



Indiana School Improvement Plan

Seeger Memorial Jr/Sr High School

MSD Warren County

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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?

Seeger Jr.-Sr. High School in West Lebanon, IN, serves approximately 562 students, grades 7-12. West Lebanon is a small rural town in west central Indiana, located approximately 30 miles east of Danville, Illinois and 30 miles southwest of Lafayette, Indiana. It is part of the Metropolitan School District of Warren County, which has three elementary schools and a combined junior- senior high school. The Metropolitan School District of Warren County is the only school district in Warren County.

Warren County has an area of approximately 300 square miles made up of farmland and wooded hills. The three largest communities are Williamsport, West Lebanon, and Pine Village. The three elementary schools are located in these communities. Williamsport is the county seat of Warren County.

Seeger offers a comprehensive curriculum to meet the needs of all students, which includes, but is not limited to, college preparation and vocational courses. Over 70% of Seeger students continue their educations beyond high school. The high school's curriculum is aligned with state standards. Teachers employ a variety of instructional strategies and materials to meet the needs of all learners. There are seven computer labs, which include a Project Lead the Way lab, and a Digital Curriculum Learning Lab. SMART technology is utilized throughout the building. We are a one-to-one school. Every student is provided a laptop.

A variety of athletic and non-athletic clubs and activities are available in which students may participate. Over 65% of the student body is involved in co-curricular and/or extra-curricular activities. There are 16 clubs and organizations as well as 17 sporting activities from which to choose. Students and the community also enjoy a recently renovated Fine Arts Center with a dual purpose of a cafeteria and a drama/music facility. The Patriot Activity Center (PAC) has been a great addition to the Seeger facilities. The PAC houses physical education classes, extra-curricular activities, and a variety of community events. Over 2,500 community members have used the PAC since the opening in 2006. In addition to the PAC, the PEP grant has allowed Seeger to establish a model Physical Education Department. A variety of research based instructional programs along with the use of new technological equipment has greatly enhanced the department. Six new classrooms and updates in all science labs have provided students with better opportunities to succeed.

The students at Seeger also have several opportunities that are unique to the school corporation. A Seeger scholarship of \$1,500 is given to all graduating students that will be attending any post-secondary educational institution, including vocational opportunities. The scholarship money comes from the Seeger Scholarship Endowment created by the school's founder. A mentoring program has also been created for high school students. The mentoring program is a school/community based program that is funded through a community grant. The target students are first-time college bound students in a given family and students that are on the fringe of being college bound. Community members serve as the mentors. There are currently over 40 students serving in the program.

Seeger has 45 certified faculty members and 7 uncertified instructional aides. In the last 6 years, the staff has participated in interdisciplinary projects, curriculum alignment, technology seminars and other professional development activities. Seeger also has two guidance counselors, two administrators, an athletic director, a technology coordinator, a reading coach, a media specialist, and four secretaries.

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.

Vision Statement:

"It is our vision that the staff of M.S.D. of Warren County, in cooperation with parents and community, will empower all students to succeed in a changing world by creating a community of life-long learners in a safe and supportive academic, emotional, creative, and social environment."

Mission Statement

"Our mission at Seeger Junior-Senior High School is to provide a cooperative atmosphere and to direct each student toward his/her potential, so that he/she may become a self-confident, life-long learner."

To achieve this mission, the administration and staff has developed the philosophy based on Rick DuFour's model of Professional Learning Communities (PLC). The Professional Learning Communities focus on:

- 1) What do we want students to learn?
- 2) How do we know the students learned?
- 3) What do we do if they do not learn?
- 4) What do we do if they do learn?

The administration, teachers, and certified staff have either attended training utilizing DuFour's principles or have had professional development opportunities during in-services. The principles of the Professional Learning Community are based on staff collaboration focusing on curriculum, student achievement, interventions, and research-based instructional strategies. Our PLC vision is based on student learning rather teaching.

Leadership Collective Commitments:

- The leadership team at Seeger is committed to placing the education and well-being of each student as our highest priority.
- We will model and promote the behaviors called for in the Seeger Mission Statement and the Metropolitan School District of Warren County Vision Statement. We will also acknowledge and address behaviors that are inconsistent with the school's mission and vision.
- We will model and promote the behaviors that promote student learning and help create a positive school climate. These behaviors include, but are not limited to, open and effective communication, collaborative problem solving, decision making and high expectations for achievement. They also include consideration and caring for all members of the Seeger family, a commitment to life-long learning, continuous improvement, and a work ethic that reflects the importance of our mission.
- We will recruit and retain individuals who are best suited to advance the vision and goals of the school, and we will create conditions that support their ongoing professional growth.
- We will facilitate the development of curricular and co-curricular programs, which result in high levels of student engagement, reflect student needs and interests, integrate technology when appropriate, and enable students to understand and appreciate individual differences.
- We will develop and implement programs and procedures which result in supporting increased student achievement and individual student success. We will also work toward students assuming more responsibility for their learning, decisions, and actions.
- We will recognize and celebrate the efforts and achievements of the members of the Seeger family.
- We will manage the district resources in a responsible manner and build community support and partnerships that benefit both the community and the school.

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Faculty Collective Commitments

- These guidelines and principles are established as a reflection of our values as teachers and professionals at Seeger Junior-Senior High School. They are intended as a means for informal personal assessment and are not intended to be used in the formal evaluation process. They represent our shared purpose and will continue to guide us as educators.
- We will develop curriculum and instructional strategies that promote active involvement for students, provide for their varied experiences and individual abilities, and utilize technology and other tools where appropriate.
- We will help each student's transition through junior and senior high school by providing appropriate instruction, monitoring his/her progress, and offering guidance and support services tailored to individual needs.
- We will model the importance of life-long learning through our ongoing personal and professional development.
- We will collaborate with one another to create conditions that promote student success and rewarding professional experience.
- We will act in a professional manner with integrity and honesty and will develop relationships characterized by caring and respect.
- We will provide a supportive atmosphere in which everyone feels emotionally, physically, and intellectually safe.
- We will hold high expectations for student achievement and character, and encourage students to take responsibility for their lives and the learning process.
- We will care for our physical environment and school property and will require the same of students.
- We will communicate with parents about their students' progress in school and will encourage parents to be involved in their children's education.

Educational Beliefs

- We believe students should be the focus of all school programs, activities, and events.
- We believe students, parents, extended families, educators, and the community share in the responsibility of learning.
- We believe the school should be a safe, well cared for, inviting place.
- We believe the school should provide a comprehensive, focused curriculum that is meaningful and relevant so students can learn and have access to educational opportunities.
- We believe each student is an individual who should be provided opportunities for academic, social, physical, and emotional growth.
- We believe the school should provide the environment to build good character and citizenship.
- We believe we must prepare ourselves to live and work in a context of constant change.
- We believe teaching and learning should be enjoyable, meaningful, and rewarding.
- We believe all people should be treated with respect and dignity.

Vision of Curriculum

We, the educators of the M.S.D. of Warren County Schools, hold forth this vision of the curriculum of excellence we desire for all our students. We have a dream of a curriculum that is:

LEARNER-CENTERED: The curriculum focuses on meeting individual needs and interests while challenging students to reach their full potential.

RELEVANT: The curriculum emphasizes the active construction of meaning, so all students find real-life connections in their studies.

ENGAGING: The curriculum actively engages the student in a variety of learning experiences that address individual learning styles.

CREATIVE: The curriculum allows for and encourages the creative development of every learner through the use of effective instruction.

ALIGNED: Based on state standards, the curriculum aligns with instruction and assessment to improve student learning. It is well-defined and clearly communicated to the entire learning community.

DEVELOPMENTALLY APPROPRIATE: The curriculum addresses the variations in student development and encourages instructional practices that foster student learning.

SOCIALLY RESPONSIBLE: The curriculum develops in students a sense of social responsibility, so they become aware of their obligations

and duties as citizens.

INSPIRING: The curriculum inspires the learning community to be life-long learners.

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.

Plan:

Seeger Junior-Senior High School will improve upon the school-wide Response to Instruction plan that was established in 2010-2011 for all student learners.

- The staff will not only respond to student deficiencies, but will also provide high ability students an opportunity for continued growth.
- The staff will analyze student classroom and testing data to guide instruction.
- Seeger Memorial will improve upon our school grade, C- 2.89, (2.5 for the junior high and 3.2 for the high school) set forth by the Department of Education following the A-F Accountability Model
- Student test performance will increase significantly in the junior high school - Raise ISTEP performance scores to over 80% passing
- Student Performance will increase to 80% passing on ECA Exams.
- Increase AP and SAT Scores
- Increase College Readiness through Dual Credits

Activities:

During the three year Response to Intervention plan:

- A comprehensive Tier system was put into place
- Class schedules were changed to accommodate students, teachers, and instructional aides within the Tier system
- Training and resources were purchased and staff trained
- Teachers, reading coach, and administration evaluated data and individualized instruction
- Curriculum (fidelity to the core) was established with benchmark tests put in place for assessment of progress
- Acuity was utilized to predict and remediate
- Math and Language Arts labs were established
- High ability students were identified and courses were established
- Created more Dual Credit and AP high school courses
- Established a credit recovery program
- Professional development time was given for training, data analysis, and curriculum design.

Results:

- Became an "A" school in 2013, 2014 & 2015 (even without going back to last year) (Previous Grades: F in 2010; C in 2012)
- Improved 7-8th grade ISTEP LA scores to 81% passing in 2013; 89% LA in 2014
- Improved 7-8th grade ISTEP Math scores to 88% passing in 2013; 92% in 2014
- Improved 7th grade Social Studies ISTEP scores to 94% in 2013; 97% in 2014
- Improved 10th Grade LA ECA from 82.7% from 8th grade to 93.7% in 10th grade
- Increased number of students receiving dual credit from 26% to 32% in 2013; 53% in 2014, 53.9% in 2015
- Established more AP courses: added 2 more online AP courses in 2014

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- Created Math and Language Arts Labs for remediation and skill building
- Over 15 students have graduated on time due to the credit recovery classroom
- Became a data driven school
- Became a model school for tier intervention so all students are receiving instruction based on individualized needs.

Areas Still to Address:

- Student growth (Top 75% of our Learners)
- Increase College and Career Readiness
- Improve PSAT/SAT & AP scores
- Utilize Digital Curriculum or Blended Learning to increase career opportunities for all students

Additional Information

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

The focus of the 2014-2015, 2015-2016, & 2016-17 school improvement plans will be on student growth within the curriculum and on standardized tests. To increase student growth in the classroom, on ISTEP and ECA testing, and with College and Career Readiness assessments such as PSAT/SAT and AP tests, a school wide Literacy Framework will be created and implemented in grades 7-12 across the curriculum.

The Seeger Memorial Jr.-Sr. High School Literacy Framework will be implemented alongside of our very successful Response to Invention Model that has been in place over the past three years. The following goals, activities, resources, and professional development continues to be our focus during the 2015-2016, & 2016-2017 school years.

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.

To start the process of overall school improvement 5 years ago, the administration and PLC leaders discussed school data and direction. It was apparent that increasing student achievement would have to become a priority. The administration team started to look at other schools' data, resources, and intervention programs. School visits were conducted by the team with a select few teachers.

An administrative team, along with four teachers, attended an Intervention workshop to start the process. Discussions took place with learning communities on how to best implement the Intervention Program.

Using input from the staff and state and classroom data, the administrative team created the improvement plan to start our road to changing our culture and student success.

A school improvement team or a variety of stakeholders were not used to implement the plan. Various key staff members were utilized to help prevent major road blocks to the plan.

The plan was created by the administrative team with staff input at PLC meetings.

The current 2016-2017 plan:

The administrative team, along with the district literacy coach, and key teachers, looks at trends and weakness in the data. From those trends and weaknesses, a plan is generated and then utilized.

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

Represented in the plan are:

Administrative Team: Principal, Assistant Principal, Literacy Coach, & Guidance Counselors (most are stakeholders with students in the building) Their role is to analyze data, find trends and weaknesses, then formulate a plan of action to improve in those areas.

Professional Learning Community Coaches: Literacy PLC Coach, STEM PLC Coach, Performance based & CTE PLC Coach, JH Technology PLC Coach, HS Technology PLC Coach. Their role is to collaborate with departments to help analyze data, attend conferences, lead PLC learning for their team, provides feedback, and give essential information to make informed decisions.

Department Heads: Literacy Department Head (Language Arts, Social Studies, WL, and SPED); STEM Department Head (Science, Technology, Engineering and Math); Career and Technical & Performance Based Learning Department Head (Practical Arts, Fine Arts, & PE); College Readiness Department Head (AP & College Readiness Courses). Their role is: instructional leader for curriculum and assessment of the department, facilitates data analysis, gathers resources, input on essential departmental programming.

Data Analysis Team: Administration, Literacy Coach, Guidance Counselors, JH Math, JH LA, and HS ECA/ISTEP+10 teachers (testing area teachers)

Leadership Team - The leadership team consists of the Administrative Team, The Department Heads, and The PLC Coaches. These
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teachers have good insight with student data trends and good decision making abilities. Most are parents with students in the building so, they are able to fill other stakeholder roles as well. They also have ties in the community and are well aware of the needs of the relationship between the community and school.

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 leadership team facilitates the plan to the staff in both a whole group and in departmental settings. Once this process is completed, the school improvement plan is communicated to the union to be approved. The plan is shared with the corporation office and school board. The plan is also posted on the school web site and made available to all stakeholders.

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: 3.33

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.	<ul style="list-style-type: none"> •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Student success celebrations •Collaboration with outside organizations such as the LCC & Warren County College and Career Coalition. 	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 clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •Evidence of Tier Intervention data •Evidence of Tier Groups in scheduling process •Evidence of Dual Credit and Digital Credit Recovery Courses •Evidence of a successful school improvement plan 	Level 4

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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.	<ul style="list-style-type: none"> •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan •Evidence from PLC data meetings Evidence from data walls and regrouping of students Collaboration at grade level meetings Professional development plans implemented through district reading coach We have created an Advisory Council that includes students, educators, parents, and the business community to help us make decisions as we progress through the process. To date, we have 36 members on our advisory council. 	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.

Area of Strengths: Over the last six years, the school has become very data driven. The previous school improvement plan reflects how we wanted to increase student achievement in all areas. By implementing a school wide tier intervention program and having assessment data drive both classroom instruction and student scheduling, we have been very successful in achieving desired student success in most areas. The culture has become a collaborative environment in which teachers discuss student learning and work to achieve the desired outcome. PLC time, common planning periods, and summer professional development all focus on instruction practices, assessment data, and curriculum alignment. The literacy coach has bridged the gap of collaboration with the elementary to the junior- senior high school. Data is shared with all relevant stakeholders.

Credit recovery, more dual credit, and more advanced learning courses have also been created to provide additional student learning opportunities.

Our strengths will be maintained by a continuous look at student data. The students and teachers now have ownership of their own data and learning.

Weakness:

Our documentation process of the purposeful planning is getting better, but not where we aspire to be. We do not have a formal plan on how and why we have changed our direction. We used research based strategies and conferences to help guide the process. We also took a close look at both school and student data to drive our decision making.

We have included all stakeholders in the decision making process this year, but we are waiting to develop documentation of future direction.

Monthly AC meetings are new this year.

Evidence of interest in reviewing:

Indiana School Improvement Plan

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School Improvement Plan

PLC Schedule

Master Schedule

Literacy Coach Schedule

Advisory Council Meeting Agenda

Weekly Leadership Team Agenda

Standard 2: Governance and Leadership

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

Overall Rating: 2.83

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.	<ul style="list-style-type: none"> •Student handbooks •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 has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Assurances, certifications •Governing body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Governing body policies on roles and responsibilities, conflict of interest 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Agendas and minutes of meetings 	Level 3

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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.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •School Improvement Plans •Master Schedule 	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 sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none"> •Guidance Newsletters •LCC Meetings •Grants •Junior High News Letter •AC Monthly Meetings 	Level 2

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.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •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.

Area of Strength:

The school leadership maintains a daily operation that allows for student success. Both teachers and students are held accountable for student learning. Professional development time is provided every Monday during our Monday PLC Schedule. Grade level meetings, summer curriculum, and common planning periods have been established to help facilitate collaboration. Meetings with the district literacy

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coach happen on a routine basis with many staff members to help implement literacy practices across the curriculum.

A data driven culture that helps drive student learning has been established by the school leaders. Leadership spearheads data meetings in which student learning, instruction, grouping of tier students, and best practices are all discussed and evaluated.

Area of Improvement:

A weakness for the school leaders is the lack of including all stakeholders in the decision making process when it comes to curricular or evaluative type decisions. Again, with the AC this should get better soon. Being a small rural school, many teachers have children in the district or close ties with the community, so our staff is a great representation of the community stakeholders. They are able to share different views and perspectives prior to the decision making process.

Evidence of interest for reviewing:

School Improvement Plan

Student Handbook

Principal Budget

Safety Plan

MSD Policy Guideline Manual

PLC Schedule

Master Schedule

Literacy Coach Schedule

Advisory Council

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.0

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.	<ul style="list-style-type: none"> •Lesson plans •Course schedules •Enrollment patterns for various courses •Course descriptions •Curriculum maps •Pearson SuccessNet •Iready Core 	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.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum 	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.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool 	Level 3

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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.	<ul style="list-style-type: none"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Examples of improvements to instructional practices resulting from the evaluation process 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes 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 occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration 	Level 3

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.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction 	Level 3

Indiana School Improvement Plan

Seeger Memorial Jr/Sr High School

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.	<ul style="list-style-type: none"> •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 	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.	<ul style="list-style-type: none"> •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	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 long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Master schedule with time for formal adult advocate structure 	Level 3

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Seeger Memorial Jr/Sr High School

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting 	Level 3

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.	<ul style="list-style-type: none"> •Brief explanation of alignment between professional learning and identified needs 	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 all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students 	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.

Area of strengths:

Over the past several years, the curriculum and assessments have been systematically adjusted in response to student data, especially in all the state testing courses. By using the data and pinpointing weaknesses, the school has improved testing proficiency by over 20% from 6 years ago. Our school has grown from an F school in 2010 to an A school during the past 4 years because of curriculum, instruction, assessment, and intervention improvements. Teachers engage students with a systemic purpose based on data and expected levels of achievement. Teachers use collaborative time to meet and discuss not only data, but best practices to best ensure student success. The general education classroom teacher works very closely with the special education classroom teacher during their co-teaching periods. A

Indiana School Improvement Plan

Seeger Memorial Jr/Sr High School

priority is placed on students that need extra interventions. Those students, whether Tier II (general education - at risk) or Tier III (special education) will not only receive the core instruction at grade level, but will also receive an additional 45 minutes daily working on skills either at or below grade level to help fill in gaps. High ability students also have the opportunity to advance or receive courses at an advanced level. Honor courses, dual credit and AP courses are also part of the daily routine for our advanced learners.

Teachers use every Monday morning (50 minutes) as professional learning time. Common preps have been established for all LA and most Math teachers. The district literacy coach has created a schedule to meet the needs of the teachers in our building. Summer curriculum and training have been established to help facilitate teaching the core with "fidelity", implement better instructional strategies, and build a literacy framework.

Area to Improve:

One weakness is a systematic approach and documentation of providing a formal structure of an adult advocate to each student. However, we are a small school. Every teacher knows each student well. We also assign each teacher to a gender specific, grade level appropriate homeroom at all grade levels. Additionally, we have a student organization called STARS, in which the purpose is to do things for the school community.

Evidence to look at during visit:

Master schedule - (shows co-teaching and tier period)

Student schedule - (shows core classes as well as remediation or advanced courses)

Writing rubric

Iready Diagnostic Assessments and Reports

Video clip of classroom instruction using core program in LA

Smekens notebook

Student data binders

Curriculum maps

Literacy Coach Schedule

Summer PD Schedule

New Teacher/Mentor Teacher Document

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: 2.71

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •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.	<ul style="list-style-type: none"> •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests 	Level 3

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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.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Schedule of staff availability to assist students and school personnel related to finding and retrieving information 	Level 3

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 most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use 	Level 2

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.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support 	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.	<ul style="list-style-type: none"> •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 •Senior Interview Day Evaluation •Google Guidance Page 	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.

Areas of Strength:

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The junior - senior high school is always striving for continual student improvement and teacher growth. Funds are set aside for instructional materials, classroom supplies, and professional development opportunities. Classroom materials such as binders for both the data binders and Smekens notebook are provided to the students. Intervention materials such as workbooks, software, or online programs are also allocated by funds set aside to help meet our individual student needs. Most departments have budgets that allow them to buy classroom supplies and equipment as well. Field trips are used to expand learning beyond the classroom as well.

We also have a very strong intervention program which provides the special education and at-risk IEP students an opportunity to be successful. In addition to the inclusion co-teaching classrooms, we provide an additional 45 minute block of instruction for these students to work on areas of weakness. A strong counseling center is utilized to provide additional needs for all students. The school has also partnered with Wabash Valley and has several case workers and a therapist that work with students directly on a daily basis.

For the advanced learner or the student that wants to move to a career path outside of our course offerings, we have also purchased both APEX Learning and Plato. Both programs give students opportunities to work independently with a classroom teacher in the room on course work that a small rural school cannot provide due to staffing reasons.

A safe learning environment is provided for all students and staff members. We have allocated money over the past several years to update and improve our building and our technology. We have updated student safety with cameras, keyless entries, and by creating a student commons. We also have an SRO in the building most days. We have improved learning opportunities by updating our Culinary Arts room, adding computer labs, providing SMART Boards in every classroom, and purchasing mobile labs.

A couple areas of weaknesses would be:

- 1) Distribution of information and policies regarding media. We do not have a strategic plan that addresses how or what information will be provided to the stakeholders.
- 2) Policies and procedures on hiring, firing, defining roles, and communication with the support staff. We do not have a sufficient strategic plan or flow chart defining purpose or direction with the support staff.

Evidence of interest for review:

Principal Budget

Technology Plan

Intervention Flow Chart

Guidance News Letter

Google Guidance Classroom

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.0

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.	<ul style="list-style-type: none"> •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 •Evidence that assessments are reliable and bias free •PLC Meetings Data Wall iReady Reports 	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.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Literacy Coach Schedule Master Schedule 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student growth •2015 School Improvement Plan 2014 School Improvement Plan Accountability Report Card Growth Model 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> •Minutes of board meetings regarding achievement of student learning goals •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Student celebration assemblies Data Binders Junior High News Letter 	Level 4

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

Area of Strength:

We have a tremendous amount of pride because our primary focus over the last 4 years has been student improvement. Our school improvement plan reflected that as our goal. Many steps were taken to ensure continuous improvement and student growth. We have used a data driven approach to move from an F school to an A school three years in a row. Both ISTEP and ECA scores have improved due to our commitment to continued improvement and growth. We have become the top academic school in the area and one of the highest in the state when comparing the combined school (grades 7-12) model to other schools. Leadership teams from other schools have visited to see our improvement model.

Today, the driving force of our school is the use of results and continued improvement of our student success.

Area of weakness:

The area in which we are weakest is moving the process into the upper grade levels in the building. This has been a process that started

Indiana School Improvement Plan

Seeger Memorial Jr/Sr High School

with the junior high and has moved into the high school. Currently grades 7-10 have become very data driven with pockets extending into the upper grades.

Evidence of interest include:

School Improvement data

Accountability Report Card

Data Board - Excel Spread Sheet - school comparison

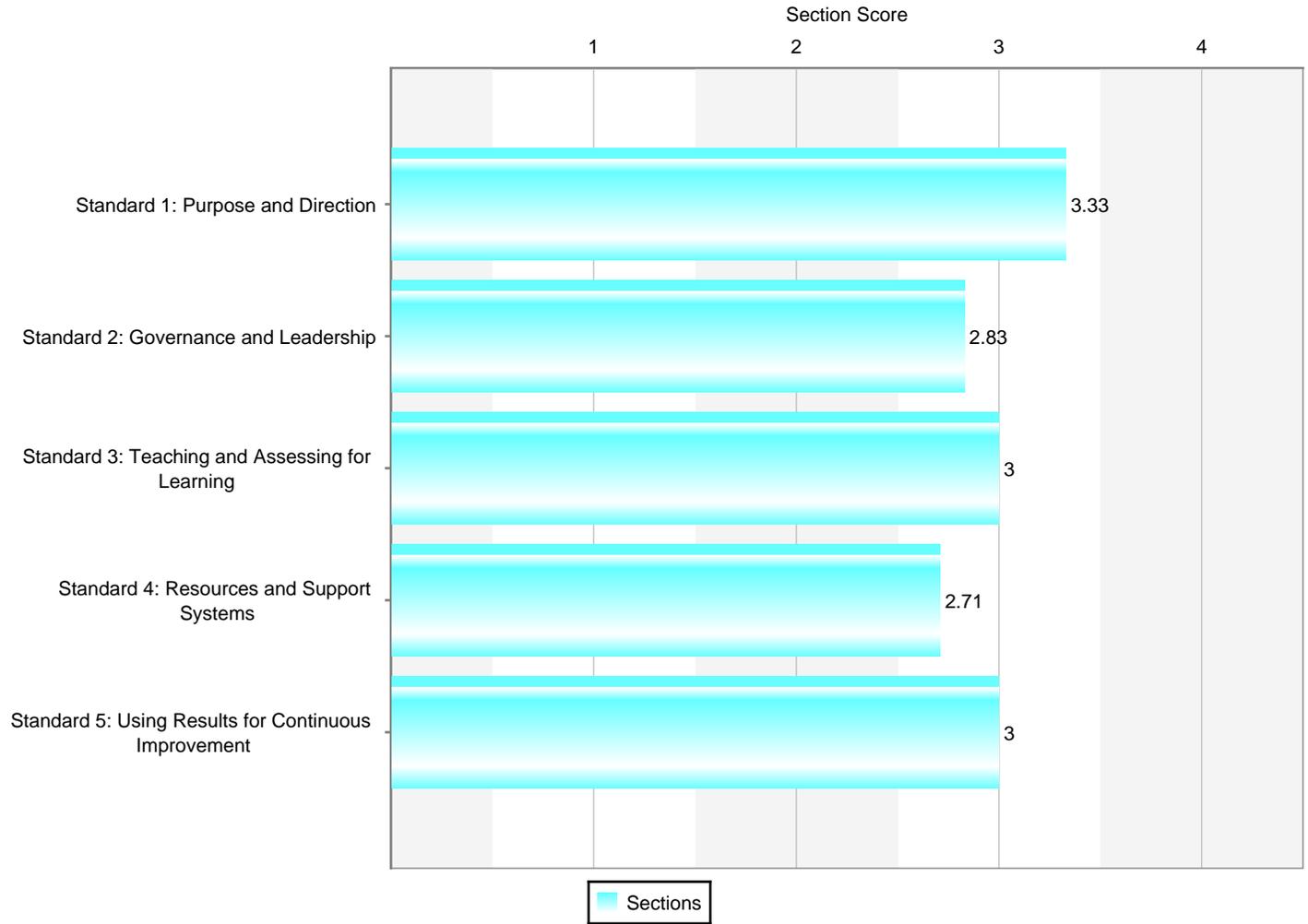
Student Binders

Literacy Coach Data Spread Sheet

Pivot data sheets

Report Summary

Scores By Section



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	Document attached	RelevantDataatoSch oolImprovementPla n2016-2017

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

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

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

Areas of Notable Achievement

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

Math scores (ISTEP+ and ECA): 2014

7th Math 86%

8th Math 98% #1 in the state of Indiana

High Growth All Tier Math

Algebra:

8th 100%

9th 92%

2015 with new ISTEP

Math - Bottom 25% growth - 56.5%

Math - Top 75% growth - 42.4%

Algebra ECA - 96% pass

LA 10 ECA - 93.2% pass

From 10th to Graduation Improvement: 93.8% Math; 95.2% LA

2016 are not finalized as of 9/26/2016

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

ISTEP+ (Math and ELA) and ECA (Algebra 1) scores are positively trending.

See "Relevant Data to School Improvement" in Word doc.

Which area(s) indicate the overall highest performance?

2014

8th grade Math ISTEP+/ECA

ISTEP+ 98.9% Pass

ECA 100%

2015 (with new ISTEP)

Math - Bottom 25% growth - 56.5%

Math - Top 75% growth - 42.4%

Algebra ECA - 96% pass

LA 10 ECA - 93.2% pass

From 10th to Graduation Improvement: 93.8% Math; 95.2% LA

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

Seeger students in all subgroups are trending up in Math. ELA grades 7-9 are trending up.

See "Relevant Data to School Improvement" in Word doc.

Between which subgroups is the achievement gap closing?

Tier 3 and tier 2 students are quickly closing the gap. Tier 1 and HA are also show growth.

See "Overall ISTEP Trend" and ECA Overall (Algebra 1 only)

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

Great improvements are being made in all sub groups Tier 3 to HA. The data shows great strides in the last four years in Seeger's data.

Areas in Need of Improvement

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

2014

ELA ECA scores:

73% P, Down from 81% 2012-13

2015 (New test)

JH ISTEP - dropped about 15% across the board

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

2014

ECA ELA scores. Low growth and low performance.

See "Relevant Data to School Improvement" and "ECA Overall" in Word doc.

2015

Scores are trending upward

Which area(s) indicate the overall lowest performance?

2014

ELA ECA scores.

2015 (new test)

JH LA & Math ISTEP Scores

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

2014

All tier levels in grades 10-12 have trended down in ELA the past years.

2015

Tier levels are starting to trend upwards with higher ECA pass rate and growth from 10th to 12th success rate.

Between which subgroups is the achievement gap becoming greater?

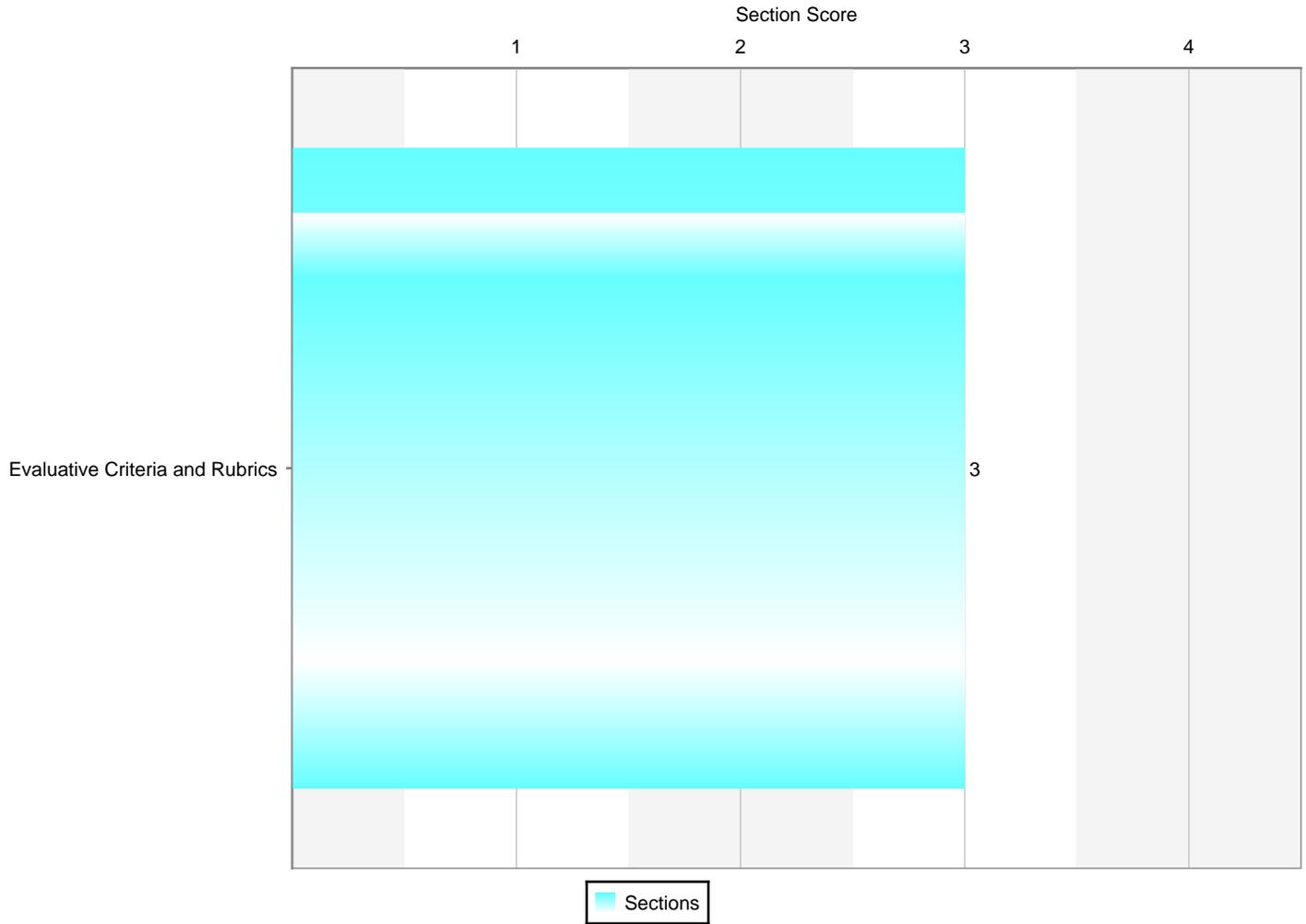
All tier levels in grades 10-12 have trended down in ELA from 2012-13 to 2013-14.

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

All the data confirms that ELA in grades 10-12 have been Seeger's biggest weakness.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Stakeholder document attached.	Stakeholder Feedback Data Document 2016-2017 SI...

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Standard 4 (Resources and Support System) was the highest scored standard on the Parent Survey

Standard 4 (Resources and Support System) was the highest scored standard on the Staff Survey.

Standard 1 (Purpose and Direction) was the highest scored standard on the Student Survey.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Standard 4 was the most common among the adult stakeholders. The students showed the highest level of satisfaction with Standard 1.

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

We use data to guide curriculum and have a safe learning environment.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The school is weakest in the following standard: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

The school needs to improve on communication with all stakeholders in our community.

What are the implications for these stakeholder perceptions?

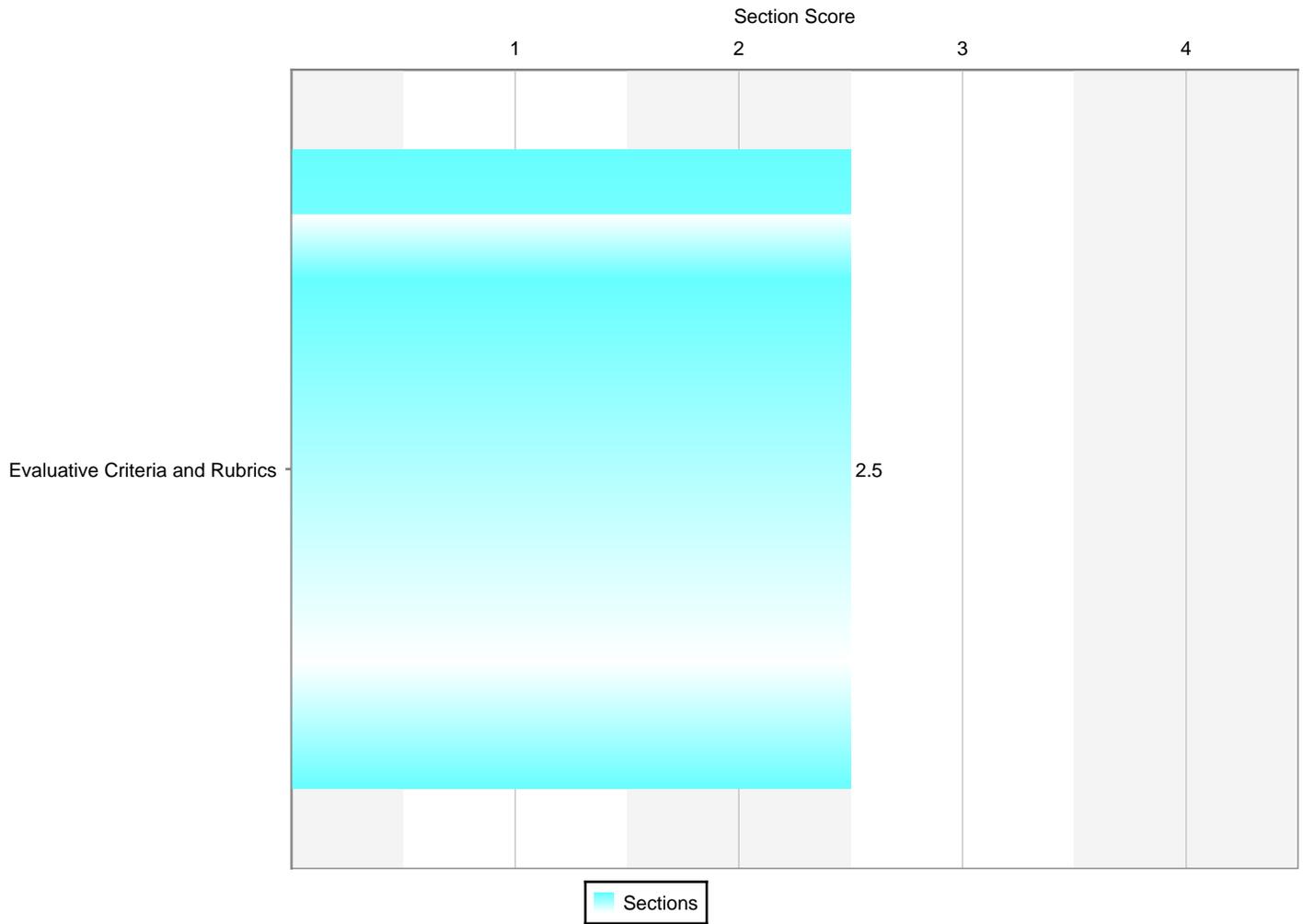
We will review and address when developing our school improvement plan.

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

Using data in all content areas to improve student learning. We use data in the "testing" classrooms, however we need to use data in other content areas.

Report Summary

Scores By Section



Literacy Framework 2016-17

Overview

Plan Name

Literacy Framework 2016-17

Plan Description

The focus of the 2015-2016 and 2016-2017 school improvement plan will be on student growth within the curriculum and on standardized tests. To increase student growth in the classroom, on ISTEP testing, and with college and career readiness assessments such as PSAT/SAT and AP tests, a school wide Literacy Framework will be created and implemented grade 7-12 across the curriculum.

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 Seeger Memorial Jr.-Sr. High School will increase literacy proficiency; including reading comprehension, vocabulary, and writing, skills.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$3950

Goal 1: All students at Seeger Memorial Jr.-Sr. High School will increase literacy proficiency; including reading comprehension, vocabulary, and writing, skills.

Measurable Objective 1:

80% of Seventh, Eighth, 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 increase student growth on reading comprehension skills in English Language Arts by 05/19/2017 as measured by ISTEP scores and PSAT/SAT scores.

Strategy 1:

Establish Literacy Team Training - Establish a literacy team. We will use the "train the trainer" model. We sent different members of the literacy team to different Smeken's professional development work shops to learn new literacy strategies that could improve student learning. Upon their return, the literacy team is in the process of training the staff on good fundamental implementation of literacy skills in their own classroom.

Research Cited: Smekens Education Solutions, Inc.

- 1) Planning and Facilitating a Close Reading - two day workshop
- 2) 18 Power Strategies to Boost Reading and Writing Achievement - 2 day workshop

Evidence of success: Success is based on the creation of the PLC calendar and the training data of the staff. The staff is trained on four different blocks of time to learn key strategies for implementing close reads and essential skills to a good short answer (YES MA'AM tool). A scatter gram graph is used to gage teacher knowledge and use in the classroom. Collaborative sharing is also taking place during PLC time.

Activity - Providing a Literacy Toolbox	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training teachers on Close Reading skills to improve student literacy in all subjects.	Professional Learning	12/07/2015	03/28/2016	\$1500	District Funding	Staff would include 4 teachers that are part of our literacy team whom are training the rest of the staff.

Activity - Book Study - FOCUS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Indiana School Improvement Plan

Seeger Memorial Jr/Sr High School

Each department will engage in a book study, Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker	Professional Learning	04/04/2016	05/02/2016	\$450	General Fund	The administration and department heads will be responsible to lead the book study.
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Strategy 2:

Give 8/9 PSAT to all 9th and the PSAT to all 10th graders - The new 8/9 PSAT will be given to all 9th grade students serving as a benchmark for a baseline literacy skills. The skills will be tracked through 10th and 11th grade for each students. Data will be collected for individual classroom instruction as well as tier instruction with those students that need remediation of literacy skills.

Tier groups and an instructional plan will be based upon this data. Individual learning plans will be created through Khan Academy to help learn the needed skills. Time will be set aside each day for students to receive the necessary help if needed.

Research Cited: College Board

Evidence of success: The evidence used to track the growth will be the individual learning plan and the assessments through Khan Academy. The growth will also be monitored in classroom assessments, reading level (lexile scores), and following year's PSAT scores.

Activity - 8/9 PSAT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Facilitate the 8/9 PSAT to all 9th grade students.	Academic Support Program	05/15/2017	05/15/2017	\$1500	District Funding	Guidance Counselors and 9th & 10th LA Teachers

Strategy 3:

Create Higher Level Classroom Assessments - The strategy is to train teachers to create and teach to higher level assessments (level 2 and 3 depth of knowledge - instead of level 1 recall). Strategies were first learned at a Smekens workshop and a math workshop, then brought back for teacher training. Teachers will learn how to deliver instruction in a manner that consists of level 2 and 3 questions and thinking skills on a regular basis.

Research Cited: 1) Smekens 18 Power Strategies to Boost Reading and Writing Achievement

2) Preparing for Indiana Math Assessments - presented by Wabash Valley Educational Center

Evidence of success: Evidence will be measured through Pearson Benchmark tests, ISTEP Testing, and College Board's 8/9PSAT.

Activity - Creating Level 2 and Level 3 Instructional Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in training to increase the level of instructional practices involving level 2 and level 3 depth of knowledge skills and practice in the classroom.	Academic Support Program	01/04/2016	05/15/2017	\$500	General Fund	All teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Providing a Literacy Toolbox	Training teachers on Close Reading skills to improve student literacy in all subjects.	Professional Learning	12/07/2015	03/28/2016	\$1500	Staff would include 4 teachers that are part of our literacy team whom are training the rest of the staff.
8/9 PSAT	Facilitate the 8/9 PSAT to all 9th grade students.	Academic Support Program	05/15/2017	05/15/2017	\$1500	Guidance Counselors and 9th & 10th LA Teachers
					Total	\$3000

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Study - FOCUS	Each department will engage in a book study, Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker	Professional Learning	04/04/2016	05/02/2016	\$450	The administration and department heads will be responsible to lead the book study.
Creating Level 2 and Level 3 Instructional Practice	Teachers will engage in training to increase the level of instructional practices involving level 2 and level 3 depth of knowledge skills and practice in the classroom.	Academic Support Program	01/04/2016	05/15/2017	\$500	All teachers
					Total	\$950

STEM Framework 2016-17

Overview

Plan Name

STEM Framework 2016-17

Plan Description

The focus of the 2015 -2016 and 2016-2017 school improvement plan will be on student growth within the curriculum and on standardized tests. To increase student growth in the classroom, on ISTEP testing, and with college and career readiness assessments such as PSAT/SAT and AP tests, a school wide STEM Framework will be established and implemented grade 7-12 across the curriculum.

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	The staff and students at Seeger Memorial Jr.-Sr. High School will increase their awareness of STEM and utilize STEM principles to increase problem solving and critical thinking skills across the curriculum.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$900

Goal 1: The staff and students at Seeger Memorial Jr.-Sr. High School will increase their awareness of STEM and utilize STEM principles to increase problem solving and critical thinking skills across the curriculum.

Measurable Objective 1:

demonstrate a behavior in which the staff will increase the awareness and use of STEM principles and thinking skills in the classroom. by 12/19/2016 as measured by The awareness will be measured by training blocks on the PLC calendar and through the data collection of scatter gram graphs..

Strategy 1:

Create and train a STEM Leadership Team - The strategy was to create a STEM leadership team to spearhead the awareness and train the staff on STEM principles.

Research Cited: STEM Conference at Purdue University

Evidence of success: The evidence will be gathered from blocks of time trained on the PLC calendar and through scatter gram graphs used for teacher level of understanding and use in the classroom.

Activity - STEM Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The STEM leaders attended a STEM Conference at Purdue University. Then they did some follow up additional training.	Professional Learning	01/04/2016	01/18/2016	\$300	District Funding	the STEM department chair and Stem PLC instructional coach

Activity - Math Teacher Training for high level questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four math teachers attended two different work shops in which discussed higher order thinking questioning on the new 2015-2016 ISTEP testing. The focus was on level 2 and level three depth of knowledge questions.	Professional Learning	02/01/2016	03/14/2016	\$100	General Fund	math teachers

Strategy 2:

Summer PD for STEM - We will offer summer professional development on STEM Principles.

Evidence of success: The evidence will be measured by attendance and implementation in the classroom the following year.

Activity - STEM Summer PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide summer professional development to both elementary teachers and jh/hs teachers on STEM Principles	Professional Learning	08/01/2016	08/03/2016	\$500	District Funding	STEM leadership team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STEM Training	The STEM leaders attended a STEM Conference at Purdue University. Then they did some follow up additional training.	Professional Learning	01/04/2016	01/18/2016	\$300	the STEM department chair and Stem PLC instructional coach
STEM Summer PD	Provide summer professional development to both elementary teachers and jh/hs teachers on STEM Principles	Professional Learning	08/01/2016	08/03/2016	\$500	STEM leadership team
Total					\$800	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Teacher Training for high level questioning	Four math teachers attended two different work shops in which discussed higher order thinking questioning on the new 2015-2016 ISTEP testing. The focus was on level 2 and level three depth of knowledge questions.	Professional Learning	02/01/2016	03/14/2016	\$100	math teachers
Total					\$100	

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.