



Indiana School Improvement Plan

Centerville Senior High School

Centerville-Abington Community Schools

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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?

Centerville Senior High School, a member of the North Central Association of Colleges and Schools since 1967, is a public four-year high school with an enrollment of 494 students in grades nine through twelve for the year 2017-18. Centerville-Abington Community Schools was awarded district accreditation from AdvancED in 2012. Centerville Senior High School is large enough to offer a wide-range of academic programs and yet is small enough to work with students on an individual basis.

In the fall of 1995, Centerville Senior High School implemented the eight block schedule. This schedule consists of four ninety-minute periods each day, which alternates over a two week period. This schedule was implemented in order to do the following: (1) allow for students to earn a minimum of seven credits a semester (2) provide more time for students to organize and prepare for fewer daily classes (3) provide longer time for teaching without interruptions (4) allow more efficient use of time by reducing the number of passing periods (5) allow students to meet Core 40, Core 40 with Academic Honors or Core 40 with Technical Honors diploma requirements and still have room in their schedule for elective classes.

The building was erected in 1961 with additions to the existing building in 1976 and 1981. In 1994 the building was remodeled and updated. During the 2001-2002 school year four new science rooms, a wellness center, and air conditioning were added. Centerville Senior High School has one fully equipped computer lab, a Fine Arts lab that contains 14 Macintosh G5's for video editing, a journalism/yearbook room equipped with fourteen computers, a computerized media center. Starting in 2013-14, all students received Lenovo Thinkpads to start our 1:1 initiative, as well as all teachers received Smartboards in every classroom. In the beginning of the 2017-18 school year, students received Dell laptops to replace the Lenovo's. Centerville Senior High School offers Project Lead the Way. Students enrolled in Introduction to Engineering Design and Principles of Engineering may earn college credit. Also, the following courses are offered for dual credit: Computer Applications, Advanced Computer Applications, Desktop Publishing, Marketing, and Personal Finance, Calculus Advanced Placement (AP), Biology Advanced Placement (AP) Chemistry Advanced Placement (AP), US History and English 111, Studio Art Advanced Placement (AP) and Spanish Advanced Placement (AP).

Students take courses at IVY Tech Community College, Earlham College and Indiana University East/Richmond to earn dual credit. We offer advanced placement (AP) courses in Biology, Chemistry, Calculus, English Language Composition, English Literature, and Studio Art. AP Spanish was offered this school year for the first time in 6 years. Centerville Senior High School offers service learning and job shadowing opportunities, as well as community service and internship opportunities for seniors. In addition, the school offers a competitive speech team; marching, jazz, and concert band; jazz and symphonic choir; academic competitions; and an outstanding Kehoe Performing Arts facility with a digital projection system. Centerville Senior High School has a strong athletic tradition with lighted baseball, softball, soccer fields and tennis courts along with two gymnasiums and a swimming pool.

For the school years 1996-1997, 2005-2006, and 2009-2010, Centerville Senior High School was designated a Four-Star School by the Indiana Department of Education. The school has been designated as a "Best Buy High School" by the Indiana Chamber of Commerce for the years 1999, 2000, 2005, 2006, 2007, 2008 and 2009.

Centerville is a small, rural community of approximately 2,500 in East Central Indiana, just six miles west of the city of Richmond, Indiana. The corporation includes four schools - one K-2 elementary school, one 3-6 elementary school, one junior high school for 7-8, and one high school grades 9-12. The total K-12 population for the district is approximately 1,700 students with a steady to slightly declining enrollment over the past three years. The mobility rate has been relatively low in the past, but there appears to be segments of the student population that are more transient among elementary schools in Wayne County.

There are 90 teachers, 13 administrators, including two counselors and one social worker, who work in the four schools. There are 134 full-time and part-time classified personnel who work in food service, clean our buildings, drive buses, work in maintenance and technology, and support the certified staff as secretaries and teaching assistants. Central office personnel include the Superintendent and an Assistant to the Superintendent in charge of buses, custodial and maintenance operations, and food service. The central office also includes the school treasurer, a payroll clerk, and a part-time human resources coordinator. The corporation has a nutritionist in charge of food service and the corporation's wellness plan.

Demographics about the School System and Summary of Student Performance

Centerville-Abington Community Schools have a proud heritage in the town of Centerville and the community of Abington just south of Centerville. The community is considered a "good place to raise a family," and the schools are a draw for newcomers to Wayne County, as described by most realtors in the area. The town of Centerville was chosen as the "Best Place to Raise Children in Indiana" in 2011 by Bloomberg Business Week Magazine. Parents in the community still trust the schools as "centers of excellence" and often cite the above-state-average scores on ISTEP+. Another source of pride is the history of Indiana Four Star designation for Centerville Senior High School 1996, 2005, and 2010. In addition, CHS has been awarded a Bronze rating by US News and World Report as one of the country's best high schools for three years in a row. The Blue Regiment Band of Centerville High School has been awarded twelve marching Championships at the Indiana State Fair Band Day. There is considerable pride among staff at Centerville Senior High School for being an NCA accredited school since 1967. School Improvement Plans have been the guiding force for achieving school goals and a rating of "A" by the Indiana Department of Education for the 2016-17 school year. The school corporation has a history of ISTEP+ pass rates at or above the state averages at most grade levels. In addition, the district's MAP results on the NWEA testing reports indicate that most subtest areas are at or above "expected" RIT scores, when compared to national percentile averages for the grades tested. The end-of-course assessment pass rates over the last two years in English 10 have been above the state average and among the highest in Wayne County. Although our students do well in most areas, we have used the ISTEP+ subtests, the NWEA subtest reports and the PSAT reading score to determine "next steps" for the school's improvement efforts.

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.

District Vision

"Educated for Success"

District Mission

Centerville-Abington Community Schools, in partnership with families and the community, educates all students to be lifelong learners and responsible citizens.

CENTERVILLE SENIOR HIGH SCHOOL

Mission Statement

Centerville Senior High School, in partnership with parents and the community, prepares students to analyze information, apply technology, and communicate effectively as responsible citizens.

Guiding Principles

- Students are accepted as unique individuals who are capable of learning.
- All staff members are involved in continuous improvement.
- Schools are centers of learning, supported by students, parents, staff, and the community.
- Schools provide a safe, caring, and respectful learning environment.
- Schools foster a climate for understanding diversity and promoting personal responsibility.
- Technology will continue to be used to support teaching and learning as a tool to foster inquiry, reflection, research, and problem solving.
- Schools educate students to "learn how to learn" in an ever-changing world.
- Using the state standards, schools provide a variety of educational experiences and resources for Pre-Kindergarten through Grade 12.
- Schools promote wellness for students, staff, and the community.

CHS strives to offer every student the opportunity to be successful in whatever they choose to do. We offer career center classes, Advanced Placement (AP) classes, Dual credit classes, and a variety of career paths they can choose to focus their course work. We are dedicated to inform students of their choices and prepare them for life after CHS.

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.

Centerville has been rated as a bronze school for the last four years by the US News and World Report. Our corporation was a major part in the community of Centerville being named the, "Best place to raise your child," by Bloomberg Business Week. We hope to improve our communication with parents and improve our students scores in every aspect of testing related to 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.

There are many areas of concern that we have as a public school. Certain charter schools located in our area are drawing students away with the promise of graduating with a CORE 40 degree when, in reality only about 24% of their students completed the needed 40 credits. Additionally, the change in our ability to count general diplomas in our school grade will make it difficult to maintain a higher grade. Many Indiana schools will drop grade levels due to this change that is mandated by the federal government for funding purposes. Competition for students to go to other schools and lack of employment opportunities for families is limiting the financial resources our school are receiving. The teachers at CHS are doing a great job adapting their instruction to meet the needs of our students despite the financial issues our schools are facing.

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.

Throughout the school improvement process, parents, staff, students, and administrators have worked together to determine the goals for our corporation. The process started with a corporation school improvement meeting that involved parents, staff and administration. Administration presented various test results that showed growth for previous goals and then analyzed other areas that may need improvement. Upon analyzing this information as a group, the Corporation School Improvement Team of teachers, administrators and parents decided what the focus of our new goals should be and what the school should continue to develop given the results. Meetings were scheduled in the evenings in hopes that more people could come after work. Information was sent to them prior to the meeting and after the goals were finalized. Once the goals were finalized, school administrators took the information back to the teachers and the school improvement teams started to develop our action plans. As we developed new strategies, each building took their plans to their school improvement teams that included parents, staff and administration. The high school also has two representatives from the student body as part of their committee. Information is communicated to them in bi-annual meetings.

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

All of our school improvement processes have been inclusive of parents, students and staff representing many different points of view. These groups had input into our goals as participants in discussions, as well as in their building school improvement teams. The role of parents is to ask for clarification and analyze the data and goals with a fresh set of eyes. Students in the high school can inform parents of what is happening in the classroom so they can affirm what is happening in the schools via PowerSchool, Schoology or other written accounts.

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 shared annually with the School Change Committee, the School Improvement Committee, the Corporation School Improvement Committee, and presented at a school board meeting in the fall. This plan will be posted on the school website for all parents and students to access if they wish.

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 process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is 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.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •The school's statement of purpose 	Level 3

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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	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.

Centerville High School maintains and communicates a purpose and direction that is committed to high expectations for learning as well as shared values and beliefs about teaching and learning. This commitment extends throughout the entire corporation with our first district goal being "exemplary student achievement." In deciding and implementing this goal there was a systematic, inclusive and comprehensive process identified as the Centerville-Abington Community School's change process. This process is also used to review, revise and communicate the system's vision of "educating for success." The process begins at the school level where all members of the learning community have the opportunity to submit and discuss ideas for teaching and learning through monthly School Change meetings. Another avenue for parents and students to discuss and reflect on beliefs and values is the semester meetings of the School Improvement Team which includes administrators, teachers, parents and students. All ideas and reflections from both of these teams are reviewed by the Corporation School Improvement Committee which meets at least once every semester. This team includes administration, teachers and parents from all schools in the Centerville-Abington Community School district. Evidence that supports the efficiency of this process can be found in past and present purpose statements, minutes from all team meetings, documentation and description of the process for creating the school's purpose, including the role of stakeholders and communications to stakeholders about the school's purpose through our website, school newsletters, annual reports, and the student handbook.

When evaluating purpose and direction of the school, another area of strength would be the commitment of the school leadership and staff to a culture based on shared values and beliefs about teaching and learning. In recent climate audits, the school's evaluation process, and School Change Team minutes, it is evident that the administrators and teachers share the belief that we must have high expectations for our students and help students reach those expectations. For example, discussions have been held about lowering the number of credits students must have to graduate due to the loss of students to surrounding school districts with fewer total credits needed for graduation. It was decided, even if it meant a reduction in staff, that we would not lower our standards just to keep students for financial reasons.

The administration and staff realizes, though, there is always room for improvement in our academic culture. It is important that our

commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making, and the commitment is always reflected in communication among leaders and staff. Also, the administration and staff are committed to discovering methods and programs to support the fact that all students receive challenging educational programs and equitable learning experiences. Included in this commitment is that all classroom instructional practices should include active student engagement with a focus on understanding and the application of knowledge and skills. One of the instructional tools that we are using to reach this goal is digital learning. All students at Centerville High School have a computer provided for them through our 1:1 Computer Program. After professional development, teachers have found many different methods to use the computer where students are actively involved in research and presenting the answers instead of receiving the answer from a teacher. This prepares the student for success in his/her future with the continual use of a computer for more than fun and games. This switch is an example of the commitment of the administration and the staff to a culture based on values about teaching and learning. The idea of using digital devices in the classroom was a shift in some educators' methods and comfort levels, but this shift was needed for the success of our students in the future.

At Centerville High School, the school's leadership team implements a continuous improvement process that provides clear direction for improving conditions that support student learning. The school's leadership does this by implementing a school change process that is a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. Through monthly School Change Committee meetings, ideas about student learning are presented and discussed. Changes that are needed to improve student learning and conditions that support learning are discovered and implemented school wide. Some past examples of changes include the addition of a computer position to assist teachers and students, changes in school dress code, professional development needed for teachers, and many daily school issues which improved classroom learning.

Evaluating comprehensive data is very important to improving conditions that support student learning. The Centerville-Abington School district currently uses the data management program PIVOT. This program is widely used in the elementary schools. With PIVOT, a staff member can type in a student's name and receive all of the test scores from all of his/her years in the Centerville-Abington school corporation. Many different reports can be generated to help staff members review the history of all students. Unfortunately, PIVOT is not always easy to access and there are sometimes difficulties in obtaining links. For this reason we are currently searching for a different program that will provide the same information as PIVOT and sync with PowerSchool.

Standard 2: Governance and Leadership

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

Overall Rating: 3.17

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 clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	<ul style="list-style-type: none"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Assurances, certifications •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 4

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 •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 make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited 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 	Level 2

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"> •Minutes from meetings with stakeholders •Involvement of stakeholders in a school improvement plan 	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 primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure 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 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.

Centerville High School operates under the governance and leadership that promote and support student performance and school effectiveness. Through the compliance with Indiana law and mandates, the Corporation Policy Manual, the Centerville High School Staff and Student Handbooks, policies and practices clearly and directly support the school's purpose, direction, and effective operation. All of these manuals are updated yearly to make sure that they include any policy needed to gain organizational effectiveness and the academic success of all students.

The governing body of the Centerville-Abington School Board operates responsibly and effectively. The members of the school board are part of the Change Process, so they are well informed of the new initiatives, directions, and programs that are being used to educate

students for success. The school board meets regularly, creating and evaluating policy and expenditures to make sure the schools are following state law, state mandates, set policy and fiscal management. Each year the board attends the Indiana School Board Association's Conference for professional development. This conference offers education on the roles and responsibilities of a school board member. The roles and responsibilities include conflict resolution, decision making, supervision, evaluation and fiscal management. The board members always put students first when making decisions.

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. Since the school board members are members of the community, it is very important to understand what issues are board issues and what issues are individual school leadership issues. When receiving emails, letters, complaints and suggestions about the school and its functions, it would be very easy to get involved in issues that are not considered a school board issue. Our school board has received training to understand what its role is in the autonomy of the school leadership and to understand the board leadership in policy matters.

The leadership and staff at Centerville High School foster a culture consistent with the school's purpose and direction. Having the reputation of a strong, academic high school, all decisions made to create school improvement are designed around the purpose of "educating students for success." Through our staff evaluations, the leadership encourages, supports and expects all students to be held to high expectations. As a staff, we strive to achieve this goal, continually. For example, one of our evaluation goals is designed to make sure that we as teachers ask higher level questions. Another one of the goals is designed to make sure that we have students apply the materials along with the knowing of the materials.

The culture of the school is characterized by a sense of collaboration and community. New teachers work with experienced teachers to learn what it means to be a teacher at Centerville High School. With the implementation of the computers for all students, the experienced teachers have relied on the new teachers to help master the computer and instructional applications. Staff members rarely say "no" when it comes to helping someone or trying out a new instructional technique or tool. One issue that we are working together to try to solve is the lack of parental involvement. Staff members attended a summer webinar on the topic of getting parents more involved on the high school level. Our leadership tries to engage stakeholders effectively in support of the school's purpose and direction, but the parent engagement is difficult, and we have only some stakeholder participation. Increasing parental involvement has become a focal point for our school.

At Centerville High School, the leadership and staff supervision and evaluation process results in improvement in professional practice and student success. The staff evaluation process is based on the the teaching standards agreed on by staff and administration and placed in the program, "Standards for Success." Each teacher is observed at least four times during the year by one of our two administrators. All the goals and standards in this program are based on increasing the academic achievement of students in the classroom. Along with the time spent in evaluation and reflection, teachers can upload artifacts to support their reaching the standard or goal. At the end of the year, staff members have meetings with their administrative evaluator to discuss their progress, and a score is assigned to the staff member. This score includes the leadership evaluations, standardized state testing results, and local testing results. The total score places the staff member into one of four categories where the staff member may receive monetary awards or staff members who need help can receive assistance. Overall, this program is designed to create and encourage excellence in instruction so that all of our students are educated for success.

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.	<ul style="list-style-type: none"> •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses •Course descriptions 	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.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose 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 2

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 sometimes 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 groups of students when necessary. Teachers sometimes 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 •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations 	Level 2

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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 •Administrative classroom observation protocols and logs 	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.	<ul style="list-style-type: none"> •Agendas and minutes of collaborative learning committees 	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.	<ul style="list-style-type: none"> •Examples of assessments that prompted modification in instruction •Professional development on the 6-step process and Close Reading Classroom Observations 	Level 3

Indiana School Improvement Plan

Centerville Senior 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 •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •EWIMS minutes describing Peer Mentoring and Teacher to Student Mentoring. Community in Schools (CIS) documentation of mentoring sessions. 	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 	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

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 •Policies, processes, and procedures on grading and reporting •Curriculum developed during department meetings where assessments are created. Assessments are also available. 	Level 3

Indiana School Improvement Plan

Centerville Senior High School

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.	•Evaluation tools for professional learning	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.

Centerville Senior High School is very proud of its progress in the areas of teaching and assessing for learning. The school provides equitable and challenging learning experiences for all students. Staff members are continually providing opportunities for students to develop learning skills, thinking skills, and life skills. Enrollment patterns in a variety of courses ranging from technical and academic honors to certificate programs, as well as the opportunities to enroll in Plato Learning Environment (BOA) and Ivy Tech Dual Credit options, provide students with a myriad of challenging opportunities to be "Educated for Success." Because of these challenging opportunities, Centerville Senior High School has scored above the Indiana state averages on such standardized tests as the SAT (reading), the PSAT, and our end-of-course assessments. Data indicates that students are also able to test out of college courses due to the challenging curriculum offered at Centerville Senior High School. A specific example of challenging curriculum that prepares students for the next level are the advanced placement classes found in several departments at Centerville High School. On average, our students score above the Indiana state averages on the AP exams offered.

Communications among department members has been the focus for setting the same high learning expectations among different faculty teaching the same course. The collaboration among the three junior English teachers, as well as the tracking of the math classroom data by the math department, are two examples of horizontal alignment and communication. As part of the new teacher evaluation process, all classes are now using common assessments.

Teachers at Centerville Senior High School are incorporating data as we align curriculum, instruction and assessments, which are driven by the state standards, core standards, and advanced placement course requirements. This is accomplished through professional release days,

the curriculum writing process, and K-12 vertical department/team meetings of core content teachers, high ability teachers in EXCEL and Advanced Placement. As data is reviewed, the school focuses on aligning curriculum, instruction and assessment with the district goal of "Educated for Success."

Centerville Senior High School incorporates the use of technology in many instructional strategies and interventions. The infrastructure of the building supports one-to-one computing. As instructional strategies, teachers use reading responses to develop self-reflection, and a wide variety of math, science and social study activities are used to promote critical thinking skills. Many strategies are used across the curriculum to enhance student collaboration and address individual learning needs. Some specific examples include the use of maps, charts, and graphs in almost every subject area. Many teachers are requiring presentations and some form of research paper or project.

Centerville Senior High School participates in several teacher recognition activities, including Indiana Student/Teacher Award Recognition (ISTAR), Teacher of the Year, and the annual Teacher "Years of Service" Awards program. The school website actively lists both student and teacher accomplishments. Staff members frequently share instructional strategies and successful practices in both formal and informal settings.

Although all members of the Centerville Senior High School staff are assigned to learning communities, a concern was voiced when discussing the level of participation by all teachers. The majority of the staff is involved in one or more of the learning communities. Teachers have been trained and encouraged to use the Indiana Learning Connection as a collaborative learning community outside of our corporation. The Indiana Department of Education has provided formal templates for the school's action plan. This action plan is updated each year, and the template provides guidance for our professional development days, as well as in-service opportunities for all teachers.

Inquiry practices are discussed at professional release days as well as department meetings. The evidence of our use of inquiry practices is seen through the improvement in reading scores on standardized tests. Along with inquiry practices, the Centerville Senior High School staff believes in collaboration within our departments. Data collected by the math department on common assessments is a specific example of teacher collaboration resulting in significant student improvement and changes in instructional practices.

The teachers at Centerville Senior High School are focusing on communicating clear daily learning targets and agendas to indicate specific learning expectations and standards of performance. A specific example of communicating clear expectations is found in the English department. Students are given sample papers that demonstrate the rubric used for assessment. Many teachers show samples of past project work as exemplars. Multiple measures, including formative assessments as well as local assessments, are used to drive modification of classroom instruction and possible curriculum revisions. This ranges from results from advanced placement testing to the use of the I-Star rubric by the special education department for students earning a certificate of completion.

Centerville Senior High School demonstrates an informal mentoring, coaching, and induction program that is consistent with the school's values and beliefs. Teachers have received some professional development in the areas of core curriculum and technology. Additional evidence to support instructional improvement is visitation of other schools to develop one-to-one instructional strategies. A specific example of staff development is the special education in-services or in-services for general education teachers that include training for technology, assessment, data analysis, and goal building.

Centerville Senior High School has a multitude of programs that encourage families to become engaged in their students' education. Samples of these programs include the School Improvement Team and a wide range of booster groups. Parents are informed of their student's progress through multiple venues, such as phone calls and/or e-mails from teachers, PowerSchool Student Data Management System, the school's website, daily announcements emails, one call school messenger system, and mid-term progress reports, as well as a Facebook and Twitter account.

The school has a variety of different programs that allow school personnel to advocate for individual students. All students are assigned to a school counselor whom they meet with several times during each year. Other opportunities include internship classes, service learning, and tutoring options with general education teachers as well as outside tutors. Students with an individual education plan have access to vocational rehabilitation and accommodations listed in their individual education plans. Students on 504 plans have similar opportunities to work with adults throughout the Student Resource Lab. Many teachers offer help sessions after school to provide additional assistance and support for students. Other personnel are assigned as mentors for students as needed. During the 2014-2015 school year, Centerville Senior High School implemented the Early Warning Intervention and Monitoring System (EWIMS). This system assisted school personnel in identifying and monitoring students who were at risk of dropping out of school. Unfortunately, for the 2017-2018 school year, this program is no longer available. Therefore, we are currently searching for a new program that will provide the same student monitoring.

Grading and recording at Centerville Senior High School is based on clearly defined criteria through the PowerSchool Student Data Management System. All students have access to a student handbook which lists policies, processes and procedures on grading. There are many opportunities for communication with all stakeholders, such as e-mails, school calendar, and classroom syllabi.

All staff members at Centerville Senior High School participate in a variety of continuous professional learning programs. Professional development opportunities are decided through the School Change process which focuses on school and district goals. Some specific examples include the in-service of cafeteria workers, school bus drivers, office support staff, as well as staff members working with special education students. All professional leave requests require an explanation on how the professional learning event will benefit the school, how it is related to the school goal, how it fits into the curriculum and how it will be used in the classroom.

Centerville Senior High School provides and coordinates learning and support services. Data is used to identify the unique learning needs of students. The data is found through the standardized tests and results from psychological evaluations. The special education department provides a list of learning support services for each student with an individual educational plan. A process is also used to identify those students who are gifted and talented. The NWEA is used to identify students with exceptional reading skills or students who have a need for reading instruction. The collection of data drives decisions for appropriate in-services, webinars and workshops for school personnel.

Centerville Senior High School is proud of our student academic achievements that have been noted by many local and state organizations. The school staff is dedicated to continue our efforts towards developing exemplary student achievement as well as "educating students for success."

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.	<ul style="list-style-type: none"> •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 •Documentation of highly qualified 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.	<ul style="list-style-type: none"> •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. 	Level 3

Indiana School Improvement Plan

Centerville Senior High School

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.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Schoology •Google Docs •MacLab 	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.	<ul style="list-style-type: none"> •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.	<ul style="list-style-type: none"> •Agreements with school community agencies for student-family support •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.	<ul style="list-style-type: none"> •List of services available related to 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.

Centerville Senior High School has many resources and services that support its purpose and direction to ensure success for all students. School leaders determine the number of personnel needed to fill all the necessary roles through an examination of student-to-teacher ratios

and fiscal responsibility. Teachers are evaluated on a yearly basis using the Standards for Success professional document that was created in collaboration with the teacher's association and the administrative team. The evaluation is intended to create a professional culture and high expectations.

Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school as documented by the bylaws and policies on the corporate website. The entire school revolves around continuous improvement and operates through working towards the successful completion of school goals by implementing content-specific vocabulary, CLOSE reading strategies and reading across the curriculum. The Bulldog Opportunity Academy (BOA) is an excellent example of how the school funds an equitable educational opportunity for at-risk students. These students now have the opportunity to succeed in credit recovery and increase their opportunities to graduate with a high school diploma.

Centerville Senior High School places a strong emphasis on educational technology and its implementation in order to support the school's educational programs. A 3-year Technology Plan, which was developed and updated in response to a staff technology survey, is in place and operational and is consistently reviewed by the technology committee. The school also provides a free Google account for each student and staff member. This account allows students to safely communicate with educators outside the normal school hours. Students have free access to a full office suite that includes word processing, presentation applications, along with website creation and a whole range of additional online capabilities that may be used to complete classroom projects or assignments. The wireless infrastructure is updated with the latest technology in order to support one-to-one computing. Teachers utilize digital projectors and Smartboards to augment student learning. Teachers research best practice methods in order to incorporate one-to-one technology in their specific classrooms.

Centerville Senior High School provides exemplary support services to meet the physical, social, and emotional needs of the student population. Individual educational plans are provided to each respective teacher. The special education department works diligently with these teachers to provide suggestions and support to ensure success for those students that require additional assistance.

The corporation website, as well as the student handbook, lists numerous programs and services students can access. Centerville Senior High School's two guidance counselors provide educational, career, and vocational counseling and a robust course selection guide that provides a 4-year academic path to help students become "Educated for Success". Centerville Senior High School also previously partnered with Communities in Schools in order to determine specific student needs and to establish relationships with local businesses, social service agencies, healthcare providers, and parent and volunteer organizations to provide needed resources. Although this program was eliminated at the end of the 2015-2016 school year, we are currently hoping to reinstate it when funds become available.

All buildings participate in safety inspections, and building maintenance requests are handled through an online work order request form that is emailed directly to the maintenance personnel. Safety plans are in place, and drills are routinely practiced. The high school has ten security cameras that are monitored by the assistant principal and has a K-9 dog available for emergency situations. In 2015 the corporation installed a secured keyless entry system. The school corporation employs one nurse to meet the medical needs of the students.

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: 2.6

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 	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"> •Written protocols and procedures for data collection and analysis 	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"> •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data 	Level 2

Indiana School Improvement Plan

Centerville Senior High School

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.	<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	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 comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none">•Minutes of board meetings regarding achievement of student learning goals•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals	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.

Centerville Senior High School received an "A" as a final letter grade for school accountability in 2012-13. The high school received a "B" as a final letter grade in 2013-14, 2014-2015, and 2015-2016. In 2015 gains were made in the Algebra ECA by scoring well over 70% passing. In 2015 the English ECA met the 80% pass rate. In 2016 the English ECA again saw a passing percentage above the state average. The graduation rate has been consistently above the state average, ranging from approximately 86% to 96%. The school saw a rise in 2016's graduation rate after experiencing a decline in the past two years. Centerville's scores on the ACT were slightly above the state average in 2013, 2014, and 2016. The SAT scores were above the state average in 2013 and 2014. The PSAT scores were above the state average in 2013, 2014, 2015, and 2016. Standardized test data is routinely shared with the School Change Committee, the School Improvement Team, and the entire faculty and staff to monitor the continuous improvement process and to update the school mission statement and school improvement goals. In addition to the state mandated exams, the high school also administers the MAP reading test for Measures of Academic Progress (NWEA) in grades 9-12. Over the last five years, all grade levels have improved reading RIT scores from Fall to Spring, as well as the reading lexile scores.

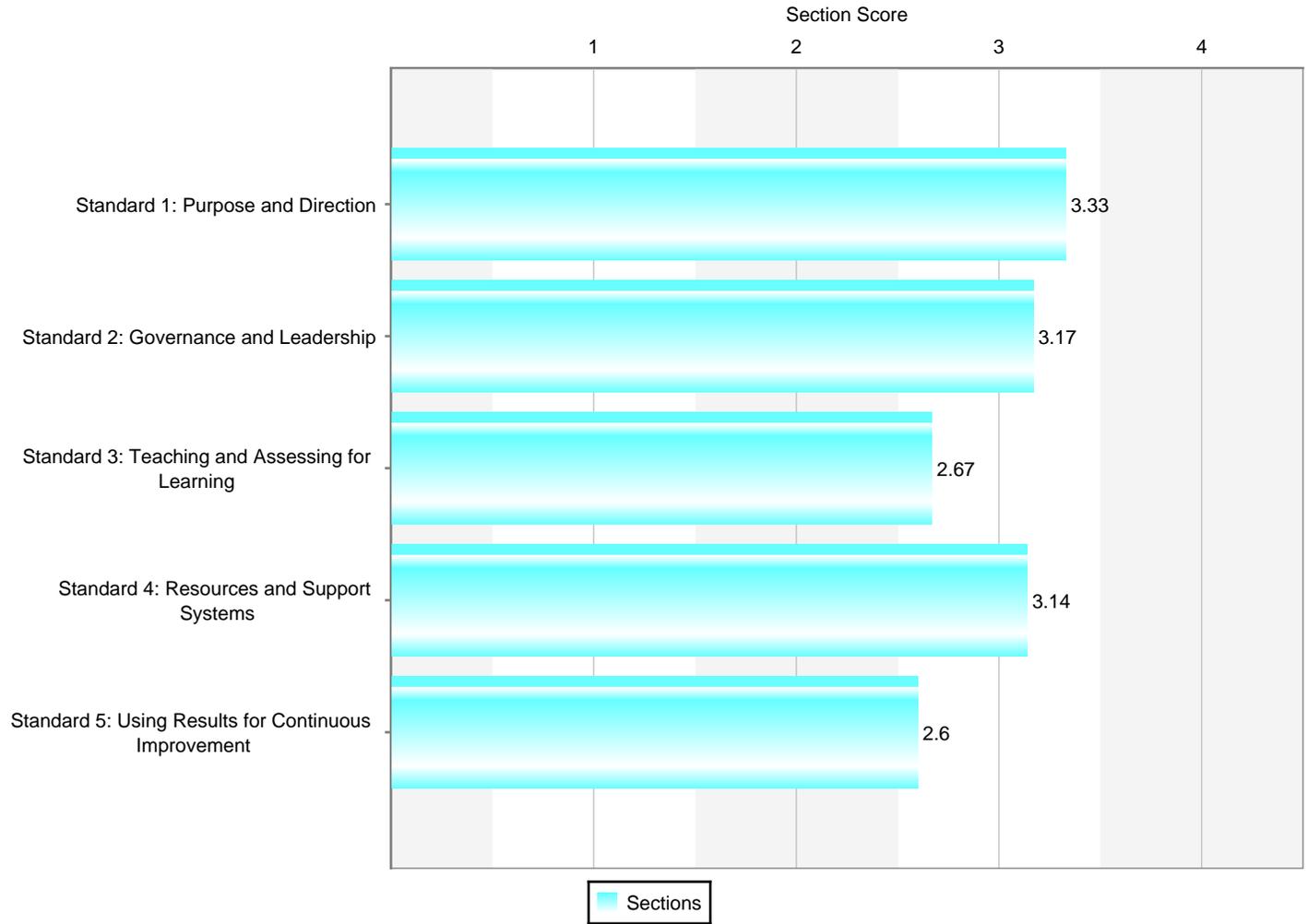
Centerville Senior High School teachers use formative and summative assessments to make educational decisions that affect student learning. Teachers use many formative assessments on a daily basis to make adjustments to instruction and to determine student success. All teachers facilitate a pre-test and post-test vocabulary assessment, and the reading test for Measure of Academic Performance (MAP) is given to all students in grades 9-12 to determine fall RIT score and lexile levels. The reading test is given in the fall and the spring of each year to measure percentile growth. Teachers collaborate before and after school or during common prep time. Study groups are used to review student work during the professional development release days. Centerville Senior High School also uses survey data to identify areas of concern. Current and up-to-date data is essential in order to make effective decisions regarding curriculum, staffing needs, interventions, and programs. Student data drives existing professional development opportunities at the school and teacher level.

All teachers are expected to follow the corporation assessment calendar, as well as the building level assessment calendar that is created by the building level administrators. The assessment calendar includes all standardized and locally administered assessments. The data is analyzed by the school change committee, as well as individual teachers. This data is used to guide instructional practices and revisions to the current content curriculum.

Parents and students can view academic progress in PowerSchool online at any time. Parents have real time access to attendance, discipline, homework assignments, teacher comments and final grades. Parents may also access attendance history, grade history, graduation progress, and calendars. Teacher access to PowerSchool includes: classes, rosters, student demographic information, grading periods, standards, rubrics and grading scales. As teachers use PowerSchool, all data flows back to the central database in real time, providing all stake-holders, including parents and students, with instant visibility to assignments, scores, grades, comments and progress. Teachers have the ability to view individual student test data to ensure individual student success. Teachers can also run individual student reports summarizing classroom achievement. School success is communicated via the school website, parent meetings, school report card, school profile brochure, local newspapers, and staff release days.

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	Attached are graphs and analysis of testing data for CHS.	17-18 Data Analysis

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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 demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

ACT Reading showed scores that were almost .5 point higher than the state average in reading, but lower in ACT composite. PSAT scores showed over 25 points higher than the Indiana state average for 2016 for juniors and 11 points over the state average for sophomores. The results were mirrored with the SAT scores showing students scoring high in reading, but below the state average in composite. Even though students showed below average scores on number of students taking the AP exam we had above the state average on number of students scoring a 3 or above. Due to a significant decrease in the number of students taking the ECA, the school added the data for the new ISTEP + 10 grade test. At the time we worked on the SIP, the state averages had not been released for the 16-17 test administration.

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

CHS students improved on the previous year's scores and in some cases (English) ISTEP had an increase in passing percentage. ACT and SAT reading returned to a positive track scoring higher than the state average. PSAT scores continued on a positive trend with CHS students passing at a higher rate than state average. All classes from 2009-2017 have shown growth from fall to spring on NWEA reading tests. Students are not only increasing as expected, but many are scoring higher than their expected level. After seeing a decrease in the number of students receiving Academic Honors Diplomas in 2014, this number has increased the last two years. The attendance rate continues to improve, including last year at 96.3%. Lastly, Centerville continues to show a passing percentage of above average on advanced placement tests.

Which area(s) indicate the overall highest performance?

ACT Reading, SAT Reading, PSAT, ISTEP+ 10 English and AP advanced placement tests show the highest performance for the students at CHS.

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

The subgroup that showed a rate higher than the state average was free and reduced students. This area is becoming an area of focus for the high school and will continue to be for the foreseeable future.

Between which subgroups is the achievement gap closing?

In the data, it is apparent that we are bridging the gap for SES and increasing the numbers of successful students who are considered special education students. With our lower number of minority students, rates vary greatly with one student either passing or failing. This data makes it difficult for us to get comparison or trend data on the information.

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

The ACT and PSAT scores shows a trend for increase from 2015-2017. The fact that many of the students who took those tests are the same students responsible for increases in ECA show that there is a relationship with this group of students on standardized assessments.

Areas in Need of Improvement

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

The areas of concern for CHS is the low number of SPED students passing standardized assessments, the lower scores on the ACT test (composite), SAT (composite) and the low number of students taking AP exams. When looking at Algebra ECA, the pass rate is much lower. However, this is due to the select group of students who needed to pass it to meet graduation requirements. Scores on the ISTEP+ 10 E/LA came in just below the state average.

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

CHS tends to have a fewer numbers of students taking the AP exams. However, we have added three new AP classes in hopes that more students will participate and score well on these exams. These are in Biology, Studio Art, and Spanish. We have also noticed our ACT Composite scores are lower than the state average. These results contradict what we are seeing in PSAT and ECA tests, but mirrors the results of the CCR portion of the state testing. More rigorous questions could be the reason, but further investigation is needed.

Which area(s) indicate the overall lowest performance?

Areas showing the overall lowest performance include the number of SPED students passing the ECA and CCR portions of the state test, ACT composite scores, and SAT Composite scores.

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

Special education students for the most part do not participate in the SAT and ACT exams. The other scores tend to show lower scores for students with lower SES and some who are minority students. Again, many of these students fall into multiple categories, which makes it difficult to pinpoint one area to show as a significant difference.

Between which subgroups is the achievement gap becoming greater?

Students with lower SES have become a focus for CHS and will be an area we will monitor very closely in the upcoming years. CHS has integrated an early warning system that allows us to determine at risk students in earlier grades so that we can intervene and work to fix issues that affect their academic success. EWIMS was the program which was being used to identify these students. However, EWIMS is no longer operational. The students who have been identified will continue to receive services until a new program can be found and initiated.

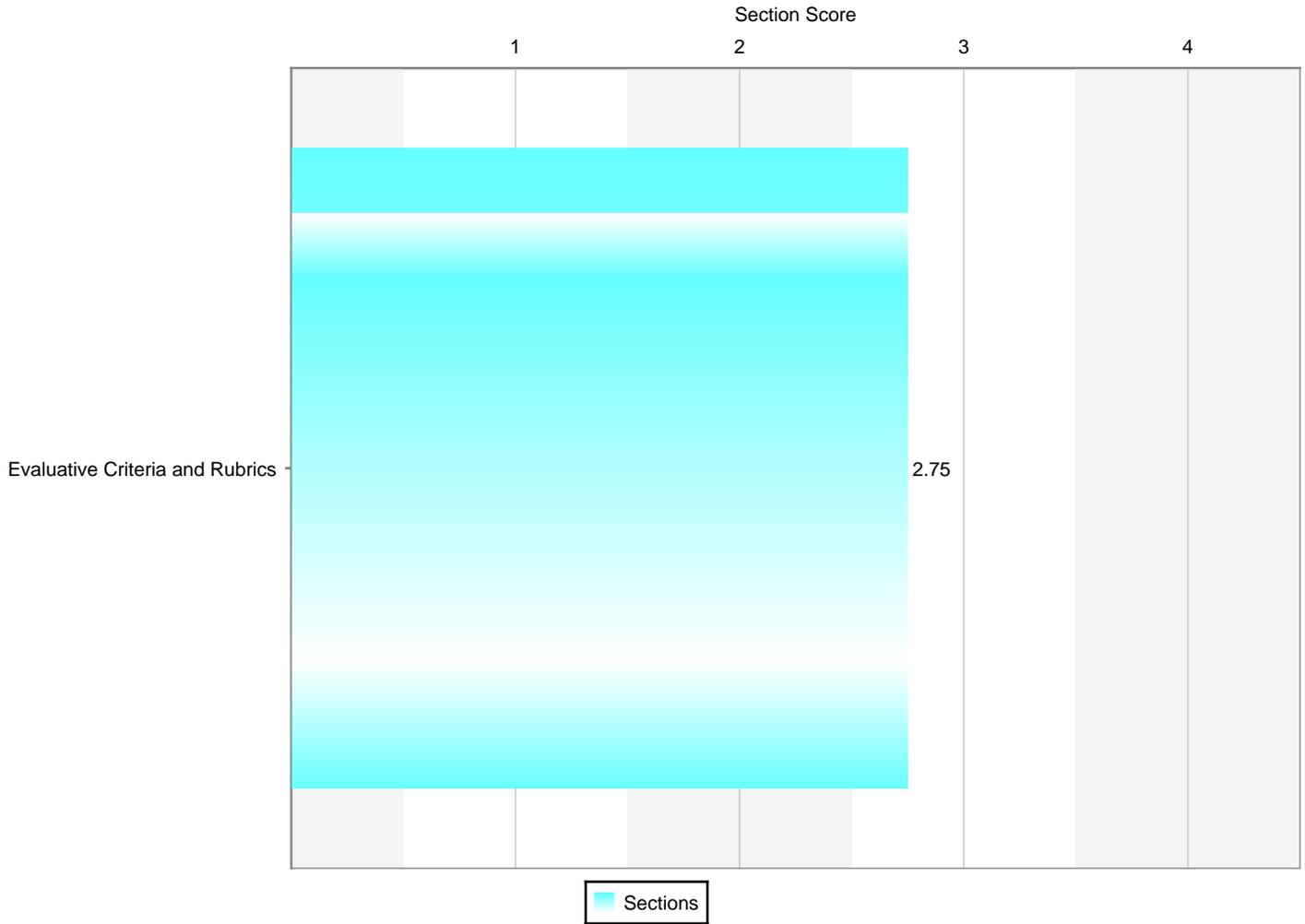
Which of the above reported findings are consistent with findings from other data sources?

The areas of special education students and lower SES students are consistent. The SAT scores only mirror that of the CCR portion of the SY 2017-2018

state exam and are the opposite of what we are seeing on the ACT, PSAT and ECA assessments.

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	A climate audit was completed by an outside consultant in the 2014-15 school year. The results are attached.	Climate Audit

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

According to the Whole School Climate Audit completed in November of 2014, parents and staff appreciate the high academic standards set forth by the administration and teachers. All appreciate the drive for advanced placement and dual credit classes and the emphasis put on success after high school.

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

Parents appreciate new course offerings and advances in curriculum to meet the new demands of the state standards toward college and career readiness. Students and parents both felt that the teachers and administration are caring and have the students' best interests in mind.

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

High academic expectations and a caring staff are common among all stakeholders. A focus on safety of students and preparation for life beyond high school are common in all feedback listed in the audit.

Areas in Need of Improvement

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

With the ever-changing world of technology and the limitations created by funding, it is difficult to stay current with the needs of all stakeholders and the availability of technological advances. We are a one-to-one school, but offer many classes that need additional equipment to stay current with the curriculum made available to us. We have grown leaps and bounds in our use and understanding of technology, but continue to be concerned about what we need to do to stay current in the realm of technology.

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

One area that we have focused on as a building is parental communication. Many of the issues we have would not be issues if proper communication was made and there was a better understanding of what we see as issues. CHS teachers are currently building areas of communication with parents and developing our understanding of what parental involvement can look like. A new updated website will replace our current website, and educational links will be available for parents to learn about what is happening at CHS and in the classes their children are taking.

What are the implications for these stakeholder perceptions?

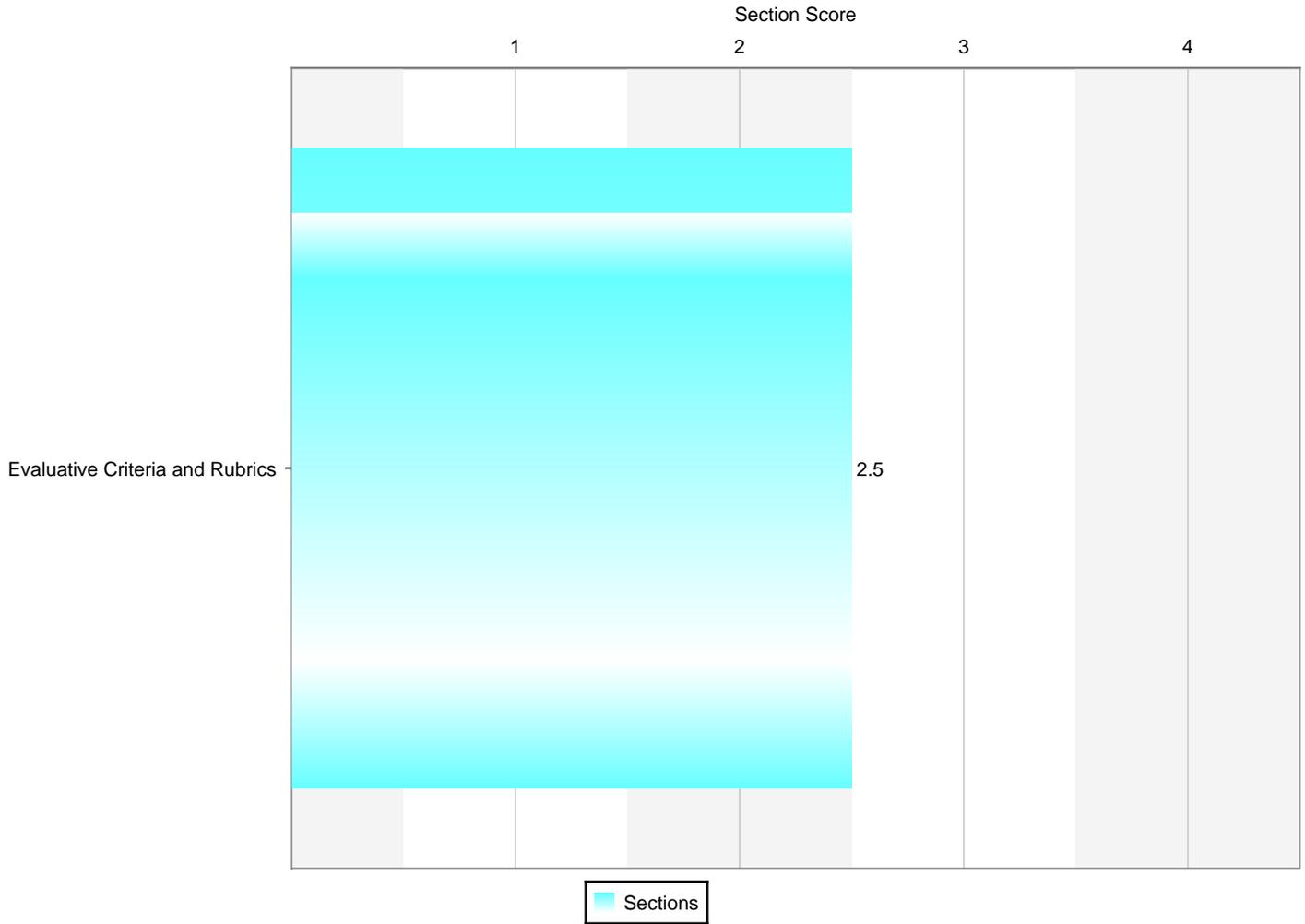
Often the implications are misrepresentations of what is taking place in the schools, that are presented to the general public through social media. These comments and/or statements are creating a public relations concern; and often it is cleared up by a simple phone call or e-mail. Overall, CHS has a very good reputation and any parent that makes contact with the school agrees that we are a caring staff and we work hard to do what is best for all students.

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

Past surveys show that there is consistency in the data. Parents feel their children are safe at school and that teachers do work hard to help them reach their full potential. To determine if there has been growth, we will conduct a survey in the fall of 2017 to analyze whether our efforts have worked to improve in this area.

Report Summary

Scores By Section



Plan for Indiana School Improvement Plan

Overview

Plan Name

Plan for Indiana School Improvement Plan

Plan Description

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 Centerville Senior High School will improve reading comprehension over the next five years.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	All students at Centerville Senior High school will improve comprehension of Informational Text.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$200
3	All Math and English teachers will align curriculum both vertically and horizontally.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1000
4	All teachers will communicate with parents on a regular basis.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$600

Goal 1: All students at Centerville Senior High School will improve reading comprehension over the next five years.

Measurable Objective 1:

80% 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 student proficiency (pass rate) on vocabulary post-tests in Reading by 05/27/2016 as measured by Semester Post-tests.

Strategy 1:

Vocabulary Development - Teachers will be trained using the Marzano's Six-Step Process to teach vocabulary. New teachers are trained prior to the first day of class and returning teachers will receive a refresher course each year.

Research Cited: Robert Marzano's "Classrooms that Work."

Evidence of success: Walk-throughs and evaluations.

Data collected for locally developed vocabulary assessments

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development team will schedule a date for refresher course during one of the early release days (September 10, 2015). Once decided, professional development will occur during the decided day.	Professional Learning	09/01/2015	12/21/2015	\$0	No Funding Required	NCA Chairs and Administration

Goal 2: All students at Centerville Senior High school will improve comprehension of Informational Text.

Measurable Objective 1:

80% 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 on informational text comprehension at or above grade level in Reading by 05/27/2016 as measured by NWEA Reading Assessment.

Strategy 1:

Professional Development - Professional Development Committee will meet to plan a day for professional development. We will send a teacher for training in the CLOSE reading strategy.

Research Cited: CLOSE reading.

Evidence of success: NWEA Informational Text Scores.

Indiana School Improvement Plan

Centerville Senior High School

Activity - Teacher Training on CLOSE reading.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
I will send a teacher for training in the CLOSE reading strategy. Upon completion, they will return and train the other staff in the process. Once all teachers are trained, administrators will assess use in classrooms during observations.	Professional Learning	12/14/2015	12/14/2015	\$200	District Funding	Mr. McCoy will assign a staff member (Ms. Oaks) to attend training. Ms. Oaks will train the staff during an early release day. Staff will use the strategy while teaching. English teacher will assess using NWEA.

Goal 3: All Math and English teachers will align curriculum both vertically and horizontally.

Measurable Objective 1:

collaborate to align curriculum that meets all standards and corresponds to the classes taken before and after the academic courses. by 12/23/2016 as measured by assessing curriculum maps that show alignment..

Strategy 1:

Vertical Curriculum. - Staff will meet across buildings to discuss curriculum rigor and objectives. Administration will arrange a meeting time and place and provide an opportunity for teachers to work together on curriculum.

Evidence of success: Curriculum Maps.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades K-12 will meet to align curriculum and monitor assessments by developing common assessments for classes that multiple teacher teach. Department chairs will work with the teachers in the department align curriculum and ensure material is not covered in multiple classes.	Professional Learning, Academic Support Program	01/01/2016	12/23/2016	\$1000	District Funding	Administration to assign teachers. Teachers to meet and align curriculum. Administrators to assess alignment.

Goal 4: All teachers will communicate with parents on a regular basis.

Measurable Objective 1:

collaborate to form better avenues of communication with parents. by 12/23/2016 as measured by Surveys and discussions with teachers. .

Strategy 1:

Parental Communication - Teachers have participated in professional development to develop ways to increase parental communication (Sept. 2015). We developed ways to send messages in various forms to increase the likelihood that communication will take place. Additionally, we have updates our website to make it more user friendly and allow parents to interact with teachers. As part of the website, we have added a Facebook page and a Twitter account.

Research Cited: The Well Counseling and Consulting Group

Evidence of success: Surveys and focus groups including teachers and parents.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers received training on various types of parental involvement in the summer of 2015 and during an early release day in September of 2015. All staff met to decide what measures we will take to improve communication and parental involvement.	Community Engagement	06/01/2015	12/23/2016	\$600	District Funding	Mr. McCoy will arrange training and get staff paid for summer workshop. Mr. McCoy will lead the early release to develop ideas on changes we can make. Mr. McCoy will get supplies needed for communication (postcards).

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
Professional Development	Professional development team will schedule a date for refresher course during one of the early release days (September 10, 2015). Once decided, professional development will occur during the decided day.	Professional Learning	09/01/2015	12/21/2015	\$0	NCA Chairs and Administration
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on CLOSE reading.	I will send a teacher for training in the CLOSE reading strategy. Upon completion, they will return and train the other staff in the process. Once all teachers are trained, administrators will assess use in classrooms during observations.	Professional Learning	12/14/2015	12/14/2015	\$200	Mr. McCoy will assign a staff member (Ms. Oaks) to attend training. Ms. Oaks will train the staff during an early release day. Staff will use the strategy while teaching. English teacher will assess using NWEA.

Indiana School Improvement Plan

Centerville Senior High School

Professional Development	Teachers received training on various types of parental involvement in the summer of 2015 and during an early release day in September of 2015. All staff met to decide what measures we will take to improve communication and parental involvement.	Community Engagement	06/01/2015	12/23/2016	\$600	Mr. McCoy will arrange training and get staff paid for summer workshop. Mr. McCoy will lead the early release to develop ideas on changes we can make. Mr. McCoy will get supplies needed for communication (postcards).
Professional Development	Grades K-12 will meet to align curriculum and monitor assessments by developing common assessments for classes that multiple teacher teach. Department chairs will work with the teachers in the department align curriculum and ensure material is not covered in multiple classes.	Professional Learning, Academic Support Program	01/01/2016	12/23/2016	\$1000	Administration to assign teachers. Teachers to meet and align curriculum. Administrators to assess alignment.
Total					\$1800	

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.