A District Accredited
School Corporation since 2007

CENTERVILLE SENIOR HIGH SCHOOL

Public Law 221 Plan
2013-2016

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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.*
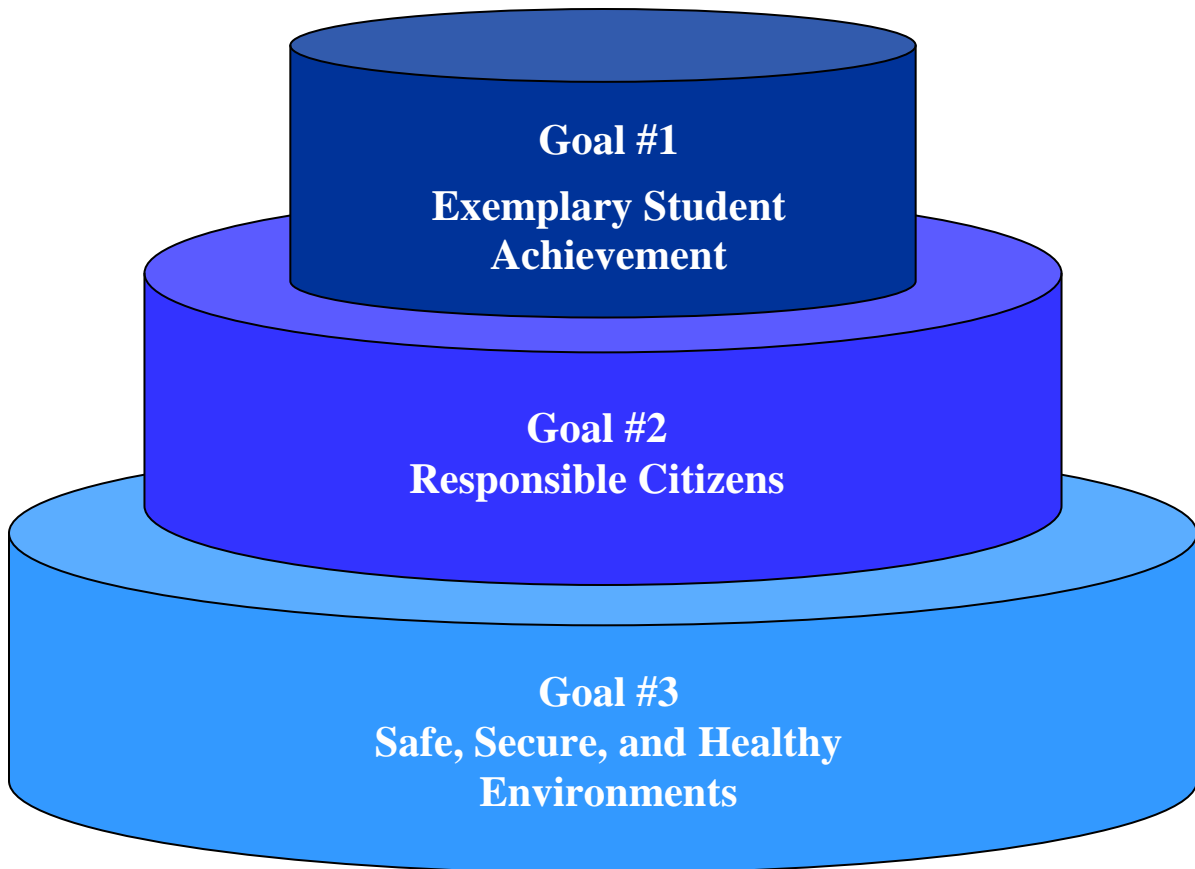
CENTERVILLE SENIOR HIGH SCHOOL

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.

Corporation-Wide Goals for

Centerville-Abington Community Schools:

Goal #1

Exemplary Student Achievement

Goal #2

Responsible Citizens

Goal #3

Safe, Secure, and Healthy Environments

School Description

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 525 students in grades nine through twelve for the year 2013-14. 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 l981. 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 two fully equipped computer labs, a Fine Arts lab that contains 10 Macintosh G5's for video editing, a journalism/yearbook room equipped with fourteen computers, a computerized media center and portable IPOD and IPAD Learning Labs. 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. 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, Chemistry Advanced Placement and English 12.

Students take courses at IVY Tech Community College, Earlham College and Indiana University East/Richmond to earn dual credit. We offer advanced placement courses in Chemistry, Calculus, English Language Composition, and English Literature Composition.   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.

Description of the School Corporation

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, and one high school. 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. The Blue Regiment Band of Centerville High School has been awarded ten 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 both NCLB approval through Adequate Yearly Progress (AYP) and a rating of "A" by the Indiana Department of Education. The school corporation has a history of ISTEP+ pass rates at or above the state averages at most grade levels. In addition, the districts 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 Algebra I and English 10 have been above the state average and 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.

Major Trends and Concerns

The most pressing challenge for the school district has been to develop the school district budget into a document that has enough resources to support the faculty and students in their quest to

achieve the School Board's high expectations in the three goals established for the schools. The General Fund limitations have led to the reduction of teachers and classified staff. The local tax-payers have been scrutinizing the leadership team to be sure that spending is kept in check and that the teachers and administrators are using resources responsibly.

Summary

Centerville-Abington Community Schools continue to believe in "excellence in education" by realigning our vision to helping every child become "**Educated for Success**." As a small rural community with four small schools, the parents believe that their child can get the best education possible in the area with our teachers and administrators. The support staff believes that they are an integral part of the education of all students. In a difficult economic environment, with a rural agriculture base for school support, the budget is limited. Staff still believes, however, that they can educate every child and will carry out new programs and services as well as maintain past successful programs and practices that have been in place over time. Despite the many challenges facing Centerville-Abington Community Schools, the schools continue to provide the best education at the lowest cost as demonstrated by the Best Buy in Education Award presented to Centerville Senior High School by the Indiana Chamber of Commerce in 2005, 2006, 2007, 2008, and 2009.

Centerville Senior High School
School Improvement Committees

School Improvement Team –This committee will help guide the high school through the School Improvement Process. This committee meets 2-4 times a year.
Chairperson: Principal

Roles of the School Improvement Team:
1. To convey the belief to the school community that student performance in this school can improve.
2. To keep the school improvement activity moving forward, including establishing a timeline for the process.
3. To provide the leadership for the school's improvement activities.
4. To examine the school profile and propose the triangulation of data that will be used by the entire faculty in goal selection.
5. To help select the goal committees and oversee the work of the faculty during the school improvement process.
6. To lead the faculty in the development of the school improvement plan.
7. To establish a monitoring system for implementation of the school improvement plan.
8. To assist with the analysis of data as the plan is implemented.
9. To assist with the development of the documentation report.

Types of issues that the School Improvement Team could address:
- Class Offerings
- Scheduling
- Mentor Programs with Businesses
- Career Opportunity Awareness
- Integration of Content Area
- Establish Operational Procedure for Committees
- Evaluation of Proposed Changes

Membership in the School Improvement Team will consist of (at least):
- School Board Member- Andy Wandersee
- Community Members-Bard Yevcak, Pam Kettler
- Patron-Jim Howell
- Parent Representatives-Penny Ausmus, Jenni Holcomb, Denise Selm
- Student Representatives-Student Government Officers
- Principal and Assistant Principal- Mike McCoy and Tim Hollendonner
- School Guidance Department-Christyn Nelson
- NCA Co-Chairs-Jennifer Oaks and Charles Roesch

School Change Committee-This committee coordinates the various sub-committees that are involved in the school improvement process involving NCA. The committee is responsible for planning, coordinating, and managing the change process. The Co-Chairpersons represent the high school on corporation school improvement initiatives. Decisions of this committee will be discussed with the principal. He will then make a recommendation to the School Improvement Team. Not all decisions made by the School Change Committee are presented to the School Improvement Team. This committee meets monthly, and all teachers are invited to attend to discuss issues.

> *Members:*
> Jennifer Oaks (Co-Chairperson)   Holly Stiggleman -Teacher
> Chris Evrard-Teacher   Jason Searcy-Teacher
> Kathleen Anderson-Teacher   Mike McCoy- Principal
> Matthew Lung-Teacher   Joetta Harris-Teacher
> Brad Ream-Teacher   Carla Bryant-Teacher
> Tim Hollendonner-Assistant Principal   Charles Roesch-Co-Chairperson

N.C.A. Student Performance Goal Committees-These committees will determine if the school's curriculum and instructional strategies support the achievement of Indiana Academic Standards.
1. The committees will analyze the results of the ACT, PSAT, SAT, NWEA, AP, and ECA assessments. The committees will then make recommendations to improve student's performance based on the data.
2. The committees will make recommendations for provisions to encourage all students to earn an academic honors diploma or to complete the Core 40 curriculum. Committees will recommend provisions to offer courses that allow all students to become eligible to earn the Academic Honors Diploma.
3. The committees will make recommendations to provide student achievement objectives derived from assessment data to improve the attendance rate, the graduation rate, and percentage of students passing the ECA assessments. It is the responsibility of the goal committees to lead the faculty in the implementation of appropriate interventions for the selected goals. It is important that implementation happen in all curricular areas, across all grade levels and throughout the school. Goal committees composed of faculty members lead this effort. All members of the teaching faculty should be a member of one of the student performance goal committees. These committees should be cross-curricular in nature as this will help to implement the goals school-wide. Sub-committees are as follows: Curriculum/Instruction, School Climate, Parent and Community Involvement, Technology, and Professional Development.

Specifically, the responsibilities of the goal committees are as follows:
1. Develop the interventions in support of the student performance goals.
2. Establish the assessment system for each of the student performance goals.
3. Provide frequent progress reports on each of the goals to the entire faculty and staff.
4. Assist with the monitoring of the implementation of the plan across the curriculum.
5. Plan professional development necessary to support goals.
6. Establish expectations and determine how to document student performance improvement.
7. Create the final documentation report for their assigned goal and provide it to the school improvement team.

Curriculum/Instruction Committee-This committee will determine if the school's curriculum and instructional strategies support the achievement of Indiana academic standards. 1. The committee will analyze the results of the ECA, ACT, PSAT, SAT, AP, and NWEA. The committee will then make recommendations to improve student performance based on this data.

2. The committee will make recommendations for provisions to encourage all students to earn an Academic Honors Diploma or to complete the Core 40 curriculum. This committee will recommend strategies to offer courses that allow all students to become eligible to earn the Academic Honors Diploma.

3. The committee will make recommendations to provide student achievement objectives derived from assessment data to improve the attendance rate, the graduation rate, and percentage of students meeting ECA standards. Committee meets as needed.

Members:

Damon Anderson-Co Chair	Jennifer Oaks
Michelle Moore	Cecil Franke
Shelley Newman	Tara Kinder

School Climate Committee-This committee will make recommendations based upon the school learning climate and classroom environment. The committee will make recommendations to insure that the school climate is safe, disciplined, and orderly. The committee will foster positive self-concepts in students. The committee will also make recommendations concerning extra-curricular activities, awards programs, etc. Committee meets as needed.

Members:

Mike McCoy-Co Chair	Amy Droesch
Charles Roesch	Matt Osborne
Skylar Eadler	Nanette Merida

Parent and Community Involvement Committee-This committee will initiate programs to increase parent and community involvement in high school. This could be through mid-term reports, open houses, freshmen orientation, parent volunteers, newsletters, etc. Committee meets as needed.

Members:

Mike McCoy-Co-Chair	Carla Bryant-Co-Chair
Teresa Campbell	Mark Howell
Ben Snyder	Charles Roesch

Technology Committee-This committee will provide input into the corporation technology plan and insure that students and teachers have the opportunity to use technology as a learning tool. The committee will work with the corporation technology coordinator to provide the training needed to keep teachers informed of the latest in technology. The committee will also develop and implement the high school three-year technology plan. Committee meets as needed.

Members:

Brad Ream-Co-Chair	Chris Evrard
Tom Dunham-Co-Chair	Jason Searcy
Katie Fleetwood	Matthew Lung

Professional Development Committee-professional development should be directly linked to the school improvement plan. It needs to be delivered at regular intervals and assist the faculty with understanding one or more of the components of the school improvement plan.

The topics of professional development will vary, depending on the goals of the school improvement process. Some will need professional development on goals while others will need more time to understand interventions and assessments. The key is to make sure that there really is a "plan" for professional development, and the school leadership is implementing that plan.

To be effective, the professional development plan should be results-based. This simply means that a system must be in place to move teachers from an awareness level (where they see how what is under discussion relates to the school improvement plan) to a much more sophisticated level of transfer (where teachers have developed some expertise on the topics of the professional development plan and are able to identify and apply appropriate strategies in their own classroom). This progression will only occur if the professional development plan is delivered at regular intervals each year, involves some mentoring or coaching of teachers, and includes adequate resources to support it.

Members:

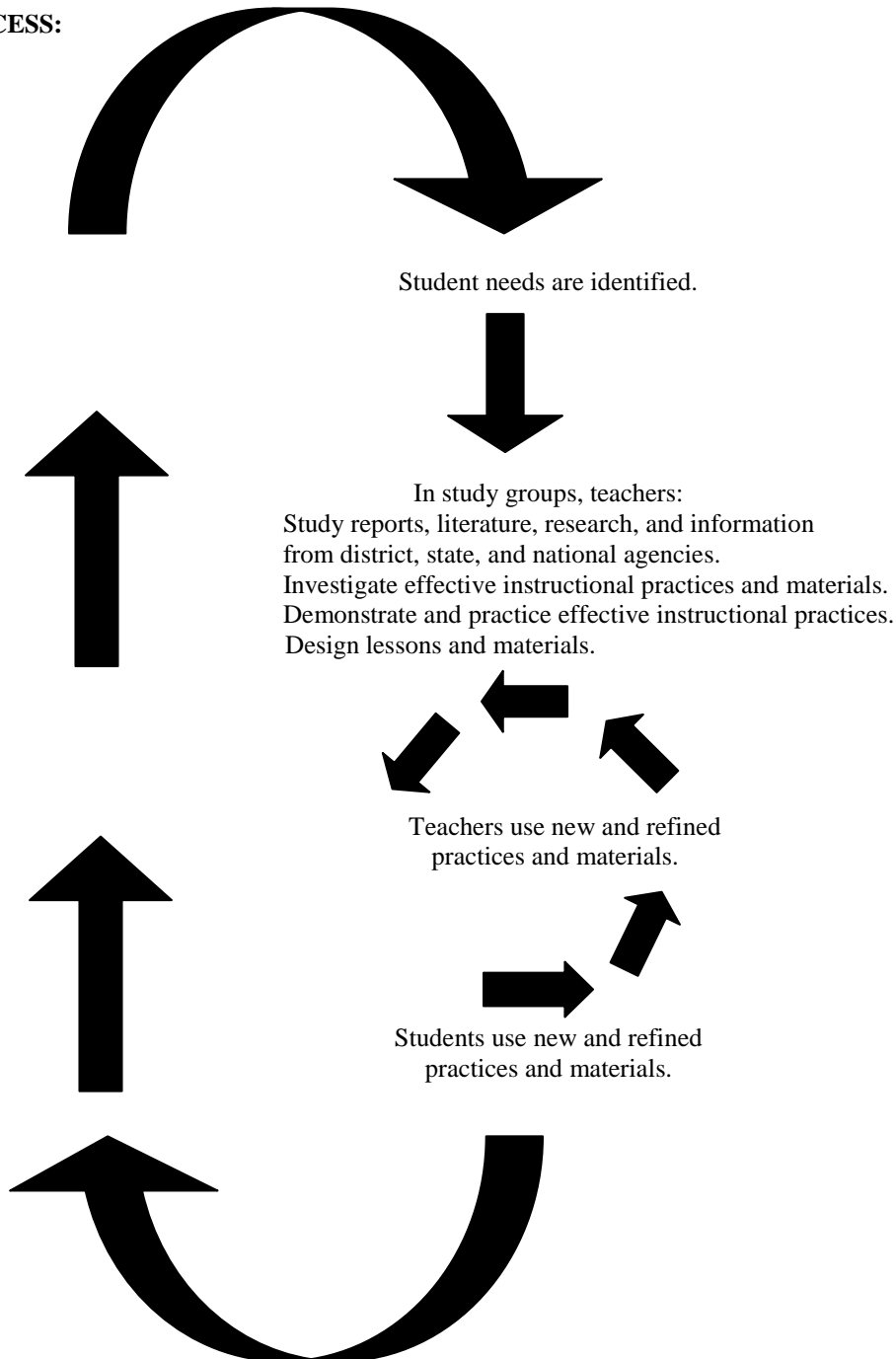|	
Mike McCoy- Chair	
Amy Lair	Karen Thuman
Brooke Jackson	Lynne O'Neal
Angie Shipman	Tom Dunham

NCA Study Groups

The School Change Committee created study groups in 2003. They were created to (1) target a school-wide instructional need, (2) monitor the impact or effects of instructional initiatives on students, and (3) provide time when teachers can examine student work together. Study groups construct knowledge through (1) research, (2) interaction with selected material, and (3) collegial discourse.

PROCESS:

Student needs are identified.

In study groups, teachers:
Study reports, literature, research, and information
from district, state, and national agencies.
Investigate effective instructional practices and materials.
Demonstrate and practice effective instructional practices.
Design lessons and materials.

Teachers use new and refined
practices and materials.

Students use new and refined
practices and materials.

The chairpersons of the study groups rotate each session. The chairperson leads the discussion and completes the study group log. This log is sent to the NCA chairpersons and the principal.

<u>Study Groups:</u>

MATH

Damon Anderson-Dept. Chair
Amy Lair
Amy Droesch
Matt Lung
Karen Thuman
Tara Kinder-Special Education
Kristen Agee

SCIENCE

Michelle Moore-Dept. Chair
Matt Osborne
Brooke Jackson
Bill Lewis

ENGLISH

Jennifer Oaks-Dept. Chair
Angela Shipman
Shelley Newman
Lynne O'Neal
Joetta Harris-Special Education
Cheryl Toschlog

SOCIAL STUDIES

Brad Ream-Dept. Chair
Cecil Franke
Brian Bellew

FACS AND FINE ARTS

Kathleen Anderson-Dept. Chair
Chris Evrard
Teresa Campbell
Charles Roesch
Jason Searcy

PHYSICAL EDUCATION

Carla Bryant-Dept. Chair
Skylar Eadler
Ryan Chiddister

WORLD LANGUAGE

Ben Snyder-Dept. Chair
Jacqueline Steele
Katie Fleetwood

<u>Centerville Senior High School and Community Partnerships</u>

Centerville Senior High School believes in community involvement, both for student application of skills and the mutual benefit of each organization and its mission.

American Red Cross
Armed Services (testing programs)
Centerville Athletic Boosters
Centerville Music Boosters
Centerville Police Department
Centerville Public Library
Centerville Volunteer Fire Department
Community-in-Schools (connects schools to community organizations)
Circle-U Help Center
Cope Environmental Center
Dollars for Scholars
Do-Re-Mi Bowling Alley
Earlham College
East Central Educational Service Center
Easter Seals
Friends Fellowship (Senior Center)
Habitat for Humanity
Indiana Repertory Theater
Indiana University East
Indiana University Honors Program in World Languages
Ivy Tech
Key Club (Kiwanis Club affiliate)
Leo Club (Lion's Club affiliate)
Nixon Tool
Palladium-Item
Partnerships for a Drug Free Indiana
Psi Iota Xi Speech and Hearing Programs
Purdue University Extension
Reid Hospital
Richmond Parks Service
Richmond Police Department
Richmond Power and Light
United Way of Whitewater Valley
Various individual and local businesses (internships)
Wayne County Chamber of Commerce
Wayne County Boys' and Girls' Clubs
Wayne County Sheriff Department
Whitewater Technical Career Center
Whitewater Valley Care Pavilion
VOICE
YES
Young Life

Description and Location of Curriculum

Centerville Senior High School has vertically and horizontally articulated curriculum based on the Indiana State Standards and is in the process of integrating the Indiana Common Core Standards and literacy standards into the curriculum. The curriculum can be found on the school's website and in each teacher's classroom. The Centerville Senior High School curriculum is created by each high school department through a collaborative process using a locally developed curriculum template which can be revised throughout the school year. Those departments include Language Arts, Math, Social Studies, FACS, World Language, Science, Fine Arts, Health and Physical Education and PLTW.

Title and Description of Assessment Instruments

ISTEP + End-Of-Course Assessments: These assessments measure student's mastery of the Indiana Academic Standards in Algebra I, English 10 and Biology.

Northwest Evaluation Association, Measures of Academic Progress (MAP) are standards-based, state-aligned computerized adaptive assessments that provide accurate, useful information about student achievement and growth.

The ACT Test assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover the following four skill areas: English, mathematics, reading, and science. The writing test is optional and measures skills in planning and writing a short essay.

PSAT/NMSQT is the Preliminary SAT/National Merit Scholarship Qualifying Test. It provides firsthand practice for the SAT Reasoning Test. It also gives a student a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs. All sophomores are required to take this test. It is also administered to juniors in honors and/or advanced placement courses. The PSAT/NMSQT measures critical reading skills, math problem-solving skills and writing skills.

The SAT is the benchmark standardized assessment of the critical reading, mathematical reasoning, and writing skills students have developed over time and that they need to be successful in college.

A locally developed vocabulary pre-test and post-test is given in grades 9-12 in each content area.

Parental Participation in The School

Parents participate in the educational process at Centerville Senior High School. Parents are part of the School Improvement Team that meets to discuss ideas and school issues. Parents are members of several booster organizations including the Athletic Boosters and the Music Boosters. Parents and students can view grade information, daily attendance and individual

student discipline using the internet-based PowerSchool system. Parents are encouraged to make suggestions and express concerns through e-mail, parent/teacher conferences and school visits.

Technology as a Learning Tool

There is an emphasis at Centerville Senior High School to use technology in the classroom as a learning tool. As part of Centerville Senior High School's three-year technology plan, the major focus will be implementing one-to-one computing and making the classroom more instructionally efficient by using the most up-to-date technology. The high school is wireless which has created much more flexibility for the teacher.

Curriculum Integration Strategies

Technology is a high priority at Centerville Senior High School. All high school students have their own Lenovo ThinkPad for the 2013-14 school year. All computers are internet accessible, and a fiber-optic network connects all schools and classrooms to a wide variety of software such as Microsoft Office 2007, Language Lab software, and other integration packages. All teacher classrooms have Smartboards with mounted projectors on each unit. The corporation transitioned to Google applications and documents starting with the 2011-12 school year. Maintenance and replacement is always a top priority in our three year technology plan.

The Centerville Senior High School faculty and staff use the building's technology in a variety of ways. Most faculty members use technology for research, communication, direct instruction, and planning/preparation. Other uses include student assessment, visual illustration, and student attendance. Student use of technology is centered on projects, research and writing. Also, many students use technology for presentations, visual illustrations, cooperative learning, software-directed instruction, and independent learning.

The journalism/yearbook class is equipped with 14 personal computers where all of the publishing is done. There is a piano and electronic keyboarding lab and 10 Macintosh G5's that allow students and staff to produce digital video for projects and classroom instruction. All classrooms are equipped with an LCD digital projector and document camera that is used for teacher presentation of lessons and student presentation of projects. The library is automated will be a hotspot for student to access the internet. Smart Boards have been installed in all classrooms. Students and staff use Destiny and other online cataloging systems to search for reading and research materials. All classrooms are linked through cable television, which allows for Channel One news, as well as student programming and building-wide viewing of educational video material. Student produced announcements are aired each morning in the multi-media lab. Those pieces of hardware which are most used during the school day are as follows: computers, multimedia projectors, smart boards, response systems, document cameras, IPODS, IPADS, scanners, DVD players, editing stations, digital cameras, camcorders, and printers.

<u>Professional Development</u>

Professional development is essential to our school's use of technology. Professional development is provided to faculty and staff on topics such as 1 to 1 technology, Smartboards, Lanschool, Google applications and documents, mobile devices, and LCD projectors. Teachers have also participated in professional development sessions on developing their own webpage, blogging, and wikis in the classroom. A media specialist, two technology assistants, a technology coach, and student management coordinator support staff in the integration of technology into classroom instruction.

Teachers are encouraged to attend workshops and in-service programs that provide instruction, which then can be used to implement goal strategies. The contract agreement between the Centerville-Abington Community School Board of Trustees and the Centerville-Abington Education Association includes a provision for teachers to earn an additional day of pay for completing 7.5 hours of technology training outside the contracted day that expands and upgrades the teacher's skill and/or knowledge of technology for use in the classroom. This incentive places a high priority on technology integration into the curriculum throughout the school district.

<u>Assessment</u>

The Technology Committee provides input into the corporation technology plan and insures that students and teachers have the opportunity to use technology as a learning tool. The committee works with the corporation technology coordinator and instructional technology coach to provide training needed to keep teachers informed of the latest technology and coordinates the high school technology plan. The Technology Committee also handles technology requests from the high school faculty.
The Technology Committee and the media specialist have used various surveys, including Google surveys to assess the teachers' needs concerning their use of technology and professional development. This data is used to evaluate the effectiveness of technology integration within the curriculum.

<u>Three-Year Technology Plan</u>

Technology Perspective:

Major focuses for the next few years will be implementing one-to-one computing and making the classroom more technologically connected.

2013-2014
- Lease Lenovo ThinkPads for Grades 7-12.
- Eliminate older computers in labs.
- Evaluate hardware and software used by staff and students to determine future needs.
- Purchase additional software for Music Program (Dream Weaver and adobe flash).
- Purchase additional Macintosh for Arts Program.
- Install Smart Boards in all classrooms.
- Purchase Project Lead The Way software.
- Purchase yearly Scholastic Reader license agreement.
- Replace all laptops for teachers.
- Purchase PLATO software as credit recovery tool.

2014-15
- Continue Lease on Lenovo ThinkPads.
- Improve connectivity throughout schools.
- Acquire new software to replace textbooks in the classrooms.
- Evaluate current software and replace as needed.
- Add additional bandwidth.
- Service and replace laptops as needed.

2015-16
    Continue Lease on Lenovo ThinkPads.
    Start battery replacement on ThinkPads.
    Acquire new software to enhance teaching in the classrooms.
    Service Laptops
    Research newest educational technologies.

During all three years as needed.
- Improve security for all aspects of the Centerville-Abington Schools computer network.

- Acquire software and hardware connected to new textbook systems as needed.
- Evaluate and acquire software as needed.
- Continue a strong maintenance program.
- Address technology needs that have not been foreseen.
- Offer staff development on a continuing basis.

<u>Safe and Disciplined Learning Environment</u>

The Centerville Senior High School discipline policy is included in the student handbook, which is available to all students during online registration and is available on the school's website. In our last climate audit, the results show that our building is safe, and our students and parents feel safe in school. Recent safety updates include locks on all student lockers, three diffibulators, an emergency management guide readily available in every classroom, eight security cameras strategically located throughout the building, card swipe entry, buzzer entry, updated door locks and an updated student handbook.

DISCIPLINE SUSPENSIONS (Full Day Only)	Number of incidents
2011-2012 Full Year	33
2012-2013 Full Year	15

FRIDAY DETENTIONS	Number of incidents
2011-2012 Fridays	443
2012-2013 Fridays	7
AFTER SCHOOL DETENTIONS	Total Number of Detentions
2011-2012	317
2012-2013	586

ATTENDANCE RATE		SENIOR HIGH SCHOOL ADM ENROLLMENT	
2010-2011	96%	2011-2012	515
2012-2013	96%	2012-2013	520

Suspension Breakdowns

	2011-12	2012-13
Alcohol	0	0
Drugs	2	4
Weapons	0	1
Tobacco	6	1
Fighting/Battery	7	4
Bullying/Intimidation	4	1
Attendance	3	1
Theft	1	1
Other	10	2

Expulsion Breakdowns

	2011-12	2012-13
Drugs	1	5
Alcohol	0	0
Attendance	2	1
Weapons	0	1
Tobacco	0	0
Other	7	1

Summary of Keys to Excellence for Your Schools (KEYS)

KEYS is a comprehensive, researched-based, data driven approach to continuous school improvement. Centerville Senior High School used the results of the surveys to identify strengths, address weaknesses, measure progress, and create a culture of continuous improvement. Parents, teachers, support staff and students participated in the KEYS surveys in the fall of 2010. As a result of the analysis, an action plan was developed in order to address the areas of concern for teachers and support staff. The parent participation did not yield a reliable sample from which to draw conclusions and develop an action plan at this time.

97% teachers and support staff participated in the KEYS online surveys.

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Analysis:

Key 1: Shared Understanding and Commitment to High Goals
Indicator 1.1, 1.4 and 1.5 rated very high quality and high consensus
Shared goals, all students can learn, school district supports staff efforts and monitors progress.

Indicator 1.2 rated high quality and high consensus
All stakeholders take responsibility of challenging standards for all students.

Key 2: Open Communication and Collaborative Problem Solving
Indicator 2.1 rated very high quality and high consensus
Climate is non-threatening and administrators and teachers collaborate.

Indicator 2.3, 2.4, 2.6, 2.9 rated high quality and high consensus
All stakeholders remove barriers to student learning, teachers work closely with parents, teachers are involved in decisions about student learning, and teachers communicate with each other about teaching and learning.

Indicator 2.2 is rated neutral and high consensus
Parents are involved in supporting the school.

Area of Concern: Indicator 2.5 rated low quality and high consensus
Teachers regularly discuss standards and approaches for curriculum and instruction.

Key 3: Continuous Assessment for Teaching and Learning
Indicator 3.1 and 3.4 rated very high quality and high consensus
Student assessment is used for decision making and a variety of assessments are used.

Indicator 3.2 rated high quality and high consensus
Academic programs are assessed regularly.

Key 4: Personal and Professional Learning
Indicator 4.3, 4.10 and 4.11 rated very high quality and high consensus
Teachers are prepared to use state assessments; teachers have strong knowledge of subject areas and opportunities are available for mentoring.

Indicator 4.2 and 4.5 rated high quality and high consensus
Administrators and teachers work together and teachers are prepared to address the needs of students from diverse backgrounds.

Key 5: Resources to Support Teaching and Learning
Indicator 5.4 rated very high quality and high consensus
The school provides a safe environment for learning.

Indicator 5.1, 5.2 and 5.5 rated high quality and high consensus
Computer software, hardware, support services and academic resources are adequate.

Key 6: Curriculum and Instruction
Indicator 6.2 and 6.5 rated high quality and high consensus
Varied strategies are used in instruction; interventions are present for students who are not succeeding.

Area of Concern: Indicator 6.4, 6.6 and 6.7 rated as neutral and high consensus
Curriculum includes accuracy and attention to detail. Students are provided instruction and feedback. Research influences programs and instruction.

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Areas of Concern:

Teachers regularly discuss standards and approaches for curriculum and instruction (Key 2.5).
We would like to provide for more consistency and duration.

Curriculum includes accuracy and attention to detail (Key 6.4).

Students are provided instruction and feedback (Key 6.6).

Research influences programs and instruction (Key 6.7).

Action Plan (KEYS Areas of Concern)

What will be or has been done?	Who is responsible?	When will it be Done?	How will it be Accomplished?	What evidence will be collected to determine improvement?
Administration will develop a master schedule to foster increased collaboration among faculty and staff. (Key 2.5)	Administrators and Support Staff	2013 Summer	Information from current course offerings and faculty roster	Curriculum and instruction alignment, LIA assessment and student data
Stakeholders will review and revise ALL vision and goals. (Keys 2.5, 6.7)	Administrators, faculty, staff personnel, community stakeholders, students, and parents.	Fall 2013	Various committee and corporation-wide meetings.	Corporation Strategic Plan, Vision and Goals
Technology staff will create and provide 1:1 instructional training for teachers via podcasts, webinars, and tutorials. (Keys 2.5)	Technology coach, teachers and administrators	2013-14 school year (ongoing)	Research of best practices and teacher inquiry.	Teacher survey, study group outcomes, *access data*
Teachers will implement revised curriculum reflecting Indiana State standards. (Key 2.5, 6.5)	Teachers and administrators	2013-14 school year (ongoing)	Using resources on the Learning Connection	Copies of revised curriculum including transition maps and learning targets
Teachers will meet by department and study groups to discuss instructional strategies and	Department chairs and teachers	2013-14 school year (ongoing)	Department chair will create agenda and lead discussions	Agenda and minutes of departmental meetings, study group outcomes, instructional strategy

assessments and Indiana State standards and learning targets (Key 6.4)				survey, new vocabulary lists and learning targets
Teachers will meet by department and study groups to analyze and discuss student data (Key 2.5, 6.7)	Teachers	2013-14 school year (ongoing)	Professional development release day will be used to discuss PIVOT technology data warehouse analysis and action research projects using formative assessments	School Change Committee minutes, department meetings and study group outcomes

Summary of AdvancED Survey Completed in 2012

Areas of Notable Achievement

Student:
1. In my school, programs and services are available to help me succeed.
3. In my school, a high quality of education is offered.

Parents: (Only 11% of parents returned the survey)
1. Our school's purpose statement is clearly focused on student success.
19. My child knows the expectations for learning in all classes.

Staff:
5. Our school has a continuous improvement process based on data, goals, actions, and measures for growth.
46. Our school maintains facilities that contribute to a safe environment.

Safety has always been strength in the school. Students feel safe and learn better when they feel secure within our building. With the current focus on school safety, this trend will continue to develop and become a focal point that will help draw stakeholders to attend our school. As safety continues to be a priority to administration and staff, students feel that they get a good quality education at Centerville High School. According to parents, "Students know what is expected of them." As more and more students go on to college or trade school, they are realizing they are prepared and can be successful as they further their education. The caring and

safe atmosphere blend to give students the support to learn and the room to grow as students and responsible individuals is vital to student growth.

Staff response # 46 and Keys on-line survey 5.4 are an almost exact match. They state the environment is safe for student learning.
Shared goals matches #3 in that the school's purpose statement is based on shared values and beliefs that guide decision making.

<u>Areas in Need of Improvement</u>

Student:
4. In my school, all students are treated with respect.
17. All of my teachers change their teaching to meet my learning needs.

Parents: (Only 11% of parents returned the survey)
13. All of my child's teachers meet his/her learning needs by individualizing instruction.
14. All of my child's teachers work as a team to help my child learn.

Staff:
22. All teachers in our school use multiple types of assessments to modify instruction and revise the curriculum.
29. In our school, all staff members use student data to address the unique learning needs of all students.

With the ever-changing student needs, diversifying education has taken the forefront of what is needed in schools. Differentiated instruction is an area that needs to continually be addressed as teachers are learning that small group instruction and individualized learning can meet all students needs over time. We have started the process of addressing student needs, aligning assessments, and using data to drive instruction. As we become successful, these methods will be shared and the process will become more widely used in the school.

We believe that more time and resources need to focus on data driven instruction and adapting lesson to meet the individual needs of students. If we profess to "Educate for Success," we must make sure that means the success of all students. We believe we are improving in this area, and will ensure data driven instruction becomes a primary focus for our school.

Data driven individualized instruction needs to be a focus to meet all students' needs.

Action plan for "next steps" after analysis of AdvancED stakeholder feedback summary 2012-13.

What will be or has been done?	Who is responsible?	When will it be Done?	How will it be Accomplished?	What evidence will be collected to determine improvement?

Guidance will develop a mentor program to work with students who are new to the school or need someone to talk with. (Student 4)	Christyn Nelson	1st Semester 2013	Students will be recommended by teachers and filtered through the Peer Helper Program	Data on number of students seen, and surveys given to students at conclusion of year.
Teachers will integrate technology and various other techniques to meet students' needs. Training has been started on the use of one to one in the classroom and how this can benefit all students.(Students 17, Parent 13)	Teachers and Administrators	This was started in the summer of 2013 and will be on-going	Training and development throughout the year. Teachers will find new program, techniques and assessments to use in their classroom.	Classroom observation and sharing of products students create in the classroom. Also, revised curriculum will show how teachers address standards while integrating technology.
Teachers will be able to access student data through 5-star Pivot to better understand where students struggle. Training will take place to guide teachers how best to access the data (Student 17, Parent 14).	Teachers and Administrators	Training took place in October, 2013. Teachers will access data throughout the year. School improvement committees will also meet in the fall and spring to determine if a goal needs to be altered or changed.	Training and guidance was given in October of 2013. Teachers accessed the data and are now looking at possible who school goals to address deficiencies. The corporation school improvement committee will meet to address possible changes to the school goals.	Future test scores and data.

Bulldog Online Academy

Two years ago, Centerville Senior High School began using Novel Stars as our online credit recovery program, allowing students to earn credits and graduate from high school. The current credit recovery online program is not offered during regular school hours, limiting our ability to serve a large portion of our at-risk population. Over the last year, the administrative team began to research the need for an expanded program to reach more at-risk students who are potential drop outs. After reviewing and analyzing student enrollment data, it is apparent that an alternative is needed for students who are at risk of withdrawing or have withdrawn from school. Current data at Centerville Senior High School shows a graduation rate that has decreased from 93.3% in 2008 to 90.1% in 2011. Additionally, Centerville High School has seen an alarming number of students show disinterest in the traditional high school curriculum. Data shows that over the last three years, fifteen students dropped out before meeting graduation requirements, twenty-six students withdrew to be homeschooled, fifteen students were expelled, and twenty-six students withdrew intending to pursue a GED.

Our current demographic data shows a significant increase in the number of students receiving free/reduced textbook and lunch assistance. In 2007, 20% of our students were on free and reduced lunch. In 2013, that number is over 35%. As a school community, we know that a large portion of our students have significant risk factors that contribute to the lack of success in a traditional high school setting. Each year, the number of students facing issues such as emancipation, truancy, academic troubles, behavior concerns, and attendance problems continues to grow. Based on this data, Centerville Senior High School sees a great need for an alternative program to meet the needs of our students and community.

The school corporation vision is "Educated for Success." The current corporation strategic plan outlines three goals: student achievement, responsible citizenship, and providing a safe and healthy environment. The addition of an alternative option will increase the number of students graduating from high school, preparing those students for the world of work, promoting responsibility, and providing a learning environment that is safe, organized, caring, and non-threatening. The program is a result of input from a team of two administrators, two counselors, sixteen teachers, students, parents and community members. The online program that has been implemented in the alternative program may also be used for Response to Intervention, credit recovery and test preparation. At the present time, Centerville Senior High School has the following students that would benefit from the Bulldog Opportunity Academy:

* Twenty-one students with credit issues

*Four students with behavior problems

*Two expelled students

*Four students with attendance problems

The ability to offer an alternative program that would meet the needs of students who cannot thrive in the traditional school setting would allow our at-risk students to prosper under a learner-centered program that features individualized instruction.

Bulldog Online Academy Mission Statement

All facets of the Bulldog Opportunity Academy will be planned and designed with the Centerville Abington Community School's corporation vision, "Educated for Success," in mind. The mission of the Bulldog Opportunity Academy is to provide students with a non-traditional academic program that will increase the number of students earning credits to obtain a high school diploma.

Program Description

Beginning in the fall of 2012, the Bulldog Opportunity Academy starts in a classroom within Centerville Senior High School. Students in the academy have a separate entrance and flexible hours. Students will be provided a desktop computer and internet access while in the school building. Students are being placed in a morning session that will meet from 9 AM to Noon and/or an afternoon session that will meet from 12:00-3:00 PM. The Bulldog Opportunity Academy is staffed by a licensed teacher who will facilitate the implementation of an online program called PLATO Learning. PLATO Learning provides researched-based online courses that are available anytime, anywhere and are designed to increase student achievement. All PLATO courses are aligned with Indiana State Standards and Common Core Standards. PLATO is accredited by the Northwest Accreditation Commission, which is a division of AdvancED. Centerville-Abington Community School Corporation is a district accredited by AdvancED. The courses are designed to enhance 21st Century Skills through an engaging and interactive curriculum. Students in the Bulldog Opportunity Academy will be allowed to attend the Whitewater Technical Career Center half of the day if they are pursing vocational certification. Students may also earn credit for work experience and community service. Students in the Bulldog Opportunity Academy who are pursuing a general diploma must earn 40 credits to receive a diploma. Any student pursuing a Core 40 diploma must earn 48 credits.

Centerville Senior High School may use PLATO for students who meet the following criteria:

-Disruptive in the traditional school setting   -Withdrawing or has withdrawn from high school

-Academic problems   -Underachiever

-Credit recovery   -First time credit

-Attendance problems   -Truancy

-Teen parent or expecting mother   -Employment is necessary to support family

-Emancipation   -Alternative to suspension or expulsion

<u>Process for Program Evaluation</u>

The administrative team responsible for implementation evaluates the program each semester. It will be essential to identify any problems with implementation and correct them in a timely manner. All teachers who are a part of the Bulldog Opportunity Academy will be evaluated as well. Each goal that has been identified will be assessed each semester and a full report will be given to the Centerville Abington Community School Board at the end of each school year. It is critical that the data be analyzed and adjustments made to successfully reach stated goals and help support students as they earn credits towards a high school diploma. As part of the grant requirements, the IDOE visited the school and gave full grant approval. Once approved, the school became eligible for annual alternative education funding. The school will also invite other schools to view the program and offer suggestions for improvement.

<u>Data Instruments</u>

We selected the following instruments to collect data regarding student performance:

Attendance & Graduation Rates

Percent of Core 40 and Academic Honors Diplomas

ISTEP+ End of Course Assessments: Algebra I and English 10

NWEA: Measurement of academic progress

PSAT Reading Score and Composite Score

SAT and ACT composite score and reading score

Advanced Placement results

Locally developed vocabulary pre-test and post test results

Specific Areas Where Improvement is Needed Immediately
This information is found in the action plan.

Benchmarks for Progress
This information is found in the action plan.

Academic Honors Diploma and Core 40 Provisions
The Centerville Senior High School Course Description/Career Cluster Handbook includes a description of the Academic Honors and Technical Honors Diploma and Core 40 Curriculum. Requirements for receiving these designations are also included. A copy is made available to all students when registering for courses and is posted on the school's website.

Proposed Intervention Strategies
Based on Student Achievement Objectives and Goals
This information is found in the action plan.

Professional Development Plans That Emphasize Improvement, Supports Research Based Efforts and Aligns With Core Principles of Professional Development

This information is found in the action plan.

Methods To Improve The Cultural Competency of Teachers, Administrators, Staff, Parents and Students

The Centerville Senior High School student population is comprised of significantly sized groups of exceptional learners and socioeconomic categories. It, however, lacks ethnic and racial diversity. Centerville Senior High School offers a continuum of educational services for approximately thirty special needs students. A staff of two teachers and three paraprofessionals provide assistance in general education classes and the student resource lab. The student resource lab and testing room, available throughout the school day, allow students to complete homework and projects in a supervised setting as well as take tests in conditions that are outlined in each student's individual education plan. Centerville Senior High Schools also offers general education interventions for those students who are having difficulty in the classroom.

Centerville Senior High School offers the following courses for high ability students: English 9 Honors, English 10 Honors, Advanced Placement English Literature, Advanced Placement English Composition, Advanced Placement Calculus, Advanced Placement Chemistry, United States History Honors, World History Civilizations Honors, Advance Chorus, Vocal Jazz Ensemble, and Jazz Band. Project Lead The Way is also part of the curriculum with Introduction to Engineering Design and Principles of Engineering offered for college and dual credit. Students in Computer Applications, Advanced Computer Applications, Marketing, Desktop Publishing, Personal Finance, Calculus Advanced Placement, Chemistry Advanced Placement and English 12 are also eligible for college and dual credit through Ivy Tech Community College.

The Centerville Senior High School's action plan goal is that all students will improve reading comprehension. Goal interventions are instituted across the curriculum. Professional development activities include training sessions and collegial support systems, which address the needs teachers have in implementing these interventions in every class taught at Centerville Senior High School.

Statutes and Rules to Be Waived

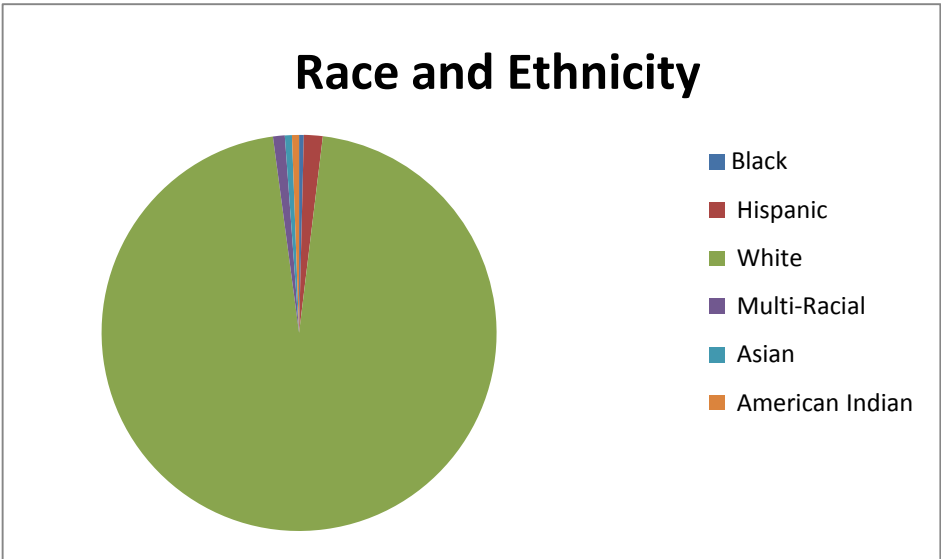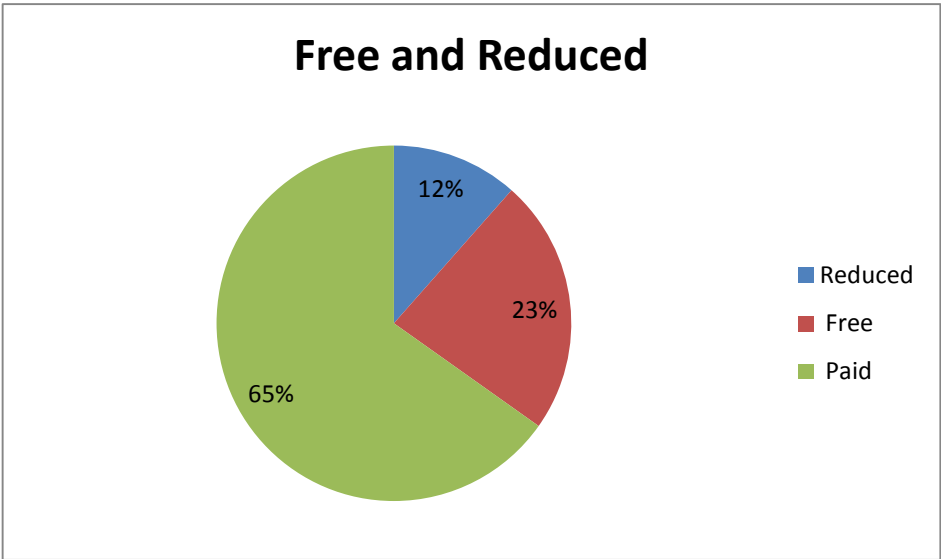There are no statutes or rules to be waived at this time.

Three Year Time Line for Implementation, Review and Revision
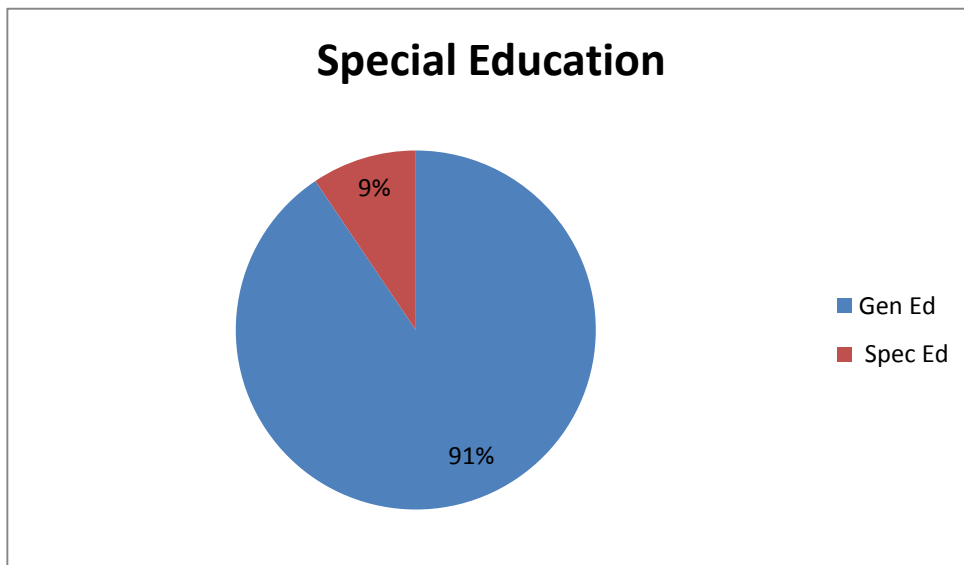
This information is found in the action plan.

2012-13 Cultural Competency Data
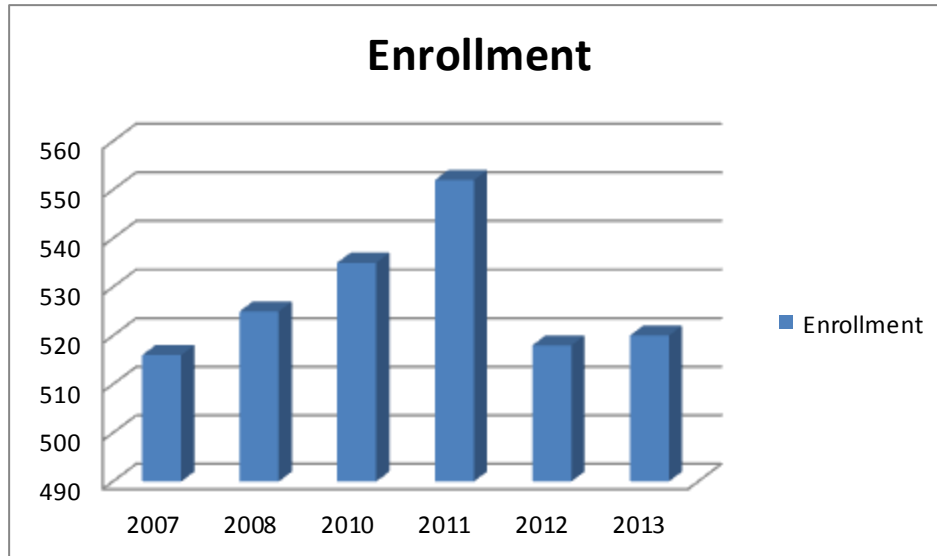
Program	Number of Students Enrolled
Language Arts	
English 9 Honors	16
English 10 Honors	16
English Literature, Advanced Placement	35
Mathematics	
Algebra II Honors	31
Geometry Honors	20
Calculus, Advanced Placement	17
Probability and Statistics	21
Discrete Math	28
Social Studies	
United States History Honors	27
Science	
Chemistry, Advanced Placement	9
Physics	17
Fine Arts	
Advanced Chorus	25
Vocal Jazz	22
Jazz Band	17
World Language	
Spanish Language, Advanced Placement	11
Project Lead The Way	16

Cultural Competency Data 2012-13

Free and Reduced

- Reduced — 12%
- Free — 23%
- Paid — 65%

Race and Ethnicity

- Black
- Hispanic
- White
- Multi-Racial
- Asian
- American Indian

Enrollment

Year	Enrollment
2007	~516
2008	~525
2010	~536
2011	~552
2012	~518
2013	~520

Special Education

- Gen Ed: 91%
- Spec Ed: 9%

Analysis: Centerville Senior High School's student population qualifying for free or reduced meals and textbook assistance continues to grow. In 2005, the percentage receiving this service was 11%. In 2012-13, that percentage had grown to 35%. Students qualifying for special education services continue to decline and with the implementation of Response to Intervention at the elementary level, we expect this trend to continue. Current data has less than 10% of the current population receiving services. Centerville Senior High School continues to show little or no diversity in its ethnic student population.

Presentation of School Data
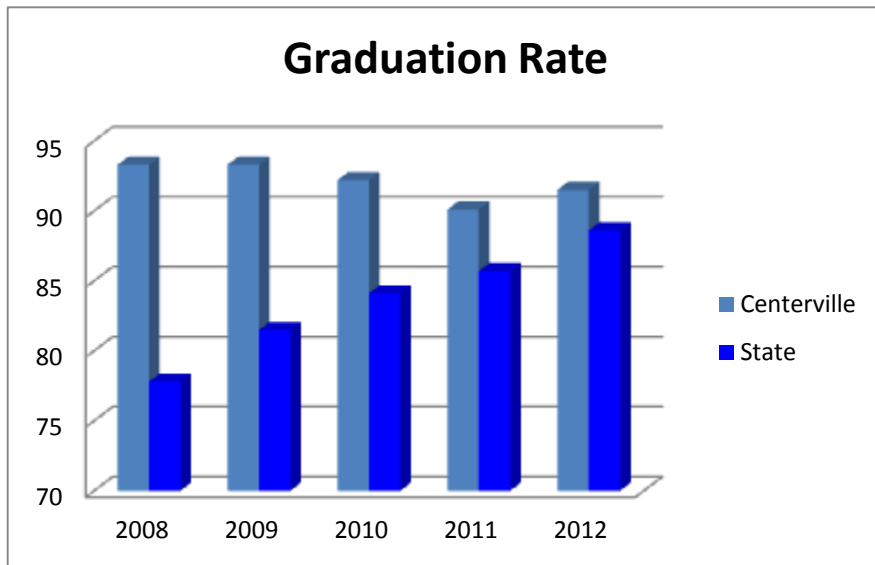
Graduation Rate

Analysis: Since the implementation of the new formula to calculate the graduation rate, Centerville Senior High School has been consistently above the state average, ranging from approximately 86% to 93%. The school has seen a slight rise in the graduation rater after experiencing a decline in 2011.
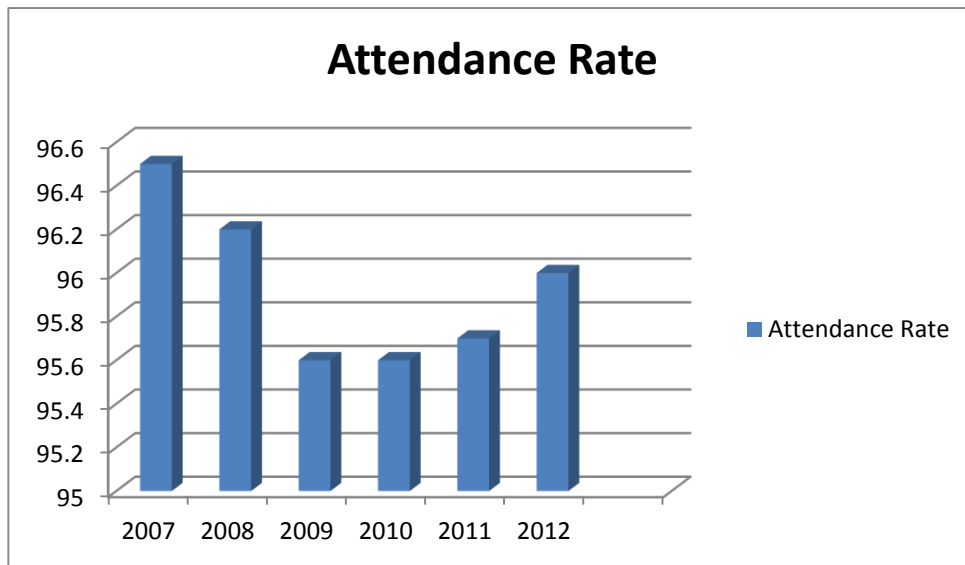
Attendance Rate

Analysis: The attendance rate is always an area that we watch and strive to improve. With an average rate hovering around the 96%, CHS tends to remain above the state average. The past school year, the assistant principal focused on the attendance rate, especially students attending the Whitewater Technical Career Center. As a result, the high school attendance rate was above 95% for the last 2 years, reaching 96% last school year.

Core 40

Academic Honors
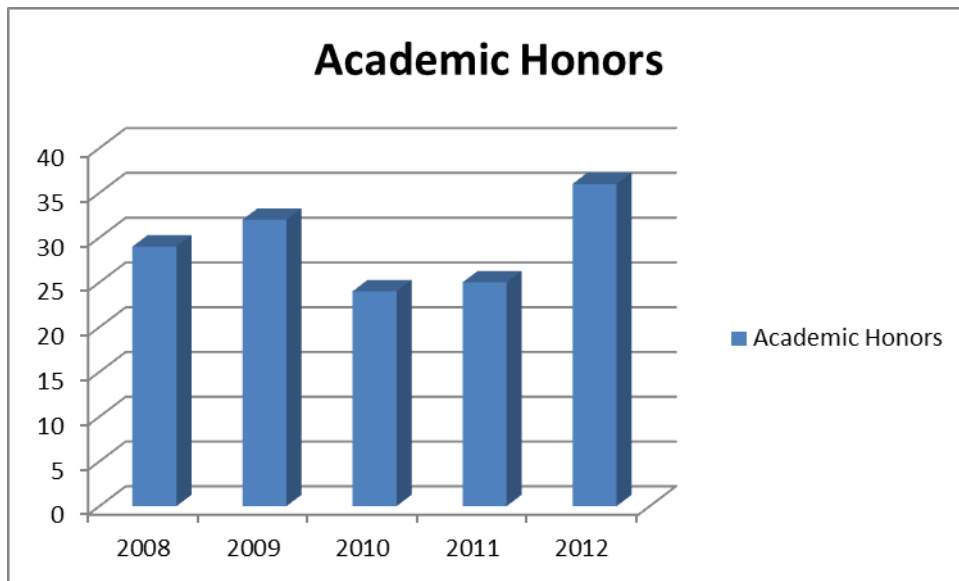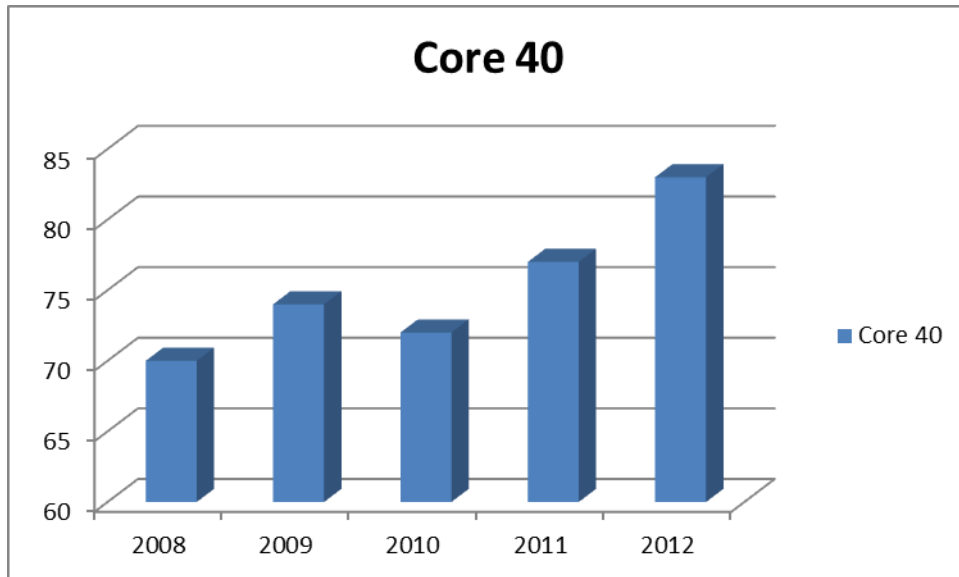
Analysis: From 2008 to 2012, the percentage of students receiving a Core 40 diploma varied from 70% to 81%. The state averages have ranged between 72% and 75%. Centerville Senior High School exceeded the state average for the Class of 2012 with 81% of the students receiving a Core 40 diploma. From 2008 to 2011, the percentage of students receiving an Academic Honors Diploma varied from 29% to 33%. The state average has remained steady at 32%. Centerville Senior High School was above the state average for the first time in 2012 with 33% of the students receiving an Academic Honors Diploma. While the percentage of Core 40 and Academic Honors Diplomas received has slightly increased, our goal is to maintain this trend over the next four years. Advanced math is typically the reason students have chosen to opt out of the Academic Honors Diploma. Probability and Statistics and Discrete Math were added to

the course offerings in 2008-09 school year. Due to the increase in students passing Algebra and moving on with the Core 40, we reduced the sections offered in the 2013-14 school year..
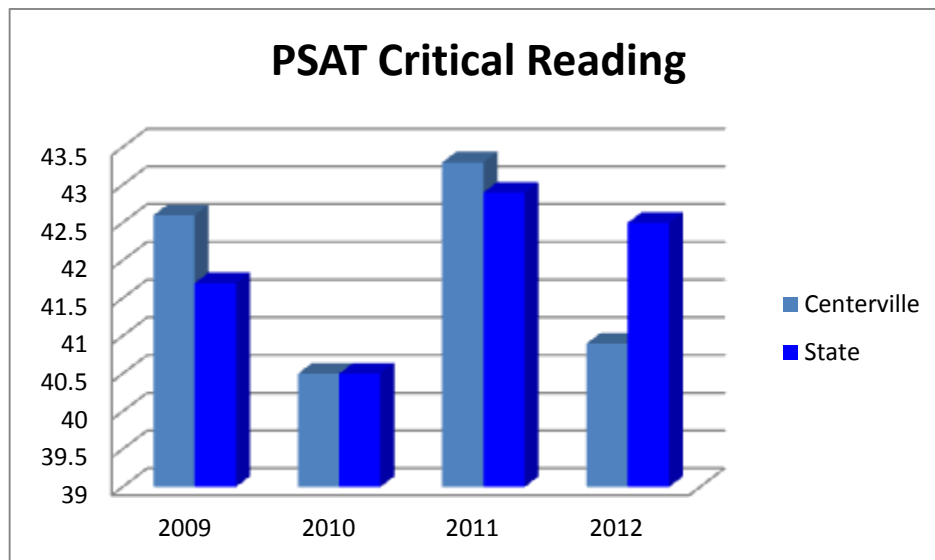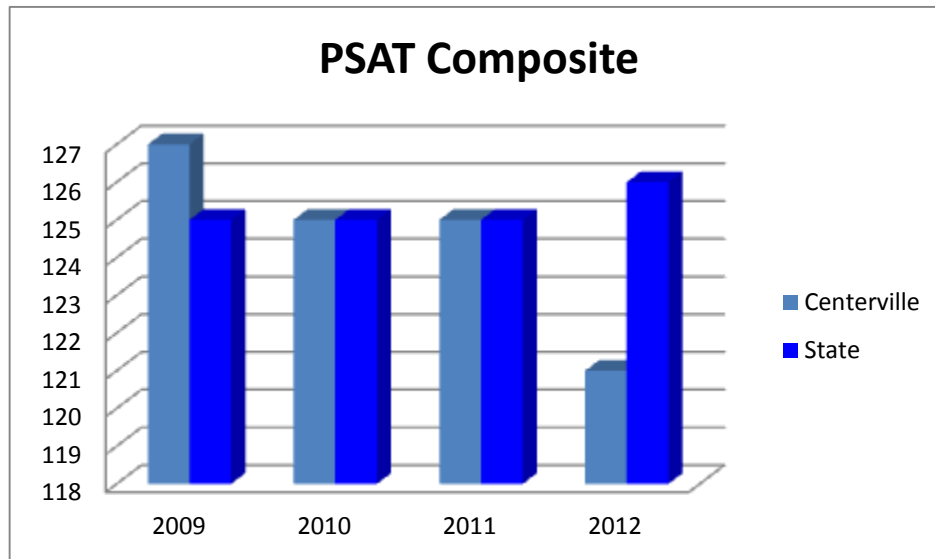
ACT Composite

Legend: Centerville, State

Years: 2008, 2009, 2010, 2011, 2012

ACT Reading

Legend: Centerville, State

Years: 2008, 2009, 2010, 2011, 2012
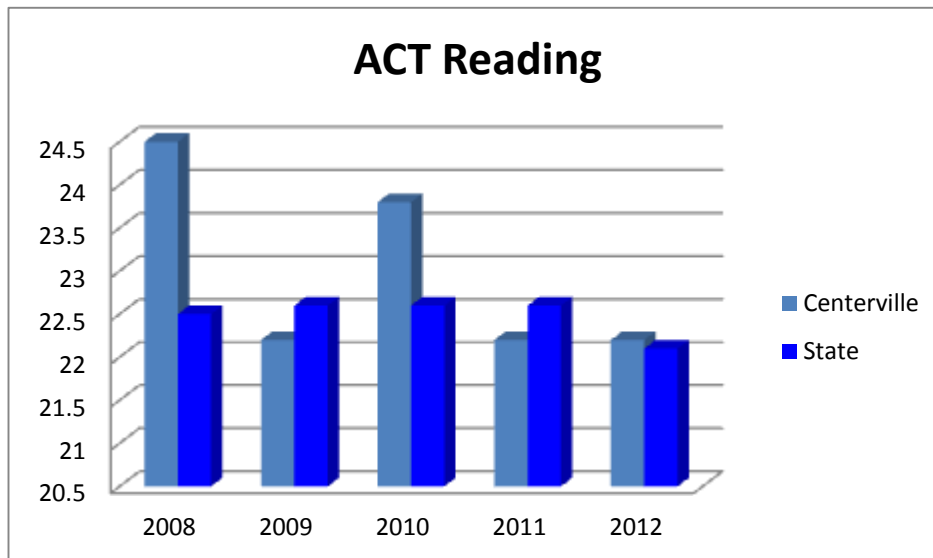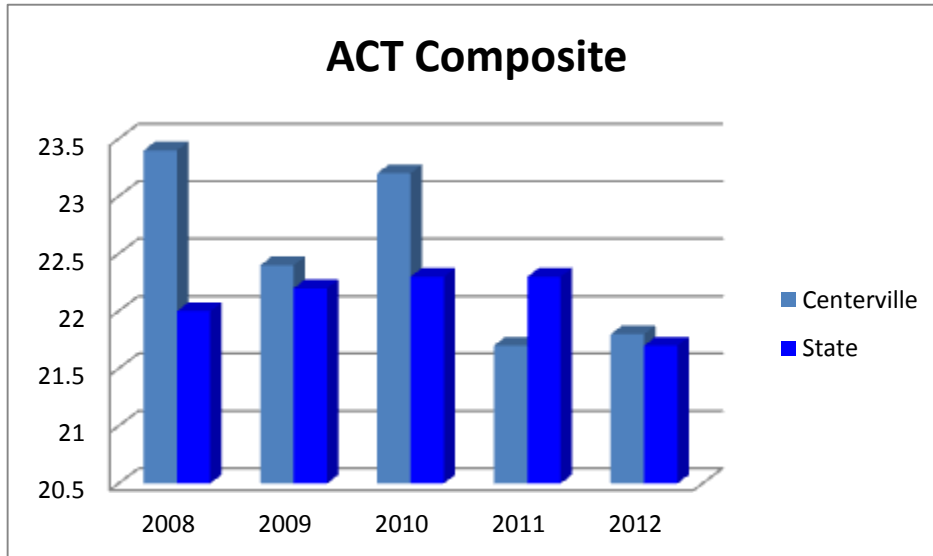
Analysis: With regard to the ACT composite scores, Centerville Senior High School has been slightly above the state average two of the last three years. In the reading portion of the test and the overall composite score, our students' scores have fluctuated with the Class of 2011 slightly below the state average. The Class of 2012 was above the state average in reading and overall composite score. The scores above have been a part of the data we are using to assess the effectiveness of our reading goal. With that being said, the ACT reading scores have been inconsistent and difficult to connect to the success of our reading strategies.

SAT and PSAT Assessment Data

## SAT Mean Reading Score
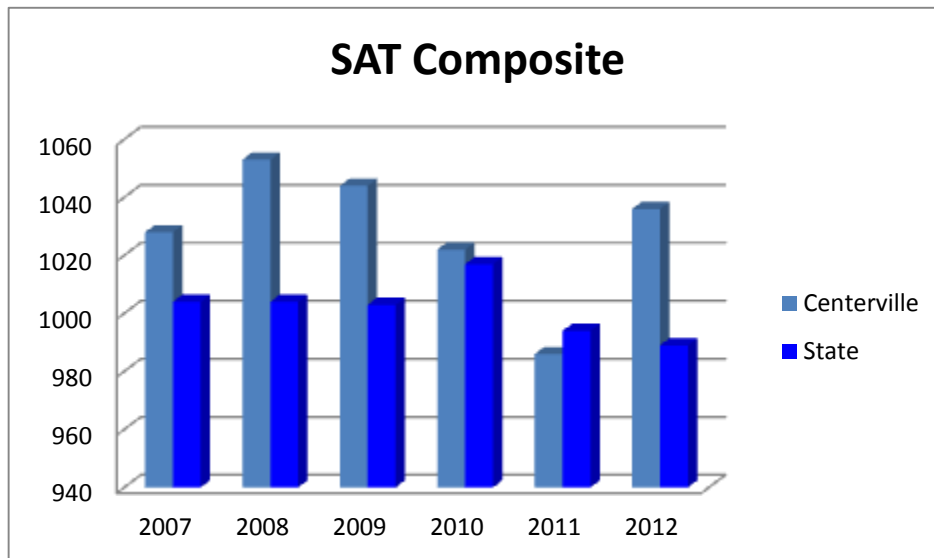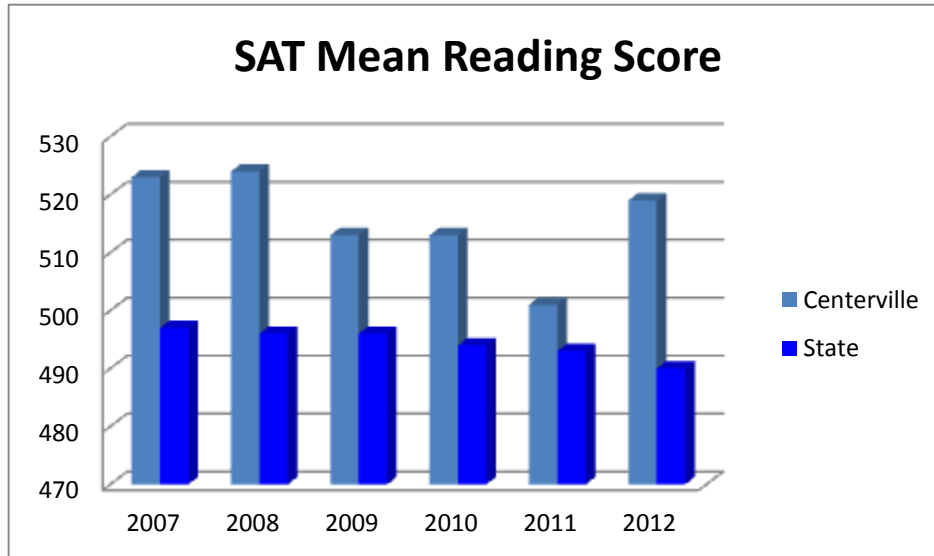
SAT Composite

Analysis: Over the last five years, Centerville students have exceeded the Indiana average in the SAT mean reading score. Centerville's SAT composite score has also been above the state average for the last four years. The Class of 2011 was significantly below the state average on the SAT composite score with 75 students taking the SAT test compared to 45 in 2010. In 2010 the math median score was 509 compared to 485 in 2011. The reading mean also decreased from 513 to 501. In 2012, the composite score and reading score significantly improved and both were above the state average.

## PSAT Composite

PSAT Critical Reading

Analysis: Two years ago, Centerville Senior High School all sophomores began taking the PSAT. The overall composite score was at the state average and the critical reading score dropped by 2.1 points in 2010. In 2011, the composite score remained the same and the reading scored showed a three point increase. With 2012 data showing a drastic drop in scores, teachers still feel that our school improvement goal should remain reading comprehension, with an additional emphasis on writing across the curriculum.
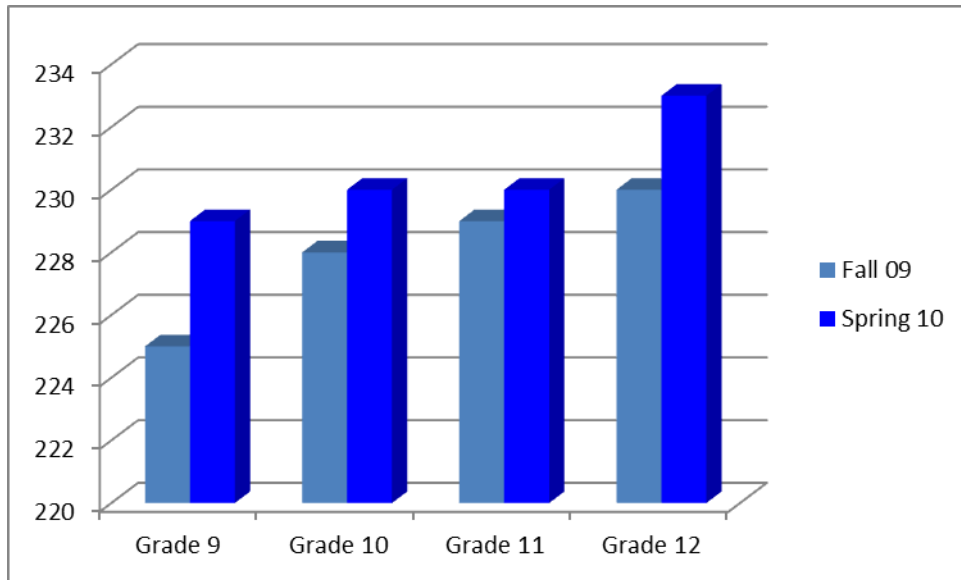
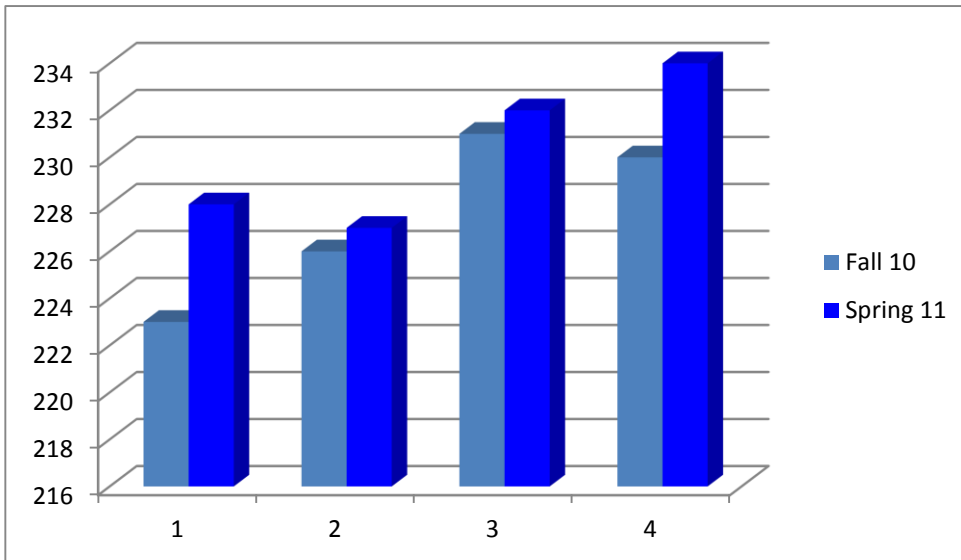**Presentation of NWEA Average Reading RIT Scores**
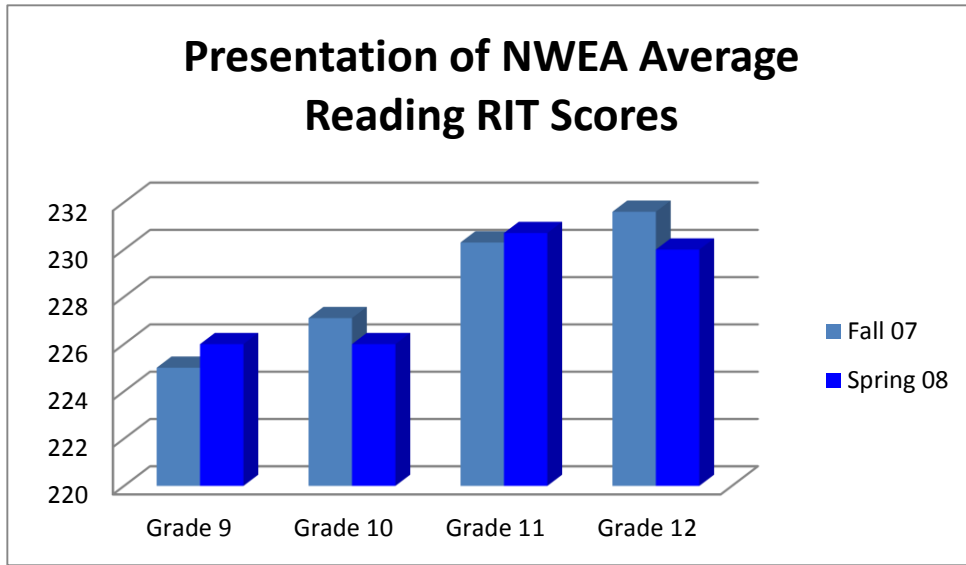
Grade 9-58% tile to 61% tile
Grade 10-64% tile to 52% tile
Grade 11-59% tile to 59% tile
Grade 12-63% tile to 62% tile
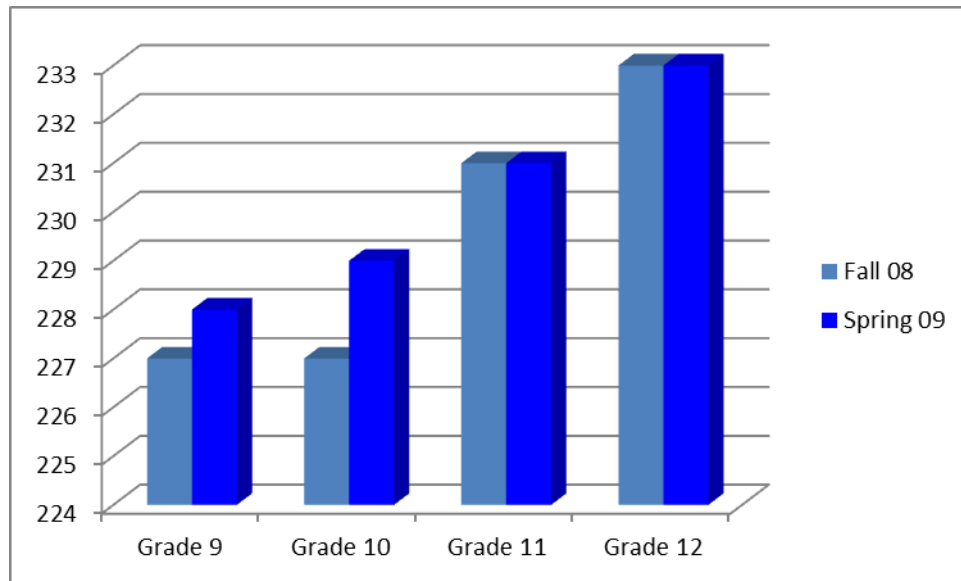
Grade 9-57% tile to 60% tile
Grade 10-51% tile to 55% tile
Grade 11-58% tile to 61% tile
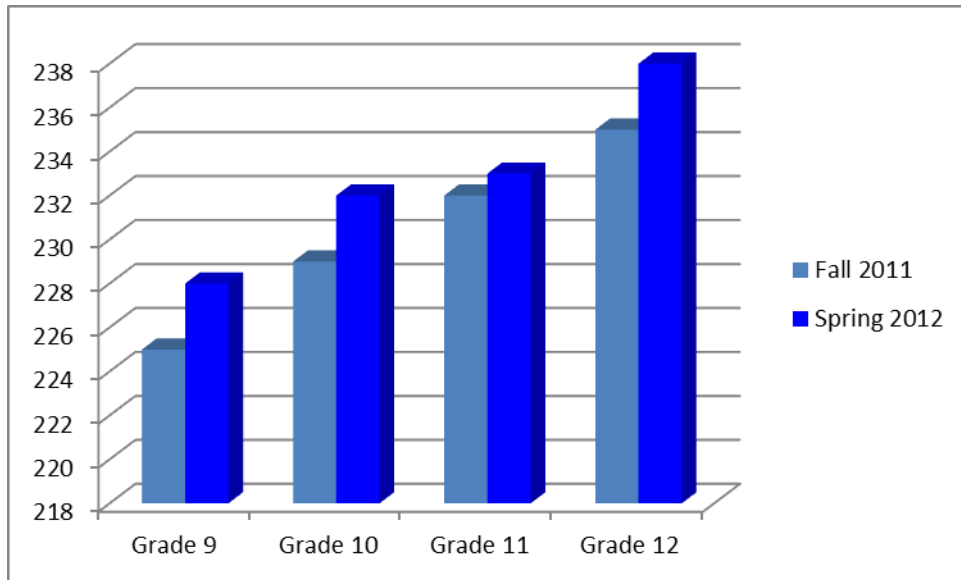Grade 12-50% tile to 54% tile

Grade 9-58% tile to 64% tile
Grade 10-57% tile to 58% tile
Grade 11-56% tile to 57% tile
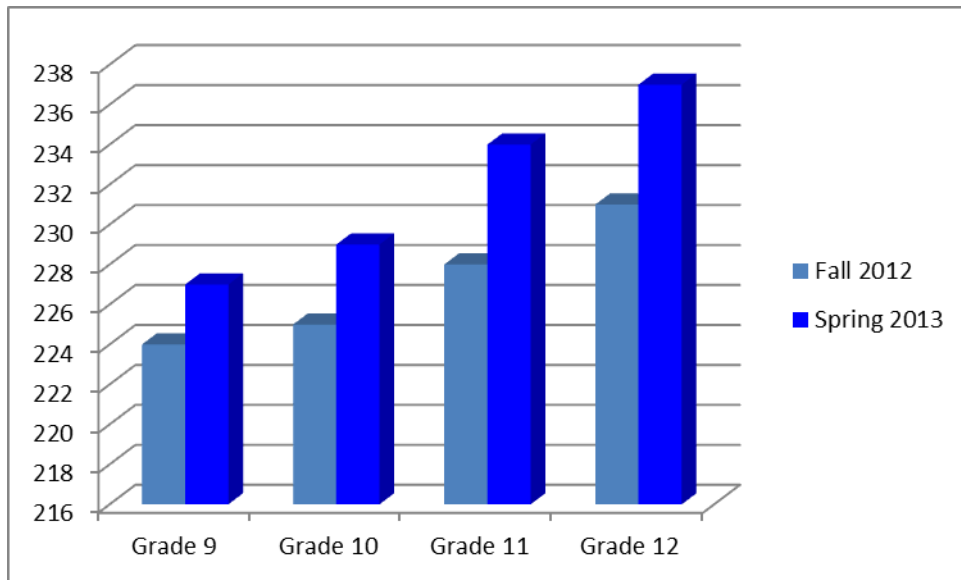Grade 12-60% tile to 67% tile

Grade 9-55% tile to 61% tile
Grade 10-52%tile to 49% tile
Grade 11-59%tile to 62% tile
Grade 12-60%tile to 68% tile

Grade 9-58% tile to 67% tile
Grade 10-61% tile to 67% tile
Grade 11-65% tile to 68% tile
Grade 12-73% tile to 82% tile

Grade 9-58% tile to 62% tile
Grade 10-56% tile to 63% tile
Grade 11-62% tile to 73% tile
Grade 12-67% tile to 77% tile

Analysis: Centerville Senior High school began using NWEA measures of academic performance in the fall of 2007. Since this time, students have performed at or above grade level on the NWEA reading test. Lexile averages are at grade level, and most all classes have seen an improvement in RIT scores from fall to spring from 2007-2012. Students are not only increasing as expected, but many are scoring higher than their expected level.

<u>Presentation of Advanced Placement Data</u>
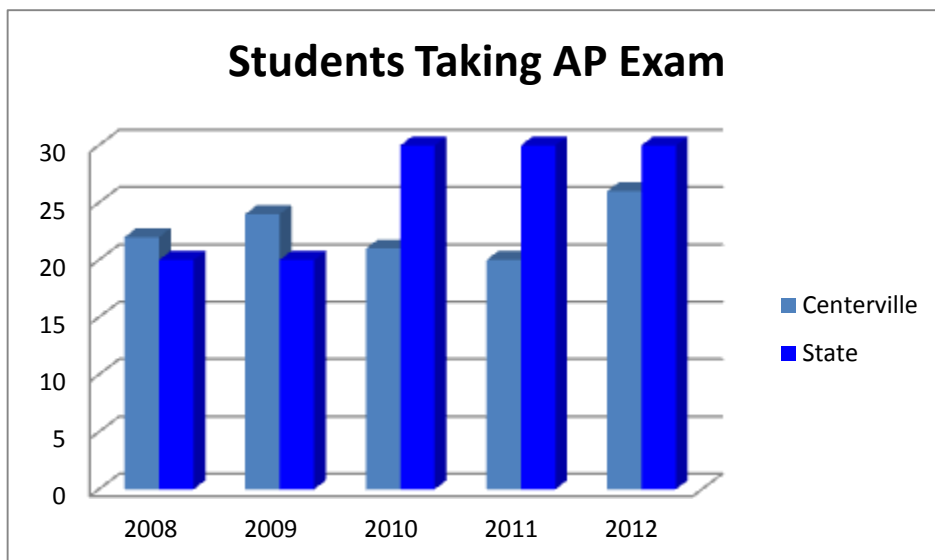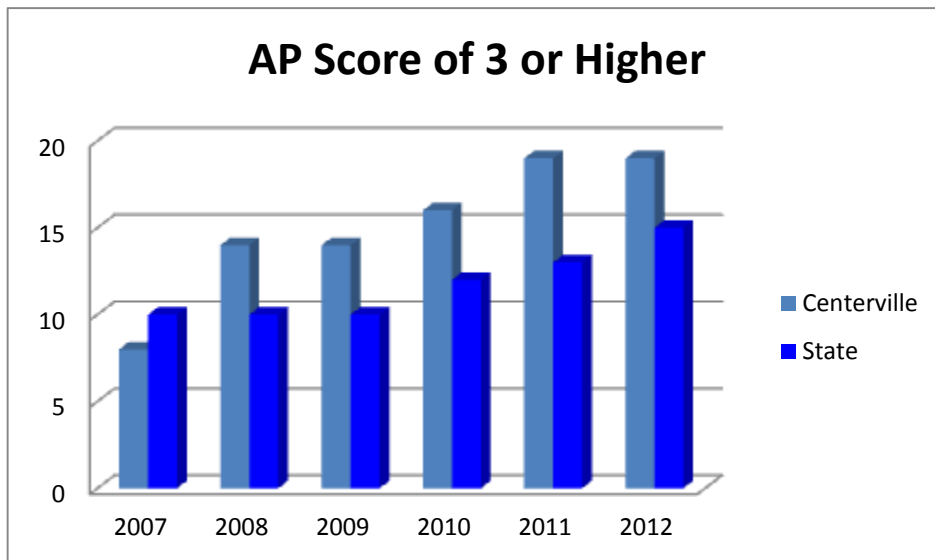
Analysis: Centerville Senior High School offers various advance placement (AP) courses, including Calculus, Chemistry, and English. With changes in staffing, we have had to postpone the Spanish AP courses, but have allowed students to take the exam. The students scoring a 3 or better is significantly higher than the state average but short of the 25% goal established by the Indiana Department of Education.

ISTEP + ECA Data Algebra 1
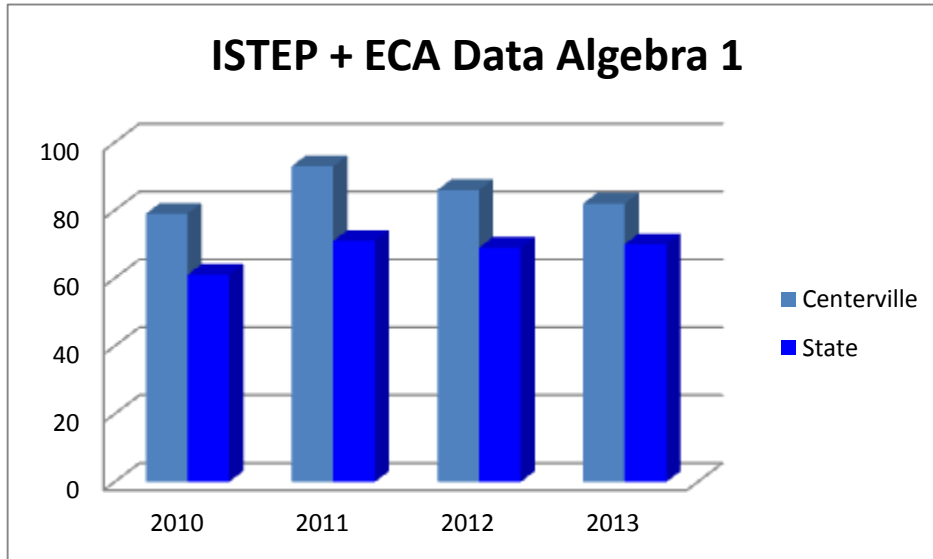
Analysis: The scale score was changed from 579 to 564 for the spring 2010 assessment. Centerville Senior High School has been above the state average for the last three years. In 2011, our student's performance was outstanding. The performance was 23% higher than the state average. The English 10 passing rate continues to increase and met the 80% pass rate in the spring of 2012. The Algebra I passing percentage did decrease in the spring of 2012 but was still above the state average and the highest in the county.

English 10 ECA
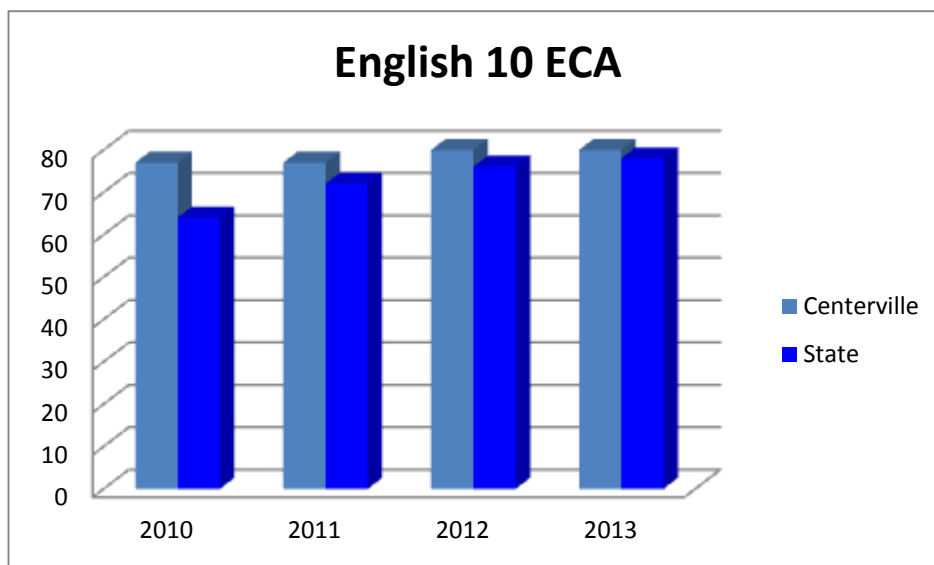
Analysis: Centerville Senior High School was not chosen to pilot the assessment in the spring of 2009 but was above the state average by 14%. The strong student performance on both assessments placed Centerville Senior High School in the PL 221 Exemplary Improvement Category earning an A rating by the IDOE in 2011. The results of the spring 2012 were the highest since the implementation of the end-of-course assessments.

<u>Locally Developed Vocabulary Assessment Data</u>

Using Marzano's vocabulary lists from *Building Background Knowledge for Academic Achievement*, teachers selected twenty vocabulary terms that are important to their class (es) and tested students in regular intervals using those terms. Testing data was collected from the semester pretest and the semester post-test to see if the students improved on the knowledge and use of these words. Teachers received training on best practices for introducing and teaching vocabulary terms.

2008-09 School Year

	Total Tests Given	Mastery
1st Semester Pre-Test	2,926	17%
1st Semester Post Test	2,896	52%
2nd Semester Pre-Test	2,912	20%
2nd Semester Post Test	2,897	49%

2009-10 School Year

	Total Tests Given	Mastery
1st Semester Pre-Test	3123	22%
1st Semester Post Test	3207	60%
2nd Semester Pre-Test	2944	23%
2nd Semester Post Test	2833	60%

2010-11 School Year

	Total Tests Given	Mastery
1st Semester Pre-Test	3,280	21%
1st Semester Post-Test	3,177	73%
2nd Semester Pre-Test	2,733	20%
2nd Semester Post-Test	2,648	70.5%

2011-12 School Year

	Total Tests Given	Mastery
1st Semester Pre-Test	3,054	25%
1st Semester Post Test	3,011	69%
2nd Semester Pre-Test	2,731	22%
2nd Semester Post Test	2760	70%

2012-13 School Year

	Total Tests Given	Mastery
1st Semester Pre-Test	3485	15%
1st Semester Post Test	3332	65%
2nd Semester Pre-Test	3256	12%
2nd Semester Post Test	2636	81%

Analysis: 2008-09 was the baseline year for this locally developed vocabulary assessment. Approximately 50% of the students mastered the academic vocabulary in year number one. At the end of year two, 60% of the students reached mastery on the post test assessments. Teachers and staff were reminded of Marzano's six step approach to teaching vocabulary terms at the beginning of the 2010-11 school year in hopes that students would obtain a 75% mastery by the end of the year. At the end of the 2010-11 school year students were close to the 75% goal with both semesters above 70%. In 2011-12 both semesters showed a slight decrease in mastery and were below the target score of 80% mastery. However, 2012-13 showed growth in this area, with the second semester test showing a mastery over 80%, meeting the long term school goal..

Reading Counts

Students take quizzes assessing reading comprehension in the Reading Counts program. An assessment has a maximum of 20 questions per quiz and mastery is set at 75%.

2010-11 School Year
Students in grades 9-12 took 2,595 quizzes and passed 1,372, resulting in a 53% success rate.
    Grade 9 took 1,347 quizzes with a success rate of 43.6%
    Grade 10 took 515 quizzes with a success rate of 59.8%
    Grade 11 took 235 quizzes with a success rate of 62.6%
    Grade 12 took 498 quizzes with a success rate of 66. 3%

2011-12 School Year
Students in grades 9-12 took 2,253 quizzes and passed 1113 resulting in a 50% success rate.
    Grade 9 took 1,242 quizzes with a success rate of 37%
    Grade 10 took 387 quizzes with a success rate of 59%
    Grade 11 took 278 quizzes with a success rate of 59%
    Grade 12 took 346 quizzes with a success rate of 75%

<u>2012-13 School Year</u>
Students in grades 9-12 took 2,178 quizzes and passed 1147 resulting in a 53% success rate.
Grade 9 took 1,039 quizzes with a success rate of 45%
Grade 10 took 408 quizzes with a success rate of 57.6%
Grade 11 took 522 quizzes with a success rate of 56.9%
Grade 12 took 209 quizzes with a success rate of 70%

Analysis: The success rate for the tests and quizzes increases throughout the high school years. This is evidence that the students are gaining a better understanding of the strategies that are being taught while in high school. We feel confident that the more students use the strategies, the better they will be at comprehending what they are reading.

Professional Development Action Plan

Goal 1: All students will increase their reading comprehension with varied texts in all subject areas. Essence: 1. Vocabulary 2. Comprehension		
Support Data (used to select the goal): PSAT Critical Reading Score NWEA Lexile Student Average NWEA Reading RIT Score ACT and SAT Reading Score	**Standardized Assessments:** NWEA MAP Reading Comprehension – We are giving the reading portion of the test to find improvement on the lexile scores in grades 9-12. NWEA MAP Reading We are giving the reading portion of the test to find improvement in the reading RIT score in grades 9-12. PSAT Critical Reading – We are using the critical reading score on this test to measure the increase of reading comprehension in grade 10.	Locally developed Grade Level Vocabulary Assessments in All Content Areas We are measuring vocabulary improvement on specific words in all classes from grades 9 – 12 each semester with the administration of a pre-test and post test.

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Public Law 221 Goal

Analysis: In 2013, Centerville Senior High School found that students traditionally score above the state average on standardized assessments. After an in-depth review of the data, Centerville Senior High School students did not perform as well as expected on the reading portions of the assessments, but are growing to meet the goal.

Goal: All students will increase their reading comprehension with varied texts in all subject areas.

Intervention #1-Over a five year period the students will learn grade level and content area appropriate meanings and usage for specific words using varied strategies.

Using Marzano's vocabulary lists from *Building Background Knowledge for Academic Achievement*, teachers selected twenty vocabulary terms that are important to their class (es) and test students in regular intervals using those terms. Testing data was collected from the semester pretest and the semester post-test to see if the students improved on the knowledge and use of these words. Teachers received training on best practices for introducing and teaching vocabulary terms. This intervention was implemented corporation-wide.

Intervention #2-Over a five year period the students will read books within their lexile level and of their own choosing outside of class.

(Note: This intervention includes the media center staff and the English department only. We felt that it would be unrealistic to assign each student an outside book to read from every class.) To improve reading comprehension, students must have the opportunity to read. All ninth, tenth, eleventh and twelfth grade English teachers required students to read books from the Reading Counts program and take quizzes over those books which counted for credit in the students' English classes. After each NWEA reading test, the student's lexile score was compared to the last lexile score to measure improvement. The research base for this intervention is the article "Reading at Risk: The State Response to the Crisis in Adolescent Literacy" by the National Association of State Boards of Education and several research articles by Scholastic Incorporated, 2005.

GOAL: All students will increase their reading comprehension using varied texts in all subject areas.

INTERVENTION #1
THE VOCABULARY INTERVENTION

Intervention #1: Students will learn grade level and content area appropriate meanings and usage for specific words using varied strategies.

Overview: Using Marzano's vocabulary lists from *Building Background Knowledge for Academic Achievement*, teachers selected twenty vocabulary terms that are important to their class (es) and tested students in regular intervals using those terms. Testing data was collected from the semester pretest and the semester post-test to see if the students improved on the knowledge and use of these words. Teachers received training on the best practices to use for introducing and teaching vocabulary terms. This intervention was implemented corporation wide.

Professional Development for this Intervention: Speakers from Earlham College who specialize in strategies to develop vocabulary were used to increase teacher knowledge in teaching vocabulary and creating higher level assessment questions. The entire staff was instructed in Marzano's six guidelines to teaching vocabulary and Marzano's strategies for teaching vocabulary. All staff members have read and discussed research from Marzano's *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement.* Student work has been collected and discussed using the current study groups. Teachers have received instruction in the data analysis used for this intervention.

Cultural Competencies: The vocabulary scores for the following five groups can be evaluated in the following groups: free and reduced lunch, gender, high ability, academic and special needs. Strategies to teach vocabulary were developed to meet the needs of all students in each cultural group.

Assessment for the Intervention: The teacher enters the pretest and post-test scores in their content folder within Google documents so it can be compiled by the student management director. Comparisons were made between the pretest and post-test to measure student improvement.

Professional Development Plan 2013-2016

Intervention #1: Students will learn grade level and content area appropriate meanings and usage for specific words, roots, prefixes, and suffixes using varied strategies.	**Person(s) Responsible:**	**Timeline:**	**Resources:**	**Staff Development Activities:**
YEAR (2013-2016)				
The vocabulary intervention will be introduced to new teachers	Mikel McCoy	Yearly as needed	Lists and assessments created using Marzano's books as reference materials	New teachers will develop lists and assessments.
New teachers will be instructed in Marzano's Six Step process in vocabulary development.	Mikel McCoy Jennifer Oaks	Yearly as needed	See list of resources	New staff will read specific chapters from Marzano's two books. New staff will be taught various strategies for teaching vocabulary.
New teachers will read and discuss current research and best practices from a variety of authors juried in the area of vocabulary development.	Mikel McCoy Jennifer Oaks Study groups Mentor teachers	October, 2013	See list of resources	Staff will share best practices and research with new teachers.
New teachers will receive instruction on the data analysis used for this intervention.	Mikel McCoy Jennifer Oaks Charles Roesch Study groups Mentor teachers	October, 2013	The Data Coaches Guide to Improving Student Learning	An assessment timeline will be given to all teachers for dates to give the pre and post tests.
Teachers will give pre-test to classes following the assessment calendar.	Mikel McCoy Teachers	Yearly	Schedule of all standardized assessments and corporation assessment calendar	Teachers will share best practices and ideas in a study group meeting.
Teachers will implement one new vocabulary strategy with current class vocabulary.	Mikel McCoy, Jennifer Oaks, Charles Roesch	April 2014	Vocabulary Games for the Classroom by Carleton and Marzano.	Study Group activities; presentation by teachers
Teachers will share lessons with the rest of the staff where they used Marzano's guidelines to teach vocabulary.	All teachers	Throughout school year 2013-16	Marzano materials	School Change Committee will develop next steps in regards to school wide goals.

Teachers will analyze the results from the pre-test to guide vocabulary instruction for that semester.	All teachers	December, 2013	Vocabulary data from the last three years	Teachers will use the corporation assessment calendar to prepare for post test assessment.
Teacher will give vocabulary post-test following assessment calendar.	All teachers	December 2013-2015	Classroom Instruction that Works	Teachers will review Marzano's Six Step approach to develop academic vocabulary
Teachers will analyze the results of the post-test for student vocabulary improvement.	All teachers Mikel McCoy Tim Hollendonner	January 2014-2016		School change committees will analyze pre and post test data.
Teachers will give second semester pre-test to classes following assessment calendar.	All teachers	January 2014-2016		Refer to assessment calendar on Google Documents
Teachers will have students practice and develop new vocabulary skills.	All teachers	Throughout school year		
Teachers will analyze the test data from the NWEA MAP Reading Comprehension Lexile, and the PSAT Critical Reading to evaluate improvement in reading comprehension.	Mikel McCoy Tim Hollendonner All teachers	November 2013, 2014, 2015	Percentile Rank Conversion Resources	NWEA Map professional development and analyzing RIT scores
Teachers will analyze the results of the second semester post-test for student vocabulary improvement.	All teachers Mikel McCoy Tim Hollendonner	May 2014-16		Teachers will meet and discuss the effectiveness of the intervention.
Test data will be shared with the School Change Committee and School Improvement Team	Mikel McCoy Jennifer Oaks Charles Roesch	Monthly during the 2013-16 school years	Data will be compiled using PIVOT	The results of the intervention will be stored on the locally developed data warehouse. Teachers will develop charts and graphs of at risk students in PIVOT.

GOAL: All students will increase their reading comprehension using varied texts in all subject areas.

INTERVENTION #2
THE SCHOLASTIC READING COUNTS PROGRAM INTERVENTION

Intervention #2: Students will read books of their own choosing outside of class.

Overview: To improve reading comprehension, students must have the opportunity to read. All ninth, tenth, eleventh and twelfth grade English teachers required students to read books from the Reading Counts program and take quizzes over those books which counted for credit in the students' English classes. After each NWEA reading test, the students' lexile scores were compared to the last lexile scores to measure improvement. The research base for this intervention is the article "Reading at Risk: The State Response to the Crisis in Adolescent Literacy" by the National Association of State Boards of Education and several research articles by Scholastic Incorporated.

Professional Development for this Intervention: Centerville High School's media specialist instructed all English teachers and students on how to use the Reading Counts Program and the lexile rating system for the books in the library. All books have been tagged with a colored dot that represents a lexile range, so students can find books in their lexile range to read. English teachers met and developed lists that reflect the books that they want the students to read for their class. Teachers decided how many books were to be read for each class and how the books were incorporated in the students' grade. Centerville High School Student Data Coordinator imports the student's lexile scores into the data warehouse after each testing period.

Cultural Competencies: The lexiles for the following five groups were disaggregated using the data warehouse: free and reduced lunch, gender, high ability, academic and special needs. Students also selected books within their lexile range to facilitate reading comprehension. Books on tape are also available for students with special needs.

Assessment for the Intervention: After each NWEA/MAP test, the student's lexile score is compiled in the data warehouse that is accessed by all teachers. Lexile scores are analyzed for individual student performance, grade level performance from fall to spring and overall program improvement. Faculty has discussed the intervention to determine its effectiveness or if other interventions need implemented.

Professional Development Plan 2012-2015

Intervention #2: Students will read books of their own choosing outside of class.	Person(s) Responsible:	Timeline:	Resources:	Staff Development Activities:
YEAR (2012- 2015) **All English teachers will devise a book list that is appropriate to the level of their classes.**	Mrs. Stiggleman, media specialist	Ongoing throughout each school year	National Association of State Boards of Education. (2005) "Reading at Risk: The State Response to the Crisis in Adolescent Literacy." NASBE.	Mrs. Stiggleman will train new English teachers to use the Reading Counts Program.
All English teachers will explain the Reading Counts Program to students.	English Department Members	Ongoing 2013-2016	Pinnell, Gay Su. (2002) "Matching Books to Readers." Scholastic Books Professional Papers. Reading Counts Program. (1996-2007) Scholastic Books. Scholastic Books. (2002) "Motivate Readers, Measure Success, Meet AYP Goals." Scholastic Books. Scholastic Books. (1996-2007) "Quizzes for Books." Scholastic Books. Stenner, Jack. "Matching (2002) Students to Text: The Targeted Reader." Scholastic Books Professional Papers.	English department will read current research.
Students will receive Reading Counts Book List for current English class.	English Department Members	Ongoing in 2013-16	Reading Counts Program. (1996-2007) Scholastic Books.	English department will meet to create lists for each grade level.
Students will choose a book from their class book list according to their lexile level.	English Students	Ongoing in 2013-16	Reading Counts Program. (1996-2007) Scholastic Books.	

Students will read their chosen book.	English Students	Ongoing in 2013-16	Northwest Education Association www.nwea.org.	
Students will complete computerized Reading Counts test over their chosen book.	English Students	Ongoing in 2013-16		
Reading Counts data will be analyzed by School Change Committee.	Mrs. Stiggleman	Ongoing in 2013-16		English department will analyze results of Reading Counts program.
The data teams will analyze test results for improvement in NWEA RIT reading score and lexile average.	School Change Committee Kathy Stainbrook			