81	2.91
<b>Calculus BC</b>										
UCHS									4	
Indiana									3.64	
Global									3.62	
<b>Chemistry</b>										
UCHS	2.	2	2	2.13	2.33	2.82	1.64	1.88	1.64	1.75
Indiana	2.4	2.29	2.32	2.37	2.34	2.42	2.37	2.43	2.40	2.47
Global	2.93	2.68	2.66	2.69	2.67	2.79	2.74	2.75	2.66	2.73
<b>English Lang &amp;</b>										



<b>Comp (11<sup>th</sup>)</b>										
UCHS	2.56	2.91	2.23	2.63	2.56	2.13	2.18	2.96	2.42	2.44
Indiana	2.71	2.71	2.72	2.63	2.69	2.67	2.6	2.72	2.73	2.65
Global	2.77	2.79	2.79	2.82	2.77	2.83	2.78	2.96	2.86	2.83
<b>English Lit &amp; Comp (12)</b>										
UCHS	2.4	3.	3.	2.82	3.36	3.5	3.33	3.4	2.64	3.5
Indiana	2.66	2.64	2.68	2.59	2.57	2.46	2.51	2.68	2.34	3.23
Global	2.81	2.76	2.78	2.75	2.69	2.57	2.62	2.84	2.49	3.31
<b>Physics</b>										
UCHS			2.	1.44	2.5	1.75	1.71	3	1.33	
Indiana			2.11	2.15	2.28	2.27	2.34	2.45	2.22	
Global			2.32	2.33	2.4	2.37	2.51	2.65	2.40	
<b>Spanish</b>										
UCHS		3.	2.71	2.1	2.33	2.5	2.6	1.64	1.53	2.5
Indiana		3.24	3.34	3.4	3.34	3.35	3.4	3.38	3.25	3.2
Global		3.7	3.77	3.77	3.6	3.67	3.7	3.86	3.41	3.52
<b>Statistics</b>										
UCHS	2.67	1.86	2.65	1.5	1.4	2.58	1.83			1.71
Indiana	2.73	2.71	2.68	2.81	2.66	2.81	2.74			2.86
Global	2.8	2.86	2.8	2.88	2.72	2.88	2.87			2.89
<b>US Gov</b>										
UCHS	1.35	2.13	1.9			3.0		2.82	2	2.1
Indiana	2.42	2.48	2.43			2.65		2.76	2.6	2.47
Global	2.65	2.62	2.54			2.7		2.84	2.63	2.58
<b>US History</b>										
UCHS				2.04	2.13	1.93	1.59	1.97	1.88	1.71
Indiana				2.45	2.44	2.35	2.39	2.51	2.29	2.31
Global				2.74	2.65	2.66	2.71	2.82	2.53	2.57

### Failing Courses by Content Area (second semester)

Content Area	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<i>English Notes: (9<sup>th</sup> Grade High in 16-17; 10<sup>th</sup> Grade High in 17-18—Same Students)(18-19 9<sup>th</sup> Grade High)</i>	6%	6.75%	9.8%	COVID INVALID DATA	10.5%	
<i>Math</i>	11%	10%	5%		13%	
<i>Science</i>	6%	7.25%	8.8%		10.3%	

<i>Social Studies (18-19 WH High)</i>	6%	4.75%	9.5%		7.2%	
<i>Foreign Language</i>	5%	6.5%	3.9%		4.9%	
<i>PE/Health</i>	3%	0%	1.8%			
<i>PE</i>					5.5%	
<i>Health</i>					11.5%	
<i>Agriculture</i>	0%	0%	7.4%		0%	
<i>Art</i>	1%	2%	0%		1.9%	
<i>Business</i>	16%	8%	6.3%		14.7%	
<i>FACS</i>	9%	0%	2%		13%	
<i>Technology</i>	7%	0%	n/a		16.7%	
<i>Music</i>	0%	0%	.7%		.7%	

## Objectives of Continuous Improvement:

### 1. PSAT/SAT

**Three Year Goal:** To increase the percent of students who attain College and Career Readiness in the area of Standard English Conventions by 5% according to PSAT and SAT scores

Activities	Person	Timeline	Resources	Staff Development
Administration and SIP Team met to create an action plan to create a new vision and mission	SIP Team and Principal	February 2022	Cognia Template	None
Administration and Teachers used data in PIVOT to update SAT and PSAT score categories	SIP Team and Principal	June 2022	PIVOT	None
Administration and Teachers analyzed data gathered previously and identified areas for improvement	Principal, Assistant Principal and Teachers	June 2022	PIVOT and Command Central	None
SIP team presented data and goals to staff and then departments identified where the goals were applicable to current curriculum	Principal, Assistant Principal and Teachers	September 2022	Jamboard and PIVOT	None
Establish Common Assessments to monitor student progress	English Department	On-Going	PD and Release time to develop	Staff meetings and early-release time

### 2. PSAT/SAT

**Three Year Goal:** To increase the percent of students who attain College and Career Readiness in the area of Problem Solving and Data Analysis by 5% according to PSAT and SAT scores

Activities	Person	Timeline	Resources	Staff Development
Administration and SIP Team met to create an action plan to create a new vision and mission	SIP Team and Principal	February 2022	Cognia Template	None
Administration and Teachers used data in PIVOT to update SAT and PSAT score categories	SIP Team and Principal	June 2022	PIVOT	None
Administration and Teachers analyzed data gathered previously and identified areas for improvement	Principal, Assistant Principal and Teachers	June 2022	PIVOT and Command Central	None
SIP team presented data and goals to staff and then departments identified where the goals were applicable to current curriculum	Principal, Assistant Principal and Teachers	September 2022	Jamboard and PIVOT	None
Establish Departmental Common Assessments to monitor student progress	Departments	On-Going	PD and Release time to develop	Staff meetings and early-release time

**Improvement Needed Immediately:**

All students at Union County High School will attain College and Career Readiness in the areas of English conventions and problem solving.

Measurable Objectives: Increase 5% on PSAT/SAT scores in sections of standard English conventions and problem solving.

- 1. Create common assessments.
- 2. Train students and stakeholders in the use of common assessments.
- 3. Students self-assess and monitor progress.

Measures of success: PSAT and SAT scores.

**Description of the Curriculum and Location:**

UCHS maintains up-to-date curricula by focusing on regular and frequent curriculum revision so that we have developed maps, unit plans and lesson plans for all curricular areas. The curriculum is housed in teacher areas as well as a master copy in the high school office. We also have access to a shared Google Drive for all Curriculum writing is an on-going process with intense revisions taking place at the time of textbook adoption each year.

**Description and Name of the Assessments:**

UCHS plans to use the following assessments:

*ILearn for Biology*- This is State required testing that measures Biology Standards.

*PSAT*- The PSAT/NMSQT and PSAT 10 are highly relevant to student future success because these tests focus on the skills and knowledge at the heart of education. PSAT measures what students learn in high school and what they need to succeed in college.

*SAT*- The new test is more focused on the skills and knowledge at the heart of education. This standardized assessment measures what students learn in high school and what they need to succeed in college. SAT measures English Language Arts skills including reading comprehension and grammar.

*ACT*- The ACT is a national college admissions examination that consists of subject area tests in English, Mathematics, Reading and Science.

ACT

vs.

SAT

<ul style="list-style-type: none"> <li>● Designed to measure academic achievement in English, mathematics, reading, and science.</li> <li>● Scores based on the number of correct answers. No penalty for incorrect answers.</li> <li>● Includes enhanced scoring for reliable college and career planning insights: <ul style="list-style-type: none"> <li>○ STEM Score</li> <li>○ ELA Score</li> <li>○ Progress Toward Career Readiness Indicator</li> <li>○ Text Complexity Progress Indicator</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Continued emphasis on reasoning.</li> <li>● Greater emphasis on the meaning of words in extended contexts and on how word choice shapes meaning, tone, and impact.</li> <li>● Scores based on the number of correct answers. No penalty for incorrect answers.</li> </ul>
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*ASVAB*- Student scores in four critical areas—Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension and Mathematics Knowledge (see below)—count towards your Armed Forces Qualifying Test (AFQT) score. The AFQT score determines whether students are qualified to enlist in the U.S. military. Scores in the other areas of the ASVAB will determine qualification for certain military occupational specialties and Enlistment Bonuses. A high score will improve a student’s chances of getting the specialty/job and potential signing bonus. This assessment serves as a graduation pathway qualification exam.

*Advanced Placement Exams*- High school students across the country and around the world take AP courses and exams to challenge themselves, explore their interests, and earn college credit and placement. AP courses benefit students by giving them a head start in high school as they get a taste of college-level work while developing the academic skills they need for college success. In addition, students may attain an edge in college because the AP Exam scores can earn students college credit before they set foot on campus and possibly allow them to skip introductory college courses.

**The School will address the learning needs of all students, including exceptional learners, provide courses to allow students to earn an Academic Honors diploma, and encourage the completion of the CORE 40 and Academic Honors curriculum in the following ways:**

1. Guidance meets with all grade levels as a group each year.
2. Guidance meets with each student at least once a year to address needs and plan.
3. Parents are involved in scheduling.
4. Special Education provides a life skills program for grades 6-12 students at the high school.
5. We provide opportunities to earn dual credit in some senior-level and advanced placement courses.
6. We offer seven advanced placement classes for a school of 396 students.
7. We offer Alternative Education opportunities for non-traditional students.

8. Vocational training is available.
9. Administration supports continued efforts to offer professional development for advanced placement teachers.
10. Internships are offered for upperclassmen.
11. College-level coursework is completed off-campus.

**Provisions to maximize parental participation:**

Union County High School has ingrained a strong partnership with our parent advocate group and are in the midst of continuing this support post-COVID. We are pursuing financial sources to ensure that the partnership is funded and sustainable. We have collaborated with the Jack Thompson's Union County Schools Fund at The Union County Foundation to provide a budget for the parents to fund previous initiatives including the following: Freshman Orientation, Sophomore Reality Store, Junior Etiquette Bootcamp, and Senior Interview Day. The Parent Advocate Group provides the planning, manpower, and program review for all of the above events. In addition, the Parent Advocates will be welcomed back to our Faculty Meetings to provide input on school issues. Finally, we will host a SIP meeting with the Parent Advocates to plan and review, update, and communicate. Our parent involvement was systemic and on-going prior to interrupted learning. Other parent groups include: FFA Boosters, (proposed) Pathways Committee, FCCLA Advisory Board, Band and Choir Boosters, and Athletic Boosters.

**Provisions to maintain a safe and disciplined learning environment for all students and teachers:**

Union County High School has collaborated with our local law enforcement to provide a police presence on campus. Students are accustomed to seeing uniformed officers in the building. We have invested CPF funds into upgrading our entry points and camera system district-wide, as well as procuring three hand-held metal detectors for use throughout the corporation. We have an increased social/emotional support system through the cooperation of Centerstone in addition to TBRI (Trust-Based Relational Intervention) training for staff. Teachers, students, and parents have had input into our student handbook and informed of expectations, responsibilities, and accountability. Teacher volunteers and Administration assume an active role in school safety by participating in the School Guard immediate response system. Additionally, we have a crisis team who have been certified in CPI (Crisis Prevention Institute for non-violent crisis prevention) with the support of area emergency personnel. UCHS is committed to keeping our facilities safe, orderly, disciplined, and prepared for the unthinkable.

**Provision for the coordination of technology initiatives:**

Union County has initiated the implementation of CANVAS and POWERSCHOOL in the past five years, taking a corporation lead. We trained our local "experts", who in turn, trained our faculty and staff. We coordinate with grant writing efforts to provide funding for the infrastructure and training needed for complete utilization of those programs. We are a one-to-one school who implements E-learning. We have membership on the corporation

technology committee. The corporation has a Technology Instruction Coach who provides ongoing tech support and training for teachers and students. Recent installation of ViewBoards provided opportunities for further training and implementation of technology-supported learning.

**Professional Development Program that includes a narrative of student learning data, strategies, programs, and services to address learning needs, activities to implement such strategies, and an evaluation of the impact of such strategies; and an assurance that the professional development program complies with the State Board’s core principles for professional development:**

Our professional development programming uses AdvancED (Cognia) as our foundation including tools to monitor progress of strategies and programs designed to impact student learning. We utilize Title II, IV, and High Ability grants to support our development efforts. Data is analyzed at least one time per year with all stakeholders to make certain that the vision is in line with data. Examples of training programs:

Anthony Munoz Leadership Training	1 Teacher, 1 Counselor
Cognia Accreditation	3 Teachers
FCCLA State Conference	1 Teacher
Curriculum Writing	5 Teacher
IFLTA	2 Teachers
WCC Counselors Meeting	2 Counselors
NACAC College Fair	1 Teacher
ASVAB Training	1 Counselor
ISCA Conference	2 Counselor
Academic Coaches Conference	2 Teachers
Academic Crisis Training	3 Teachers
TBRI Workshops	Potentially 34 teachers and administrators
AP Training	4 Teachers
CPI Training	5 Teachers
JCNL	2 Teachers
GEER	2 Teachers
FACS Conference	1 Teacher

ECISS	1 Teacher
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**Methods to improve cultural competency of teachers, administrators, staff, parents and students, including the identification of all racial, ethnic, language-minority, cultural, exceptional learning and socioeconomic groups represented in the school’s student population; culturally appropriate strategies for increasing educational opportunities and educational performance for represented groups that are incorporated in the school’s plan; and areas identified in need of additional professional development to increase cultural competence in the school:**

Our methods to improve cultural competency of all groups include the following activities:

1. ESL Coordinator is housed in high school. She supports students throughout the district.
2. Trained a staff member at the high school to become the WIDA test administrator.
3. Offered culture week at the high school.
4. Current events coverage in all social studies courses covering diverse cultures.
5. All content areas offer multicultural projects/literature/perspectives using their curriculum and specific learning activities.
6. Social Emotional health/wellness services offered through Centerstone to help students secure coping mechanisms.
7. Internet safety convocation sponsored by Indiana State Police as well as Suicide Awareness and Relationship/Personal Safety convocations were presented to support social-emotional wellbeing.
8. The corporation has a Gifted & Talented Coordinator who works with the teachers of Honors and AP courses to meet their students’ needs.
9. The corporation has a diverse team of Special Education teachers and technicians who train and support General Education teachers to meet the needs of our learners in this area.

10. Social Media platforms promote involvement across all demographics.

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