Indiana School Improvement Plan

Saint Joseph High School - South Bend

Diocese of Fort Wayne-South Bend

Mrs. Susan Richter, Principal
453 N Notre Dame Ave
South Bend, IN 46617-2335

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Student Performance Diagnostic

INSIP 2017/18

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?

Saint Joseph High School is a Catholic secondary school within the Diocese of Fort Wayne-South Bend, located in South Bend, Indiana. The school, founded in 1953, provides a college preparatory curriculum.

The current enrollment of Saint Joseph High School is 899 (2017-18). Each of the four grades has an average of 225 students per grade. Approximately 87.8% of our students are Catholic. Our Catholic feeder schools are the source of 77.6% of Saint Joseph's students, whereas 11% are from other Catholic or private schools, 1% are home schooled, and 10% come from other area schools. Students typically enter Saint Joseph High School from these elementary feeder schools: Christ the King, Corpus Christi, Holy Cross, Holy Family, Saint John the Baptist, Saint Adalbert, Saint Anthony, Saint Pius X, and Saint Joseph Grade School. About 97% of our students go on to attend four year colleges or universities.

The demographics of the school generally reflect the demographics of the surrounding area. The faculty and staff include 51 full-time and 7 part-time teachers, a media specialist, 4 counselors, a nurse, technology staff, pastoral ministers, cafeteria staff, custodial/maintenance staff, learning strategies coordinator, Business Office staff, a Latino Outreach coordinator, Office of Mission-Advancement staff, Director of Admissions, a testing coordinator, and athletic staff.

As a diocesan high school, Saint Joseph High School is one of four high schools in the Diocese of Fort Wayne-South Bend. Tuition and fundraising are the two main sources of school revenue. Tuition has increased steadily, 3-8% each year and covers 74% of the cost to educate. The Mission-Advancement office generates additional funds to offset these costs through the Annual Appeal, Annual Auction, and Golf Outing.

Saint Joseph High School enrollment has been steadily growing over the past five years. In the fall of 2012, the school moved into new facilities at 453 North Notre Dame Avenue.

Financial Aid is a need in the Saint Joseph community. The school budgets for approximately $120,000 in financial aid through its operating budget. Diocesan financial aid and an SGO (Scholarship Granting Organization), that was established to allow tax credits for eligible contributions, are designated for tuition assistance. School Choice Scholarships are also available to eligible students.

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.

The Mission Statement for Saint Joseph High School:
Saint Joseph High School is a Catholic secondary school dedicated to transforming students in heart and mind, preparing them to serve God, the Church, and the world.

The Vision Statement for Saint Joseph High School:
Saint Joseph High School will be a diverse Catholic community engaged in the process of preparing our students to live exemplary lives, committed to sharing wisdom, showing courage, and supporting justice in the world.

We believe that every member of the Saint Joseph High School community will:
- Practice faith in God
- Commit to excellence
- Seek knowledge
- Live ethically
- Promote justice
- Act with global awareness

The Animating Principle and Core Beliefs:
God calls; we answer
- Reach higher
- Discover our gifts
- Build family
- Serve with joy

The mission statement and the vision statement are posted in each classroom and in the hallways and offices. These are at the heart of all we do at Saint Joseph High School. In 2014-15, we launched our animating principle along with our core beliefs. These were introduced through a poster contest and introduction at our all-school Masses. We will focus on one core belief each year. This year, we are focusing on: "Serve with joy."

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.

Some of the notable achievements in the last three years are:
- Forward in Faith Capital Campaign resulted in the building of a new state-of-the-art school at a cost of $40 M. The project involved nearly 5 years of planning, 18 months of fundraising, and 14 months of building the new facility. The new school opened in August 2012. A successful move was made in the summer of 2012 to the new location - approximately 2 miles from original school
- Completed a Five-Year Strategic Plan (2014-2019) and recently completed year two of the strategic plan
- In order to create an intentional school culture, established a new animating principle (God calls; we answer) and four core values (Reach higher; Discover our gifts; Build family; Serve with joy)
- Established a School Culture and Climate Committee to help facilitate the animating principle and core values

Construction of new school:
- The new school includes beautiful chapel (completed November 2012), two gymnasiums, Black Box Theater, cafeteria, 50 classrooms, media center, and various other meeting and office spaces. In addition, the facility has an all-purpose stadium with a 9-lane track. Seating capacity in the stadium is 3,500 (both bleachers).
- Classrooms include multi-seating layouts with a minimum of two projectors in each classroom, one short throw and one long throw; four classrooms have three projectors.
- Two new softball field were completed at the North Fields Sports Complex.
- Installed irrigation system for the JV baseball field, 2 softball fields, and 1 practice field at the North Fields Sports Complex
- Installed batting cages for baseball and softball in one of the two team rooms at the Leighton Stadium complex
- Installed ornamental fence to enclose the entire campus surrounding Leighton Stadium
- Purchased new chairs for the cafeteria
- Decreased debt by 2.3 million
- Balanced the cash budget
- Established a capital items budget

Technology:
- Implemented one to one laptop program
- Created i-Help Desk to help maintain computers and print for students
- Designed digital signage
- 100% wireless coverage in the building
- Implemented Canvas, an (LMS) Learning Management System
- Established more differentiated learning, with the help of technology
- Dependable classroom technology is available

Faculty/staff presentations:
- Art faculty presentation at (NCECA) National Council for Education in the Ceramic Arts conference
- Math faculty presentation at Indiana Council of Teachers of Mathematics Conference
- Science and theology collaboration for presentation at Science and Religion seminar at Notre Dame

- Technology director presentation at Lightspeed Conference

School awards:

- Recognized as a Top 50 Catholic High School (2013-14) and a School of Excellence (2014-15) by the Catholic High School Honor Roll - nine consecutive years
- Recognized in Civic Education, Catholic High School Honor Roll (2006-2010)
- Recognized as Indiana Gold Star School - Counseling award and American School Counseling Ramp Award

New academic offerings:

- Established two new AP classes - AP Advanced Environmental Science and AP Art
- Established a News and Broadcasting Class to daily broadcast a 10-minute news show to the school
- Established two PLTW (Project Lead the Way) courses of study, Bio-medical and Engineering.

Academic/co-curricular highlights:

- Improved AP scores with an increase in number of AP Scholars
- Improved standardized test scores, namely the SAT and ACT scores; consistently scored ahead of national and state averages
- Hesburgh-Yusko Scholar - 2012, 2015
- Lilly Scholar Recipient - 2011, 2013
- Designated as a Four Star School in the State of Indiana each of the last three years
- NCTE - prestigious award in writing - 2013 plus many others over the years
- Quiz Bowl - Rotary State champs 2013, 2014, 2015
-- Traditional State champs 2013
-- Freshmen/Sophomore State champs 2013, 2015
- National History Bowl State champs 2013,2014, 2015
- Fed Challenge - 2015 Midwest runner up, 2013, 2014 Midwest champs
- Econ Challenge - 2015 2nd in region, Adam Smith division 2013, 2014 regional champs
- Euro Challenge names National Runner-up in 2013,2014. First place in the Midwest Competition in 2014
- 38 Scholastic awards earned in art in 2016
- 55 Scholastic awards earned in writing in 2015

Christian Service:

- Established a Christian Service Camp for students to experience a hands-on, service learning, emphasizing the spirituality of Christian Service. Each student is required to serve 20 hours each year as a part of our Christian Service Program.
- Students serve over 19,000 hours each year

Miscellaneous:

- Increase in number of scholarships offered every year - our senior class consistently earns more that $15 M in scholarship monies, 2016 earned $16,695,000
- Participation in the GAPP (German American Partnership Program) 2014, 2016

Athletics:

- 5 Division I athletes
- 12 Division II & III athletes
- 3 NIC championships

- 13 sectional championships

- 5 regional championships

- 1 semi-state championship

- 1 state runner up

- 4 Northern Indiana Conference most valuable player

- 5 Northern Indiana Conference coach of the year

Areas for Improvement are:

- Improving the literacy skills of all students, across the curriculum.

- Meeting the needs of all students for college and career readiness.

Additional Information

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

Saint Joseph High School's Catholic identity is at the center of our mission. We believe that we can always improve the ways in which we encourage the spiritual growth of our students.

Students are challenged in many ways to grow spiritually:

1. Sacraments are available regularly.

    a. Mass is celebrated bi-weekly in the chapel. All-school Masses are celebrated at least once per month. One Mass is celebrated each year especially for the freshman, sophomore, and junior classes. Two Masses plus the Graduation Mass are celebrated for the senior class. Sports teams regularly celebrate Mass before games.

    b. Opportunities for Reconciliation are held for the entire school community during Advent and Lent each year. In addition, our school chaplain as well as other priests have regular hours at Saint Joseph and are available for confessions.

2. Saint Joseph trains students to serve as Extraordinary ministers of Holy Communion.

3. Retreats are held annually for each class and the faculty.

4. Upper-class students are trained to facilitate retreats for the underclassmen.

5. Students prepare, perform, and participate in the Stations of the Cross liturgy during Lent.

6. Students participate in and lead daily prayer in the school. Each class begins with prayer.

7. Students are challenged in their theology classes (which teach about the faith) and are encouraged to grow in their relationship with God.

8. Students are presented with many opportunities to perform corporal and spiritual works of mercy.

    a. Annually our food drive feeds more than 300 families at Thanksgiving time.

    b. Students collect blankets for the Saint Vincent DePaul Society.

    c. Students collect money for various charities.

    d. Students pray outside the abortion clinic.

    e. Students travel to Washington, D.C. to participate in the March for Life.

9. Students organize the Fair Trade Café that supports human rights.

10. Students are given opportunities to participate in various pilgrimages. A Rosary pilgrimage to the Grotto at Notre Dame is held each May.

11. A group of students pray the Rosary each day during lunch.

12. Eucharistic Adoration is held on First Fridays.

13. Students participate in a Prayer Blanket Ministry, making and distributing prayer blankets to those who are ill.

Christian Service is an integral part of the educational experience at Saint Joseph High School. This program provides students with the"opportunity to learn how to set themselves aside and reach out with love and compassion to the needy in our community, to learn how to strengthen their faith through retreats, conferences, Catholic mission work, and to contribute to the well-being of their school and parish." Students are required to complete 20 hours of service each year. Ten of these hours must be to the poor and vulnerable, while the remainder may be service to their parish, school, or spiritual development. In the last four years, 100% of our students have completed 20 hours of service. Many have gone beyond the requirement.

The 2012-13 school year began a new era for Saint Joseph High School. The building at 1441 N. Michigan served our community well for more than 50 years. However, the construction of our new facility at 453 N. Notre Dame Avenue with state of the art technology provides the

opportunity to truly offer learning experience for our students. When we moved into the new building, we also implemented a one-to-one laptop program. The class of 2013 was the first class to graduate from this new facility.

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.

A variety of stakeholders had input into the development of the school improvement plan. The school improvement committee consisted of eight teachers from a variety of departments and two administrators. All teachers reviewed the surveys and gave input regarding areas needing improvement. These groups were given copies of the surveys and met during our regular school improvement time. The school board Program Excellence committee also reviewed the plan at the regular scheduled meeting time.

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

All teachers were involved in reviewing the student, teacher, stakeholder surveys, identified areas of need and submitted those concerns. The School Improvement Committee reviewed the surveys, identified areas of need, and from that information, created the improvement plan. The Program Excellence committee also reviewed the improvement plan.

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

The final improvement plan is published on our school website. All faculty and administration are involved in carrying out the strategies identified in the plan. As needed, information is communicated through Soundings, our stakeholder newsletter.

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: 3.0

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 school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement 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	Level 3

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 evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a 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 share high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •The school's statement of purpose •Animating Principle Core Values	Level 3

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 •The school continuous improvement plan	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.

Saint Joseph High School had a rating of 3, fully meets benchmark, on each of the 3 indicators under Standard 1.

- Indicator 1.1 - The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.
- Indicator 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.
- Indicator 1.3 - The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Saint Joseph High School will continue to follow our school improvement process. The school improvement plan is submitted to the state each year.

We have established an animating principle (God calls; we answer) and a set of core values (Reach higher; Discover our gifts; Build family; Serve with joy). The mission statement, vision statement, and core values are posted throughout the school. Meetings with parents and other constituents include references to our mission statement. Each year the counseling department compiles and publishes a school profile. The student/parent handbook lists the mission statement, vision statement, animating principle, and core values. We will continue to develop these with our constituents.

In the area of improvement, we will construct a more formalized review of our mission, vision, and animating principle.

Standard 2: Governance and Leadership

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

Overall Rating: 3.0

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	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	•Governing body training plan •Governing body policies on roles and responsibilities, conflict of interest	Level 2

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 •Agendas and minutes of meetings	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 •Committee reports	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 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' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Copies of surveys or screen shots from online surveys	Level 3

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.	•Governing body policy on supervision and evaluation •Job specific criteria •Representative supervision and evaluation reports	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.

Saint Joseph High School had a rating of 4, exceeds benchmark, on indicator 2.3 indicators under Standard 2.

- Indicator 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 will continue to follow the "roles and responsibilities of school leadership" set forth for the school board. Agendas and minutes of meetings are available.

Saint Joseph High School had a rating of 2, partially meets benchmark, on indicator 2.2.

- The governing body operates responsibly and functions effectively.

Each year, the diocese offers training for school board members. The leadership will work to ensure that this indicator is addressed.

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: 2.67

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. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Learning expectations for different courses •Posted learning objectives •Enrollment patterns for various courses	Level 3

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 student assessments and an examination of professional practice, school personnel 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 process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Common assessments •Curriculum writing process	Level 3

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 plan and use 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 students when necessary. Teachers 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.	•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	Level 3

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.	•Supervision and evaluation procedures •Administrative classroom observation protocols and logs •ACE collaborative curriculum alignment	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.	•Common language, protocols and reporting tools •Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration	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 •Samples of exemplars used to guide and inform student learning •Formative assessment	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 •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	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 and implemented. School personnel regularly inform families of their children's learning progress.	•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	Level 3

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 interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•Mentoring program for at risk students Counseling	Level 2

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.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	•Sample report cards for each grade level and for all courses •Policies, processes, and procedures on grading and reporting	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Results of evaluation of professional learning program. •Teachers set professional goals and review at the end of school year	Level 3

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 use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	•List of learning support services and student population served by such services	Level 2

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.

In the area of Teaching and Assessing for Learning, Saint Joseph High School's strengths include providing a challenging curriculum as indicated by the course and department outcomes. Use of common assessments ensures equity in courses taught by multiple teachers. Technology is used as an instructional resource and learning tool. Our learning strategies program identifies and tracks at-risk students through the implementation of Response to Intervention (RTI). Study table is available before and after school, and National Honor Society students are in place to provide tutoring to any student who requests it. All faculty set goals at the beginning of the year and are accountable for these goals through to their end-of-year goal conference with the assigned administrator. Parents and guardians have "around the clock" access to PowerSchool, our student grading system. This allows them to check on their student's progress whenever desired or required. These will be monitored and improved as necessary.

Those areas in need of improvement include better communicating grading policies, processes, and procedures so that all stakeholders are aware of and have an understanding of them. Even though we have a common collaboration time built into the schedule on most

Wednesdays, there are times when it seems we have a couple of weeks between meetings. This next year, we will do our best to preserve that time for teachers. Another area that we will explore best practices for implementation is the use of data to identify unique learning needs of students.

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: 3.14

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 ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff	Level 3

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 •School schedule •School calendar	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.	•Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Safety committee responsibilities, meeting schedules, and minutes	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 •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	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 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 improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use	Level 3

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 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 students as necessary. 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.	•Student assessment system for identifying student needs •Social classes and services, e.g., bullying, character education •List of support services available to students	Level 3

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 •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process	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.

In the area of Resources and Support Systems, Saint Joseph High School's strength is in the use of a range of media and information to support the school's educational program. Our full-time media specialist and full-time technology director, with the help of their staff, provide support for students, faculty, and other staff members. We also have a Latino Outreach Coordinator who oversees the programs that are already in place to accommodate English Language Learners and provides information to Spanish-speaking parents and guardians. These positions are built into the budget for planning purposes. We will continue to monitor and make this a priority.

Although all other indicators received a rating of 3 (fully meets benchmark), it is important that we continue to ensure that instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. We will continue to research best practices in these areas.

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: 2.2

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 use an 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 classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance	Level 3

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.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 2

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.	•ACE collaborative training (train-the-trainer model) - those trained are to take information back to departments	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.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes 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.	•Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level	Level 2

| 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 information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	•Progress updates in Soundings Annual Report Strategic Plan	Level 2

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.

In the area of Using Results for Continuous Improvement, Saint Joseph High School's strength is in establishing and maintaining a clearly defined and comprehensive student assessment system. In our school, students take the state End of Course Assessments (ECA) and PSAT, as well as a local writing assessment given to freshmen and seniors. Most of our students also take the SAT, and an increasing number take the ACT for college admission. Those students taking Advanced Placement courses take the AP exams at the end of the year. These tests are disaggregated and the results shared with faculty. These practices will continue.

The areas in need of improvement include the use of data and providing training for faculty related to evaluation, interpretation, and use of data. We will research best practices and provide professional development opportunities in this area.

Report Summary

Scores By Section

Section Score
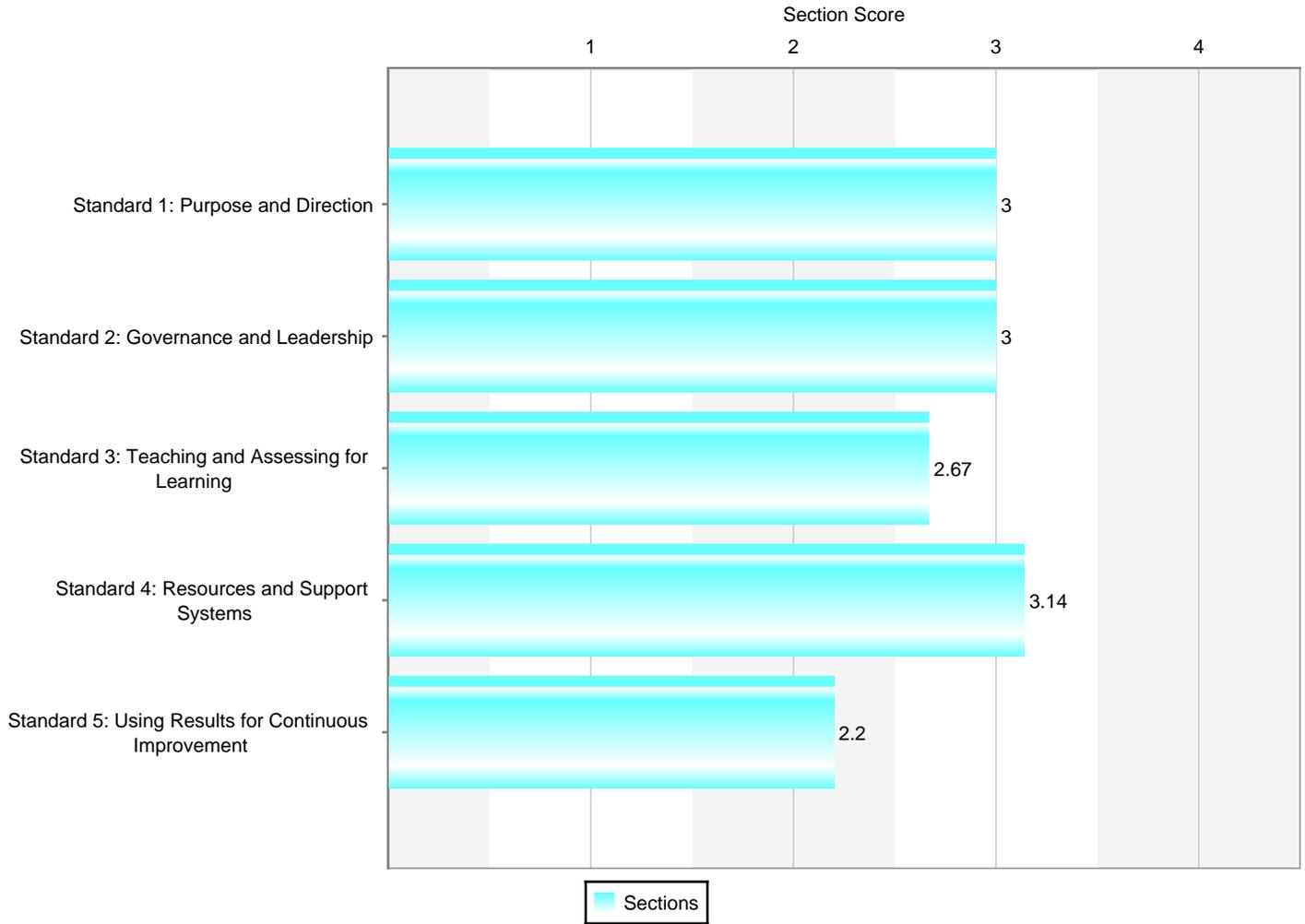
Student Performance Diagnostic

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		Student Performance Data 17-18

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	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 demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

We are well above the state average in the areas of English and Reading (PSAT, SAT, ECA). We are also well above the state means of Math (PSAT, SAT), but this is not reflected in the ECA Algebra results.

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

Because we are at the high end, no area shows a significant positive trend, but most every area is stable. The PSAT Critical Reading means have inched up slightly among juniors, and the overall PSAT Selection Index mean has increased.

Which area(s) indicate the overall highest performance?

The Language Arts areas are the highest in performance.

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

Females have increased on the SAT Math section. In most of the data sources, there are too few students in ethnicity subgroups to draw any conclusions with respect to that disaggregation possibility.

Between which subgroups is the achievement gap closing?

Because females have increased on SAT Math and males have remained stable, the gender gap is closing on that data source.

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

The stability of the overall groups is consistent, but because of the paucity of disaggregation data (e.g. no gender data for the ECA) there are few chances for correlation. The PSAT, for example, shows stability of Math scores among both males and females.

Areas in Need of Improvement

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

Although it is only one data source, the ECA Algebra 1 test scores lag significantly behind both the ECA English 10 and ECA Biology data.

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

The ECA Algebra 1 percent passing has been dropping. We believe this is due mainly to a decrease in the number of students taking the test. In the past, feeder schools largely did not administer this test to their Algebra students, and now they do. There is a sizable group of freshmen that now do not need to take the test and are enrolled in a higher mathematics course, leaving the less advanced group of freshmen who must take the test.

Which area(s) indicate the overall lowest performance?

Only the ECA Algebra 1 scores fall into this category; math on PSAT and SAT is commensurate with other areas. It appears that students with a lower SES (free/reduced) fail the ECA Algebra test at a much higher rate.

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

It would appear that students with a lower SES (free/reduced) fail the ECA Algebra test at a much higher rate.

Between which subgroups is the achievement gap becoming greater?

The aforementioned lower SES subgroup is likely too small to state definitively that the gap is becoming greater.

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

The ECA Algebra results do not appear to be consistent with Math on the PSAT and SAT, and lower SES result cannot be correlated with PSAT and SAT since that disaggregation is not available.

Report Summary

Scores By Section

Section Score
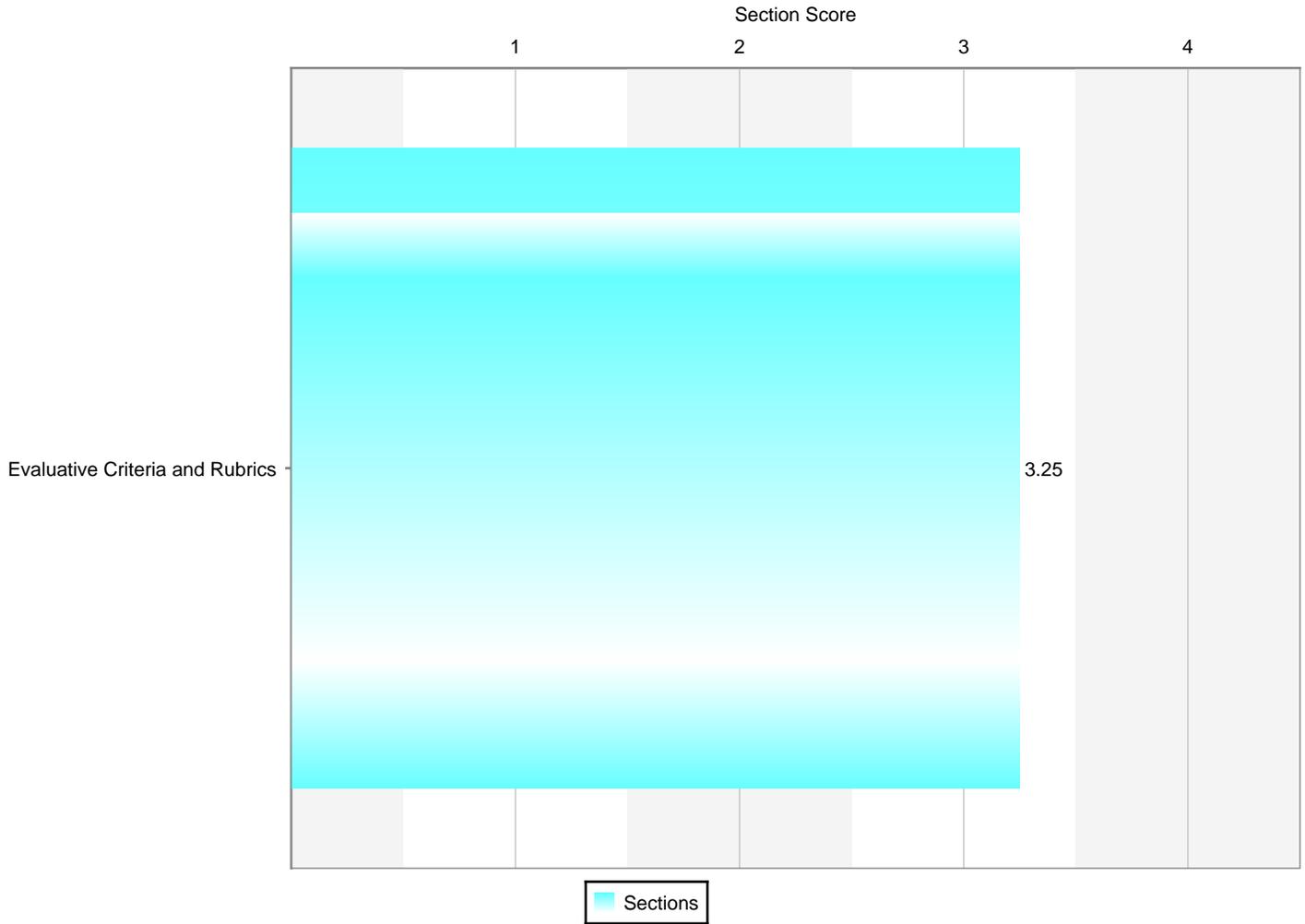
INSIP 2017/18

Overview

Plan Name

INSIP 2017/18

Plan Description

Saint Joseph School Improvement

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 Saint Joseph High School will improve their literacy skills across the curriculum.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$60
2	All departments will meet the needs of all students for college and career readiness.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$2000

Goal 1: All students at Saint Joseph High School will improve their literacy skills across the curriculum.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 80% in English Language Arts by 05/30/2018 as measured by English scores on PSAT, SAT, ACT, ISTEP+, and local writing assessment.

Strategy 1:

Students will apply a variety of techniques to complex text. - Teachers will present and practice incorporating higher order thinking skills with students.

Teachers will present and practice strategies for vocabulary development

Research Cited: Paul, R & Elder, L (2008) How to Read a Paragraph: The Art of Close Reading

Lassonde, Cynthia A (2009) Recognizing a "Different Drum" Through Close-Reading Strategies

Gewertz, Catherine A. (2012) New Research Expands Thinking on Text Complexity

Evidence of success: SAT, ACT, PST, ECA, Common Writing Assessment in grades 9 & 12.

Activity - Teacher review of incorporating higher order thinking skills with students.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During professional development time, we will review higher order thinking skills and their implementation into lessons. Provide Higher Order Thinking flip charts from Learning-Focused to all new teachers.	Professional Learning	09/30/2015	05/30/2018	$60	Title II Part A	School Improvement Committee

Strategy 2:

Students will utilize a variety of techniques to communicate complex ideas/concepts. - Teachers will prepare students to utilize multiple concepts in student-led

discussions, such as, literature circles, Socratic semnar, and fish bowl.

Research Cited: Wiggins, Grant (2006) Socratic Seminar: Guidelines

Aguilar, Elena (2010) The Power of Literature Circles in the Classroom.

Socratic Seminar, Literature Circles, ASCD, Educational Leadership, Bloom's Taxonomy

Evidence of success: SAT, ACT, PSAT, ECA, Local writing assessment

Activity - Teachers will prepare students to utilize multiple concepts in student-led discussions.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training using Literature Circles, Socratic Seminar, Fish Bowl	Professional Learning	10/17/2016	05/30/2018	$0	No Funding Required	School Improvement Committee - Doug Miller, Mike Walsh, Tom Kostielney, Claire Myers, Leslie Brenner, Marilyn Gibbs

Status	Progress Notes	Created On	Created By
In Progress	Faculty training in using Socratic Seminar - 1-22-16.	January 28, 2016	Ms. Mary Gallagher

Goal 2: All departments will meet the needs of all students for college and career readiness.

Status	Progress Notes	Created On	Created By
N/A	In progress Curriculum Day, 1-22-16, centered on quality instruction.	January 28, 2016	Ms. Mary Gallagher

Measurable Objective 1:

achieve college and career readiness in all disciplines. by 05/30/2018 as measured by PSAT, SAT, ACT, ISTEP+.

Strategy 1:

Differentiated Instruction - Weekly collaborative time will be shifted from curriculum focused to instruction focused to address a variety of instructional strategies such as co-operative learning, coaching, etc. to be used in differentiating instruction for students.

Research Cited: Wormelli, R(2007)."Differentiation at the Secondary Level."

Tomlinson, C (2000)."Reconcilable Differences? Standards-Based Teaching and Differentiation."

Evidence of success: SAT, ACT, PSAT,

Activity - Teacher Training on use of instructional strategies focused on differentiation.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will participate in department specific differentiation activities	Professional Learning	02/06/2017	02/06/2018	$1000	Title II Part A	School Improvement Committee - Doug Miller, Mike Walsh, Tom Kostielney, Claire Myers, Leslie Brenner, Marilyn Gibbs

Status	Progress Notes	Created On	Created By
In Progress	Modeling Gallery Walk, Socratic Seminar, Learning Styles, Technology (Blendspace, Kahoot). 1-22-16	January 28, 2016	Ms. Mary Gallagher

Strategy 2:

Self-Management - All freshman students will complete a Learning Style Inventory and write a reflection on the outcomes. This will become the beginning point of their Student Portfolio that will be a graduation requirement. Required elements of the portfolio are to be determined by a committee of teachers. During freshman and sophomore years, this process will be directed by the students' English teachers. Juniors and seniors will be assigned in small groups to a pair of teachers who will meet with them on a regular basis to complete their graduation requirement.

Research Cited: Barrett,H.(2004b)."Electronic Portfolios as Digital Stories of Deep Learning: Emerging Digital Tools to Support Reflection in Learning-Centered Portfolios."

Conley,D.(2008)."What Makes a Student College Ready?"

LaCour,M.(2011)."Among Colleagues/how Can We Help Students Take Ownership of Learning."

Evidence of success: PSAT, ACT, SAT

Activity - Teacher Training on Learning Styles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided on appropriate learning strategies for varying learning styles.	Professional Learning	10/30/2017	04/30/2018	$500	Title II Part A	School Improvement Committee - Doug Miller, Mike Walsh, Tom Kostielney, Claire Myers, Leslie Brenner, Marilyn Gibbs

Status	Progress Notes	Created On	Created By
In Progress	Faculty discussion of teaching to all learning preferences. What are learning styles, how do we reach all students given a variety of learning preferences in a classroom, what teaching strategies speak specifically to certain preferences? 1-22-16	January 28, 2016	Ms. Mary Gallagher

Activity - Portfolio Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive in-service on the implementation of portfolios as a graduation requirement. They will work within their respective departments to study their use.	Professional Learning	03/01/2017	05/01/2018	$500	Title II Part A	School Improvement Committee - Doug Miller, Mike Walsh, Tom Kostielney, Claire Myers, Leslie Brenner, Marilyn Gibbs

Status	Progress Notes	Created On	Created By
In Progress	All freshman students completed the Learning Styles Inventory on Naviance in October 2016	November 07, 2016	Ms. Mary Gallagher

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
Teachers will prepare students to utilize multiple concepts in student-led discussions.	Training using Literature Circles, Socratic Seminar, Fish Bowl	Professional Learning	10/17/2016	05/30/2018	$0	School Improvement Committee - Doug Miller, Mike Walsh, Tom Kostielney, Claire Myers, Leslie Brenner, Marilyn Gibbs
				Total	$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on use of instructional strategies focused on differentiation.	Faculty will participate in department specific differentiation activities	Professional Learning	02/06/2017	02/06/2018	$1000	School Improvement Committee - Doug Miller, Mike Walsh, Tom Kostielney, Claire Myers, Leslie Brenner, Marilyn Gibbs

Portfolio Development	Teachers will receive in-service on the implementation of portfolios as a graduation requirement. They will work within their respective departments to study their use.	Professional Learning	03/01/2017	05/01/2018	$500	School Improvement Committee - Doug Miller, Mike Walsh, Tom Kostielney, Claire Myers, Leslie Brenner, Marilyn Gibbs
Teacher Training on Learning Styles	Professional development will be provided on appropriate learning strategies for varying learning styles.	Professional Learning	10/30/2017	04/30/2018	$500	School Improvement Committee - Doug Miller, Mike Walsh, Tom Kostielney, Claire Myers, Leslie Brenner, Marilyn Gibbs
Teacher review of incorporating higher order thinking skills with students.	During professional development time, we will review higher order thinking skills and their implementation into lessons. Provide Higher Order Thinking flip charts from Learning-Focused to all new teachers.	Professional Learning	09/30/2015	05/30/2018	$60	School Improvement Committee
				Total	$2060	

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.