



Indiana School Improvement Plan

Edgewood High School

Richland-Bean Blossom CSC

Mr. Dirk Ackerman
601 S. Edgewood Drive
Ellettsville, IN 47429

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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?

Edgewood High School is located in Ellettsville, Indiana in the northwest portion of Monroe County, approximately seven miles northwest of Bloomington and fifty miles southwest of Indianapolis. The population of Ellettsville is 6540 and Stinesville is 202 (U.S. Census Bureau, 2012 estimate). The total population of Monroe County is 141,888. Improvements in the Ellettsville community include new family housing additions throughout the area and the beginning of a new Heritage Trail (Rails-to-Trails walking and biking trail) that will eventually connect Ellettsville to Bloomington to the East and Stinesville to the west. With the current expansion of Interstate 69 going through Bloomington just beyond the corporation boundaries, we anticipate an increase in our school population in the coming years. Other planned improvements include sidewalks leading from Highway 46E to the junior high school.

The annexation of a number of properties in the community has led to new commercial opportunities for the school district. Industries within the school district include Bybee Stone Company, Cook Group, Baxter and a number of smaller companies. Cook Group and Ivy Tech University are located within a growing industrial complex located along Highway 48. Indiana University is a major post-secondary institution located in Bloomington. The Westside TIF district which has been created to bring additional industrial business into Bloomington and Monroe County is located in the southwest portion of Richland Township. Money from the TIF District has been dedicated to the Richland-Bean Blossom CSC to create a comprehensive K-12 STEM program in our schools.

The student racial population has diversified slightly over the past five years to the current ethnicity rates of 91.3% Caucasian, 4% multiracial, 2.8% Hispanic, 1.1% African American, 0.3% American Indian, 0.2% Native Hawaiian or Pacific Islander and 1% Asian.

The enrollment trend at EHS increased from 752 in 2011-12 to 820 in 2015-16. The number of students receiving free-and-reduced lunch rates/textbook assistance is currently 31.3%, which is an increase over last year. The special needs student population is 118 students which is 14.7% of the student population during the 2014/2015 school year. Attendance rates over the past three years have remained fairly consistent, averaging 95.9%.

Edgewood High School opened in 1965, serving students in grades 9 through 12. The current enrollment is 820 students. A major renovation took place a 3 years ago, resulting in modern science labs, improved technology infrastructure, an attractive new library media center, architectural design for better security, two new art rooms, additional classrooms and two new FACS lab rooms. The reconstruction also included an new office area which brought the office from the middle of the school to the front of the building. Moving the office to the front of the building and the design of the office has also been developed to improve security for the building. On the technology front, our school approaches its 4 year for 1:1 mobile devices for all students. The school has several computer labs and loanable mobile laptops in the library.

To meet its vision and goals, Edgewood High School employs 60 certified staff members including forty-six teachers, four administrators, three full-time counselors, a certified media library educator and a shared technology integration specialist. The school shares the services of a speech pathologist and a social worker with other schools in the Forest Hills Special Education Consortium. Sixty Edgewood vocational students travel to the Hoosier Hills Vocational Career Center in Bloomington. In addition, Edgewood High School has ten classified employees: four administrative secretaries, six custodians, six food service workers, and eight instructional assistants.

Thanks to a temporary grant funding, the school offers services of a graduation coach and academic and behavioral interventionist, a paraprofessional who works under the guidance of teachers and counselors to support and reinforce multi-tiered sySTEM of academic and behavioral interventions. A school resource officer is also shared with the other buildings in the school corporation.

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.

Edgewood High School Vision Statement:

At Edgewood High School, we are living, learning and leading together to achieve 90, 90,90. (Percentages refer to reading at/above grade level, passing state tests, and graduation rate)

Edgewood High School Mission Statement:

The mission of Edgewood High School is to develop responsible, self-motivated, and culturally aware citizens in an engaging learning environment that includes a wide range of curricular and extracurricular experiences. We challenge our students to achieve the highest individual level of success as knowledgeable, resourceful learners who emerge as critical thinkers, communicators and collaborators.

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.

Edgewood High School has earned IDOE grade of "A" for four consecutive years. We were an Indiana 4-Star school in the 2012-2013 school year. State scores indicate strengths in Algebra 1, college and career readiness, and graduation and attendance rates. Areas of improvement identified by these indicators include English/language arts in the area of reading comprehension.

Edgewood High School offers student support services that include an alternative school for those students who were not successful in the traditional school setting or have extenuating circumstances that prevent them from regular school attendance. EHS also partners with the Franklin Initiative and the Bloomington Chamber of Commerce to provide a graduation coach who assist students in danger of not graduating battle through their academic track. Edgewood High School also provides individualized remediation and counseling for all students determined to be academically at-risk through their intervention room programming. The graduation coach specializes in assisting older students, and the intervention program works more closely with younger students.

Individual Counseling (three counselors), support groups, and classroom guidance sessions are offered at Edgewood High School. With our counselor/student ratio of 1:275, EHS is very close to the ASCA recommended counselor ratio of 1:250. The counselors provide services that are related to the state standards for guidance in the areas of academic development, career development, and citizenship. Anti-bullying curriculum is also available. There is suicide prevention as part of our curriculum, and counselors present that material each semester in health classes. Counselors also have close working relationships with the numerous outside resources in the Bloomington area.

Passing scores on Advanced Placement assessments have been much lower than the state average. Although most of our students have the opportunity to receive college credits through the advanced college placement classes through Indiana University, we still recognize our students AP scores are substandard. Edgewood High School received a 3-year NMSI STEM grant during the 2014 - 2015 school year. The grant, Advanced Placement Training and Incentive Program (AP-TIP) is administered through Notre Dame University. The primary goals are to increase the number of students taking AP math, science and English (MSE) exams and receiving qualifying scores as a measure of college preparation. It includes: Access to experienced teacher trainers with firsthand familiarity and success in building successful AP MSE programs; Logistical support to maximize the use of technology, materials and resources; A results-oriented culture characterized by data measurement, goal setting, and accountability with respect to the number of students taking and succeeding in Pre-AP and AP MSE courses across all demographics. Through the implementation of the goals, Edgewood High School now includes five additional curricular offerings: AP Environmental Science, AP English Language, AP English Literature, AP Computer Science AP Chemistry and AP Physics. In addition to these STEM related AP classes, we have also added the following college level courses during the past 3 years: AP Psychology, 2 ACP (IU) US History classes, 2 ACP (IU) Spanish courses, 2 ACP (IU) French courses and 3 ACP (IU) German courses.

Edgewood High School has been on the cutting edge of 1-to-1 device technology for the past four years as each student is provided or may bring their own device. Chromebooks have been approved beginning in the 2016-2017 school year. Currently EHS students and faculty have access to nearly 180 laptops, 75 Chromebooks, and 4 computer labs. Technology implementation trainings have been provided to faculty members on how to effectively teach utilizing these devices. Teachers continue to build digital curriculum using Prism, My Big Campus, and Google Classroom to take advantage of this technology. Teachers continue to integrate technology within their daily lessons and curriculum as well. Teacher utilize various technological means to communicate with parents and collaborate with each other as well.

Tools used for these purposes include but are not limited to Prism, MyBigCampus, Google Classroom, Harmony, Skype, Facebook, and
SY 2015-2016

Twitter.

Bullet point highlights include the following:

- * 2012-2013 Indiana Department of Education Four-Star School designation
- * Attendance rate is 96.2%
- * Grad rate 94.3% or above. Consistently above the state average
- * 100% of our graduates passed Algebra 1 ECA for the last two years
- * Edgewood HS was a 4-Star School in 2014
- * 62.2% of students college ready as indicated by taking AP or dual credit classes.
- * Remedial programs and resource time have been instituted for remediation, reteaching and enrichment .
- * Building renovation is complete, resulting in six new science labs, two new art rooms, two family and consumer science rooms, attractive library media center, improved office area, infrastructure for technology, conference rooms and better security for students.

Additional Information

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

Edgewood High school has had a very stable faculty and administrative team over the years. The principal has been in the building 18 years and served as principal for 10 years. One of the assistant principals has been in the building for 9 years. Our second assistant principal is completing his second year. He has more than 10 years experience as a high school principal. Faculty changes have been minimal, especially compared to other buildings in the corporation.

Technology implementation has been a key component of the educational program for the last four years. All students have their own devices (the school provides each student who does not have a device an Ipad), and teachers have become adept at teaching with them through trainings and staff collaboration.

The student handbook is evaluated on a yearly basis as are all school rules, policies, and procedures.

Edgewood High School operates a continuous school improvement model and teaches to college and career readiness standards.

Characteristics of this plan include the following:

- * Curriculum alignment
- * Assess learning
- * Remediation for students in need
- * Enrichment for exceptional learners

All endeavors focus on Continuous Improvement---curriculum development, student learning goal setting and strategy development/implementation, professional development, learning resources, program initiatives, technology integration, scheduling for learning, and college/career counseling.

Edgewood High School strives to serve the educational needs of all students. We have several programs or initiatives that have been created to ensure we meet the needs of all students, especially those students that are the highest risk of becoming high dropouts:

- * Our alternative school, The Edge, provides educational opportunities for students at risk of dropping out.
- * The Transition Program provides support for students with behavioral needs within the general education setting.
- * RTI (Response to Intervention) program supports students' academic and behavioral needs within the educational setting.
- * Math and English departments offer lab classes to assist students who need remediation to meet Core-40 diploma requirements.
- * Teachers refer and meet with struggling students for re-teaching and extra help during one of three resource periods per week in the daily schedule.
- * Through the AP-TIP grant and continued relationship with Indiana University, curriculum offerings reflect an increase in the number of AP and dual credit classes and the number of students enrolled in college-level courses.
- * EHS continually integrates its reading comprehension, writing and HOTS (Higher Order Thinking Skills) across the curriculum.

Thanks to temporary grants, through Forest Hills Special Education Cooperative, Academic/Behavioral Interventionist follows up on assignment completion, grades / academic interventions / goal setting / establishing positive relationships with struggling students.

* Through the Bloomington Chamber of Commerce Franklin Initiative, a Graduation Coach works with students at high risk of dropping out.

* The school offers a wide array of extracurricular activities to meet the many interests and talents of its students.

* Edgewood maintains a strong library media program with a certified library media specialist as well as a part-time technology integrator, both of whom collaborate with teachers to enhance student learning.

* Administrators make optimal use of limited funds to provide resources for students such as computer labs, 1-1 mobile devices, online information databases, library books, ebooks, Newsela, an online current events/reading comprehension service.

As part of the Continuous Improvement model, Edgewood teachers meet in Professional Learning Communities (PLC's) each week. The teachers also meet weekly on Wednesday mornings for professional development, self-assessment, planning, and goal-setting. Most of professional development at EHS is "for teachers/by teachers," in which all staff has the opportunity for input. The faculty cabinet which is composed of lead teachers from 9 content areas collaborates bi-weekly to determine the topics of the the Wednesday morning professional development topics. The faculty cabinet also serves as the school's PL 220 committee.

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.

The PL221 committee comprises our 3 administrators and 10 lead teachers (faculty cabinet), each representing two departments. The staff was divided into 5 Standards committees with each committee chaired by 2 lead teachers. The administrators consulted with all of the committees and served specifically on the Governance and Leadership, Teaching and Learning and Data for Continuous Services. Each of the department chairperson also represented the school on the corporation school improvement committee. Parents were involved in the process through the corporation parent advisory committee.

The meetings were scheduled during our Wednesday morning professional development allotted time and after school as scheduled by each committee.

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

We recognize that participation in the development of the improvement plan by some stakeholder groups, especially students and parents, is a weakness in our plan. However, at the district level, a parent advisory group has been formed with an eye to addressing that participation as we move into the next five year period. Teacher participation, however, has been very good since the last AdvancED visit. All teachers are assigned to one of the five standards committees, with two faculty cabinet members as committee leaders, and those committees have regularly reviewed and amended the plan during Wednesday morning professional development meetings. On an annual basis, the plan has been updated and resubmitted to the state, with changes to objectives and activities that reflect the changing data and environment.

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

Edgewood High School will communicate the final improvement plan through direct discussion, electronic communication, and newsletter inclusion with all subgroups. Plans will be made available in the main office and at open house and parent-teacher conference.

EHS will communicate and explain the plan with faculty and staff members during faculty meetings, PLC meetings, and department meetings. The entire plan will be presented, described, and explained. EHS will continue to solicit input from these stakeholders as well as others during these interactions.

Other stakeholders will receive final improvement plan information through direct e-mail, accessing the school web site, and accessing the Indiana DOE web site. It is our pas and current practice to post all school improvement plans on the school web site. The principal will also communicate key components through his monthly newsletter and weekly teachers' communication.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •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 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •Professional Learning Committees support communication about teaching and learning and the collaborative necessary to make it happen. 	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"> •Survey results •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 •Professional development directed by faculty cabinet 	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.

The school improvement process is ingrained at Edgewood High School. EHS has historically involved itself in self-assessment, responding as best we can based on need and resources. Veteran staff members can readily attest to our progress over time. Progress has not been as consistent or as measurable as we would like, but the effort and desire to improve is ongoing and nearly universal.

A key tool for translating expectation into progress, the Teacher Appraisal Plan (TAP) was collaboratively developed with input from all stakeholders. Expectations, consistency and equity are monitored and discussed by an aggregate committee. Documentation is electronically submitted to PIVOT. Our mission statement was reviewed last year and updated this year, and we continue to have dialogue examining strengths and weaknesses of our overall goals. We have dedicated effort to engage our students in higher level of thinking (HOTS) development across the curriculum. Four years ago we committed ourselves to implementing a diverse student enrichment and remediation program through the establishment of a mentoring homeroom system.

All EHS teachers are members of Professional Learning Communities (PLC) which meet weekly. Each community works towards internal alignment and improvement of their particular department. Core efforts of PLC's include identifying commonalities and discrepancies, coordinating planning and assessment especially routine incorporation of formative assessment.

PLC's have helped identify school goals which focus on literacy and higher order of thinking skills (HOTS). Academic rigor and student engagement are now basic expectations within the classrooms and are evaluated by PLC's.

Our improvement process process is headed by our Faculty Cabinet (FC), which has existed for nearly a decade. Currently the Faculty Cabinet consists of all department chairs and administrators.

The Faculty Cabinet's mission is to collectively assay current conditions, to chart policies and procedures to rectify problems and promote implementation of school goals.

Professional Development is largely determined by the Faculty Cabinet. PD occurs weekly, on Wednesdays, facilitated by a delayed start of the student day. The FC routinely reviews topics and timelines for PD.

Standard 2: Governance and Leadership

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks •The School Board contracts with a legal service (NEOLA) to monitor legislation and litigation that has implications for school policies and practices. PLC's support the development of common formative and summative assessment. Curriculum Guide 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Governing body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 3

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

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •Following the deliberations of the faculty cabinet, planning for Professional Development and PLCs has consistently reflected efforts to address school improvement needs. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Survey responses •Websites for the school and specific organizations Learning Management Systems (Moodle, Google Classroom) Emphasis by administration on communication from teachers to parents 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<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 •Job specific criteria •Representative supervision and evaluation reports •The Teacher Appraisal Plan is an ongoing effort to improve the quality of information for both administrators and teachers to improve their students' performance. 	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.

The application of much of this standard at the school level is subsumed in the school board's function, and the atmosphere of ethical and professional conduct is encouraged and expected by the governing board's role. The Board maintains policies and guidelines through NEOLA.

Professional growth is supported by designated weekly professional development time in the schedule. Effective instruction and assessment is encouraged by weekly PLC times.

At the school level, PLC's and faculty cabinet provide vehicles for shared leadership and responsibilities for student instruction. PLC's provide an effective means of bringing instructional staff together to collaborate on designing and assessing.

School Board policies and guidelines are well documented, and the fidelity in following those policies supports the effective operation of the school.

Indicator 2.3:

The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

System Rating:

Level 3

Documentation:

Narrative:

The School Board has been consistent in maintaining a policy setting role and allowing administrators to manage the day to day operations of the schools for some time.

Their interest in the nuts and bolts of school operations is healthy without crossing the line into micromanaging. Building administrators are able to make most operational decisions under the direction of and in cooperation with central office administrators.

Central office administrators empower building level administration and provide support as needed.

Under the aegis of the school improvement system and AdvancED, central office administration has made strides in aligning the efforts of the various schools.

Coordination and vertical articulation remain challenging, but improvements continue to occur, with structural programs, such as CLASS and PLCs, along with clearer communication about how goals and objectives align from grade to grade and building to building.

While improvement is always possible, the school uses a number of avenues to enhance communication to and from stakeholder groups.

Social networks, Learning Management Systems (Moodle, My Big Campus and Google Classroom), and the student data system (Harmony)

provide virtual contact points for parents and students. Surveys, parent groups, booster organizations, and a close-knit community add to an open flow of communication. Administration also strongly encourages personal interaction between parents and teachers on a regular basis.

The Teacher Appraisal Program continues to evolve in response to legislative and regulatory demands as well as one-the-ground realities, but the goal of improving student learning through improved professional practices remains the fixed vision that guides the evolution. Administrators and staff are, for the most part, able to address real problems with open communication, and expectations are clear and reasonable. Administration attempts to provide all teachers with "areas of improvement" as well as "areas of excellence" on all evaluations. Any scores high or low are explained completely by observing staff members.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.08

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 •Graduate follow-up surveys •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses •Course descriptions •Teachers use multiple methods to facilitate teacher effectiveness. Teachers create curriculum and unit plans, as well as daily lesson plans. Teachers post daily learning objectives and utilize formative assessments to determine student mastery. The guidance office maintains a course descriptions document which is updated annually. They also create the master schedule and follow-up graduation surveys. The curriculum is developed based on student request/need Teachers utilize LMS. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •PLC meetings are utilized. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Interdisciplinary projects •Teachers utilizes LMS to post assignments and students utilize LMS to check progress. 	Level 3

Indiana School Improvement Plan

Edgewood High School

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 •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •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.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 3

Indiana School Improvement Plan

Edgewood High School

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •PLC's 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress 	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"> •List of students matched to adult advocate •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures 	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 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Evaluation tools for professional learning •Brief explanation of alignment between professional learning and identified needs 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students 	Level 3

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

Areas of Strength:

Edgewood has identified several areas of strength in the area of Teaching and Assessing Learning. School leaders monitor and support the improvement of instructional practices of teachers that ensure the success of students. Through Acuity, state and national testing results, and other assessments, student growth is tracked and assessed.

Teachers and administrators collaborate in PLC's on a weekly basis. Through those PLC's and along with weekly professional development and monthly teacher meetings, there is a great deal of discussion how to drive instruction based on the proficiency students demonstrate on assessments.

EHS offers a high ability program to students who qualify. EHS also offers a plethora of high level, dual credit, and AP classes. Project Lead the Way is available as are numerous labs, student resource time, and remediation courses. We offer a wide and diverse curriculum.

The school attempts to engage families in meaningful ways and keep them informed of their children's progress through Harmony, email, web sites, and direct contact. The principal sends out a monthly parental newsletter, and EHS conducts parent-teacher conferences and open house. Daily announcements are distributed through internet to all stakeholders, and the counseling department communicates regularly with parents as well.

The school provides and coordinates learning support services to meet the individual needs of students who benefit from additional

resources. A graduation coach and "at risk" specialist lead efforts to assist those "at risk" students. The daily schedule affords students extra learning time where students can seek remediation and enrichment from classroom teachers as part of the educational day. There are seven special education teachers so each student receives individualized attention as per their IEP.

Areas of Improvement

Edgewood High School needs to continue improving their professorial learning communities through staff training and self assessment. Teachers need to continue their ongoing efforts to create common formative assessments and curricular maps. As with all schools EHS needs to continue to encourage teacher growth with technology implementation, use of Google Classroom, and with other LMS's.

Actions Being Implemented to Sustain Strengths

In order to sustain our strengths, teachers must continue to create common formative assessments and utilize assessment to drive instruction.

EHS teachers and administrators should continue to conduct weekly PLC meetings where teaching and assessing learning are commonly addressed. The curriculum needs to be continually assessed and modified to meet the ever changing needs of our student body. EHS needs to maintain the positions of graduation coach and "at risk" specialist.

Edgewood High School's staff and school leaders need to continue to meet during planned professional development time to develop curriculum maps for all subjects.

Plans to Improve Areas of Need

In order to improve areas of need, Edgewood High School will support teacher growth and development. PLC's need to be continually assessed and modified to keep them effective. Teachers will need to be updated on new and improved changes within learning communities.

Professional development needs to continue to be aligned to teacher need. PD also should center upon continued development of authentic assessment practices that will drive instruction.

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: 3.0

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

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar •EHS Appropriations Report 	Level 3

Indiana School Improvement Plan

Edgewood High School

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"> •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes •TICKET -- maintenance request system 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •EHS Library Portal RBB Apps Portal 	Level 3

Indiana School Improvement Plan

Edgewood High School

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"> •Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Survey results •Policies relative to technology use •Five-Star contracted to support effective use of digital technology in the classroom and both hardware and software 	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"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Social classes and services, e.g., bullying, character education •List of support services available to students •RTI Curricular and ECA Offerings for Mustangs (spreadsheet w/links) Bully Prevention Services <ul style="list-style-type: none"> • Grade 10 PSAT Presentation • Financial Aid Parent Night • CHAMPPS meeting minutes • Grad Plan Template • Misc. Guidance Services • EHS Cardio Center Flyer • Backpack Blessings • Scheduling--Counselors' checklist • Parent Night Schedule • 8th Grade Parent Orientation • PSAT Day--Senior Activities 	Level 3

Indiana School Improvement Plan

Edgewood High School

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 clearly defined, systematic 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 all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process • Bully Prevention Services <ul style="list-style-type: none"> . Grade 10 PSAT Presentation . Financial Aid Parent Night . CHAMPPS meeting minutes . Grad Plan Template . Misc. Guidance Services . EHS Cardio Center Flyer . Backpack Blessings . Scheduling--Counselors' checklist . Parent Night Schedule . 8th Grade Parent Orientation . PSAT Day--Senior Activities . PSAT Day--Schedule . Tri-Kappa Winter Coats 	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.

RBBCSC continues to staff qualified teachers and support staff despite financial cutbacks. Classroom sizes at EHS are lower than state averages. Another special education teacher and two teaching assistants have been added to accommodate the needs of the student special needs population. Student/teacher ratios are highest in freshman classes.

School Board Policy governs hiring and firing practices, but some evidence exists that the policy is not being fully utilized for administrative guidance and prioritization. Substitute hiring and placement relies on school board policy and AESOP automated system procedures.

While the team applauds school efforts to design school schedule and protect instructional time, the team is unsatisfied with current allotment of material resources and fiscal resources. For the most part, classrooms carry on with the materials they have.

Having rebounded from financial crisis of 2009, the building principal and teachers now need more control of material and fiscal resources for Mustangs. Departmental budgets are, in most cases, laughably low. Teachers often use their own money for creative classroom projects

and motivators. The school library is underfunded and maintains collections at emergency fiscal levels. Teachers save money by copying and distributing informational texts from the Internet. Team 4 teachers feel that their material requests have no set procedural pathway.

We assigned a score of 3 to the facilities indicator because we are happy with the remodeled building and the cleanliness thereof. We appreciate the building upgrades, particularly in relation to safety. Excellent safety procedures are in place.

EHS Team 4 applauds the informational resources available through the school website and library media center. Our 1:1 device program promotes student and parental access to the resources. The team notes that student-produced information systems such as newsroom or video production program should be in place for a high school of Edgewood's size.

Another concern of EHS Team 4 regarding media and information resources is that a clear vision of the school's use of technology does not exist. The Technology Plan in 2014-15 School Improvement Plan is a summation rather than a guidepost.

More human support is needed for faculty training, facilitation and teaching students to use the databases in an efficient and wise manner.

Technology Integrator serves school part time. Library Media Educator is bound to library without an assistant, limiting her ability to collaborate with teachers.

EHS is very proud of the services and program offerings to meet the physical, social and emotional need of Mustangs. However, due to staffing limitations, service delivery is not perfect for all students. The team urges that the temporary grant "Academic Interventionist" position held by Mr. Doering be maintained permanently.

With the extensive documentation of activities in the counseling department, we could not find a breach that merits anything less than a perfect score. The counseling staff works hard to thoroughly cover its many mandates. Unfortunately, the preponderance of testing weighs heavily on the counselor's time and keeps them away from more productive interactions with 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: 3.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •EHS Assessment List EHS Data Charts PLC minutes by department Individual student reports and school-wide reports: ECA, SAT, PAST, ACT, AP IEP progress toward IEP goals 	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"> •Survey results •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •PLC Notes 	Level 3

Indiana School Improvement Plan

Edgewood High School

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Policies specific to data training •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data •Professional Development schedule for past two school years. 	Level 3

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

Indiana School Improvement Plan

Edgewood High School

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> •Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Teacher Appraisal Plan PIE Committee agenda/minutes Description of Student Resource Periods 	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.

Edgewood High School implements a clearly defined and comprehensive student assessment system made up of a set of standardized assessments and, where standardized assessments are not available or not practical, locally developed assessments to insure consistency in student learning and to insure each student is proficient in the standards for the courses in which the student is enrolled.

Edgewood High School's staff meets weekly for data driven PLC meetings to collaborate on data from common formative assessments and common summative assessments. Educators are responsible for tracking student progress, collecting and organizing data, and adjusting lesson plans accordingly. Teachers of common courses analyze the data to determine effectiveness. Data from school wide assessments, such as ECAs, SATs, PSATs, etc. is shared with staff along with related implications for instruction.

EHS professional staff have had some training in the evaluation, interpretation, and use of data. While the trainings to this point allow for staff to make effective use of data in driving instruction, more training is needed and is being planned to maximize use of data in improving instruction.

Edgewood High School uses individual student data to determine additional academic needs for students, including remediation for individual students. These needs are determined by test results (Grade 6-8 ISTEP, Acuity/Pivot INSPECT, Algebra I ECA, English 10 ECA, PSAT, and Accuplacer) teacher recommendations, and academic grades.

Indiana School Improvement Plan

Edgewood High School

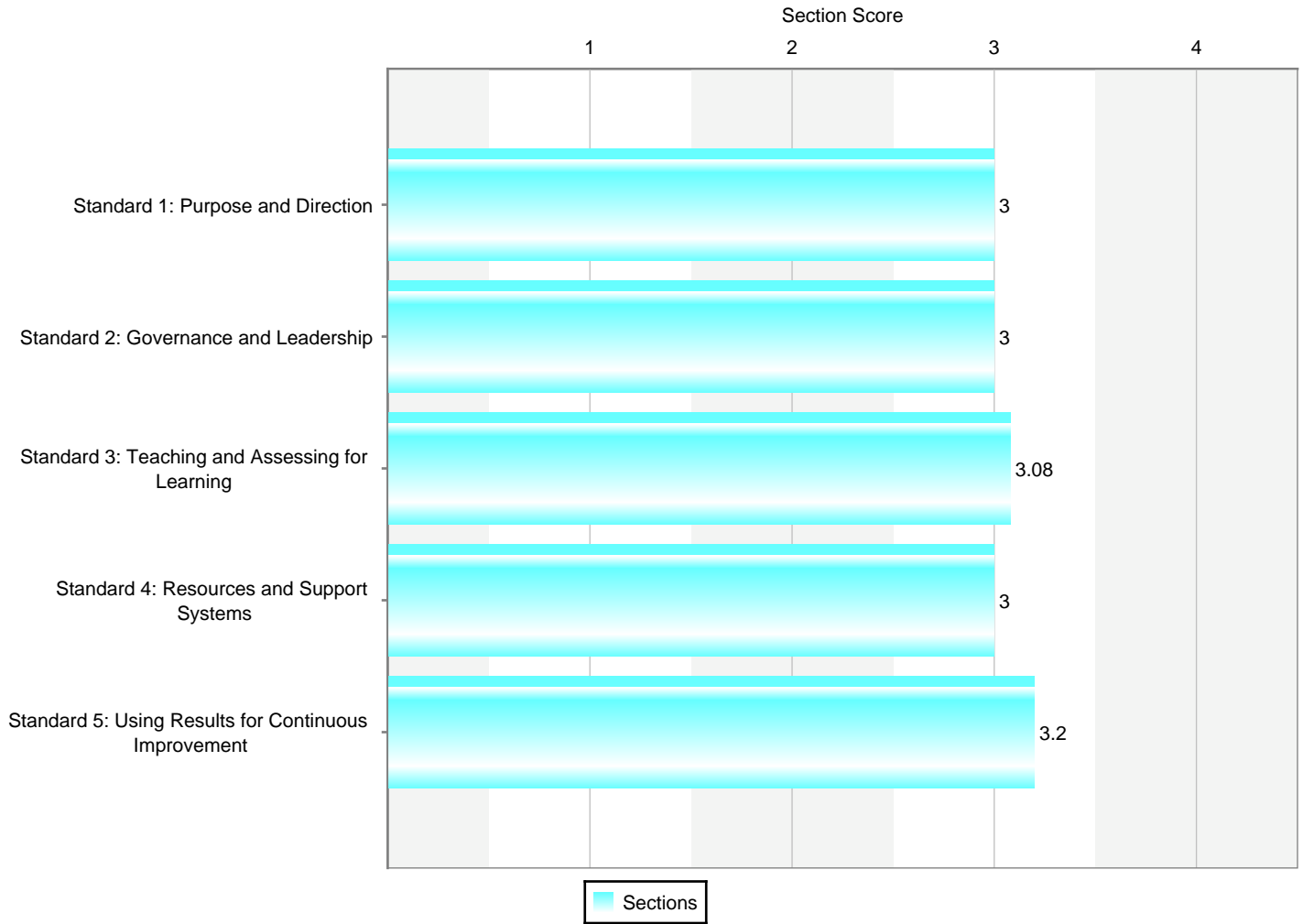
Edgewood High School faculty cabinet meets bi-weekly to pool resources and collaborate on matters that affect the educational environment. Edgewood High School educators are then responsible for tracking student progress, collecting and organizing data, adjusting lesson plans accordingly, and collaborating with teachers of common courses to determine effectiveness.

Progress of our school's improvement goals and other activities are communicated to stakeholders through a variety of channels.

The setup of our daily schedule is a vital tool, as it allows students to receive additional support with resource time, as well as creates extended learning periods for higher order thinking activities.

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	The Student Performance Data document is uploaded.	EHS 2015-2016 Student Diagnostic

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

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

Areas of Notable Achievement

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

State ECA data in Algebra I and English 10 indicate that students have been consistently performing better than the state average for public high schools across the state performing, including subgroups of White and Free/Reduced students.

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

Algebra I ECA data indicates that students from their 8th grade to 10 grade year continue to demonstrate solid positive growth over the past three years. Furthermore, ECA non-passers from 10th grade to graduation have been 100% for two of the past three years. This solid performance and growth indicates a strong curricular foundation for student success.

Which area(s) indicate the overall highest performance?

The math Algebra ECA from 10th grade to graduation has reached a remarkable 100% of students passing by graduation, however slipping slightly last year. Math scores across the board have shown consistent improvement across the board.

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

Based on ECA scores in mathematics, the special education subgroup shows a steady increase in improvement. Additionally, the free and reduced subgroup shows a trend upward in English LA.

Between which subgroups is the achievement gap closing?

An achievement gap is closing within the identified subgroup defined as those students in 10th grade not passing ECA's but then passing prior to graduation. Math and English ECA scores indicate that over 80% of students failing the graduation exam at the 10th grade level are achieving those skills by graduation. This may be attributed to the math and english lab remediation programs.

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

The improvement of our Algebra I and English 10 ECA scores from 10th grade to graduation demonstrates the success of our remediation programs. The maintenance of a high graduation rate (above state average), while still increasing the number of students in College and
SY 2015-2016

Career Readiness courses demonstrates the school's efforts to address all students in progressing forward in preparation for college and career.

Areas in Need of Improvement

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

A special education subgroup experienced Eng ECA scores dropping by 20% in the past school year while math ECA scores for this subgroup have experienced a slight increase during the same period.

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

Reading comprehension is lower than writing and gets more spread out as fewer students pass the ECA (10th - 12th).

Which area(s) indicate the overall lowest performance?

The lowest performance is by the special education subgroup which is demonstrating a negative trend downward in English ECA scores. While the student enrollment has increased the percentage of special education students has remained consistent which may be an indication of RTI efforts being more diligent of the identification process, therefore identifying students with more significant learning disabilities.

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

Special education English 10 ECA students are showing decreasing performance.

Between which subgroups is the achievement gap becoming greater?

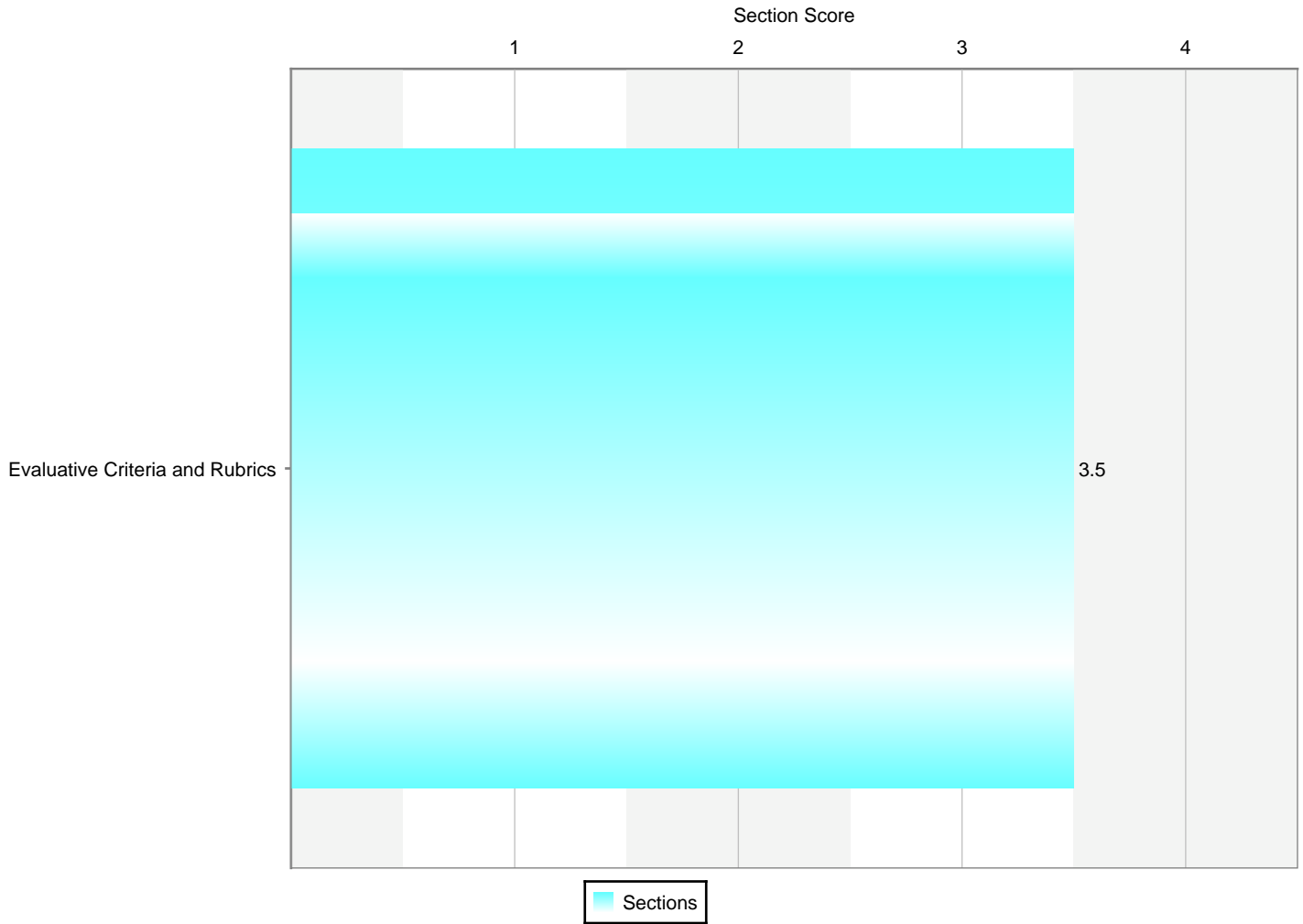
Again, the special education subgroup which demonstrates a negative trend over the past 3 years of data in English LA, while demonstrating a consistent achievement in math.

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

The improvement of our Algebra I and English 10 ECA scores from 10th grade to graduation demonstrates the success of our remediation programs. The maintenance of a high graduation rate (above state average), while still increasing the number of students in College and Career Readiness courses demonstrates the school's efforts to address all students in progressing forward in preparation for college and career.

Report Summary

Scores By Section



Edgewood High School

Overview

Plan Name

Edgewood High School

Plan Description

The Edgewood High School PL 221 team comprises three administrators and ten department chairs, who have evaluated data from the IDOE for the past two school years. The data have indicated that academic areas of reading comprehension and written expression should benefit from an emphasis on an environment of literacy and expectations of reading and writing across the curriculum.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students will demonstrate proficiency in literacy (90% by graduation)	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$0
2	All students will develop and apply higher order thinking skills	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
3	Students will demonstrate proficiency in writing (95% by graduation)	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$50000

Goal 1: Students will demonstrate proficiency in literacy (90% by graduation)

Measurable Objective 1:

90% of Twelfth grade Bottom 25% students will demonstrate student proficiency (pass rate) on the ECA or ISTEP+ Reading Comprehension score by graduation in English Language Arts by 05/27/2016 as measured by current ECA or ISTEP+ (beginning with class of 2017).

Strategy 1:

All teachers will implement vocabulary teaching and learning activities before and during units of study. - Students will build academic vocabulary and essential discipline vocabulary through actions such as word walls, picture associations, games & repetition. Teachers will use formative assessments throughout instructional units to continue to monitor students' understanding of key content and learning vocabulary.

Research Cited: Marzano, Robert, Building Vocabulary (2010)

Marzano, Robert and Pickering, Debra J, Building Academic Vocabulary (2005)

Carleton, Lindsay and Marzano, Robert, Vocabulary Games for the Classroom (2010)

Evidence of success: Teachers will share common formative and formative assessments of vocabulary in their weekly PLC meetings.

Activity - Developing learning and content vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement strategies to teach and reinforce academic and content vocabulary	Academic Support Program	08/03/2015	05/27/2016	\$0	No Funding Required	All classroom teachers and support staff. PLCs will be monitored by administrators

Strategy 2:

Graphic organizers to increase comprehension - Across the curriculum, students will utilize graphing organizers as a reading and comprehension aid.

Research Cited: Marzano, Robert J., Pickering, Debra J. and Pollock, Jane E (2001) Classroom Instruction that Works

Evidence of success: Student formative assessment results

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Activity - Graphic organizers to increase comprehension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all classrooms will utilize the use of multiple types of graphic organizers to aid students in understanding text that are read and other learning materials.	Academic Support Program	08/04/2015	05/27/2016	\$0	No Funding Required	Classroom teachers with assistance from teaching assistants Administrators will monitor through classroom observation

Strategy 3:

FAME English resource labs and reading labs - Identify at-risk students - Students that have not passed the ISTEP+ Grade 8 - 10 ELA assessment or the English 10 end-of-course assessment will be enrolled in a Boys Town FAME resource class or reading lab.

Research Cited: Curtis and Longo "When Adolescents Can't Read: Methods and Materials that Work". Boys Town Reading Center, Nebraska
Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement.

Evidence of success: Subsequent standardized assessments, FAME benchmark assessments, teacher-made formative assessments, increased Lexile in reading materials

Activity - Comprehension strategies in all classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Remedial students use reading comprehension strategies such as predicting, visualizing, questioning and connecting to comprehend texts.	Academic Support Program	03/01/2016	06/02/2017	\$0	No Funding Required	The FAME and English lab language arts teachers will lead professional development sessions on reading comprehension strategies for teachers to use in all classrooms.

Activity - Organized independent reading time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Remedial students use organized independent reading time in which to practice reading comprehension skills taught during class instruction.	Academic Support Program	03/01/2016	06/02/2017	\$0	No Funding Required	Reading lab teachers

Activity - Developing vocabulary skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Remedial students develop vocabulary skills by participating in word and sentence games and activities provided by FAME curriculum.	Academic Support Program	03/01/2016	06/02/2017	\$0	No Funding Required	FAME resource lab teachers

Goal 2: All students will develop and apply higher order thinking skills

Measurable Objective 1:

collaborate to engage students in higher order thinking skills (interpret and analyze; apply knowledge; draw evidence-based conclusions; synthesize new learning; create; and reflect critically on learning) by 06/01/2016 as measured by an improvement in SAT, ACT, and PSAT scores.

Strategy 1:

Task Design - Teachers regularly offer layered, challenging activities that culminate in higher order thinking skills.

Research Cited: Cited in Vega—"Project-Based Learning Research Review" Barron & Darling Hammond (2008); Ertmer & Simons (2005); Mergendoller & Thomas (2005), Hung (2008).

Evidence of success: Increased scores from 14-15 to 15-16 in total SAT, ACT, and PSAT scores.

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Activity - Questioning strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers use HOTS verbs to formulate and pose powerful questions that stimulate higher order thinking skills.	Academic Support Program, Direct Instruction	08/04/2015	06/01/2016	\$0	No Funding Required	All classroom teachers

Activity - Learning Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers facilitate metacognitive conversations so that students better understand how they learn and can better reflect on learning as it takes place..	Direct Instruction	08/04/2015	06/01/2016	\$0	No Funding Required	All classroom teachers

Goal 3: Students will demonstrate proficiency in writing (95% by graduation)

Measurable Objective 1:

95% of Bottom 25% students will demonstrate student proficiency (pass rate) in writing on the English 10 End-of Course Assessment or ISTEP+ Grade 10 in Writing by 06/02/2017 as measured by The percentage of students that receive a passing score on the English 10 End-of-Course Assessment or the ISTEP+ Grade 10 English/Language Arts .

Strategy 1:

Remediation - Students who do not pass the ECA/ISTEP+ English assessment will receive additional support in English lab classes to improve their writing skills.

Research Cited: Curtis & Longo When Adolescents Can't Read: Methods and Materials That Work. (1999) Boys Town Reading Center, Nebraska

Evidence of success: Student scores improve on assessment retakes.

Activity - FAME and English labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students whose scores do not meet the state benchmark are enrolled in either FAME or English lab class (in addition to the required English class) to receive supplemental instruction geared to vocabulary development, language conventions, and writing strategies.	Academic Support Program, Direct Instruction	08/04/2015	06/01/2016	\$50000	General Fund	FAME and English lab teachers
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Strategy 2:

Interdisciplinary writing - Teachers in all disciplines will give students writing tasks and require complete sentences and specify expectations and standards for form and content.

Research Cited: Marzano-- Classroom Instruction that Works

Evidence of success: Standardized test scores; INSPECT benchmark tests.

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students routinely organize ideas and content using graphic organizers and outlines.	Direct Instruction	08/04/2015	06/01/2016	\$0	No Funding Required	All classroom teachers

Activity - Writing terms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participate in formulation of rubrics, using standard terminology.	Direct Instruction	08/04/2015	06/01/2016	\$0	No Funding Required	All classroom teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
FAME and English labs	Students whose scores do not meet the state benchmark are enrolled in either FAME or English lab class (in addition to the required English class) to receive supplemental instruction geared to vocabulary development, language conventions, and writing strategies.	Academic Support Program, Direct Instruction	08/04/2015	06/01/2016	\$50000	FAME and English lab teachers
Total					\$50000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Reflection	Teachers facilitate metacognitive conversations so that students better understand how they learn and can better reflect on learning as it takes place..	Direct Instruction	08/04/2015	06/01/2016	\$0	All classroom teachers
Comprehension strategies in all classes	Remedial students use reading comprehension strategies such as predicting, visualizing, questioning and connecting to comprehend texts.	Academic Support Program	03/01/2016	06/02/2017	\$0	The FAME and English lab language arts teachers will lead professional development sessions on reading comprehension strategies for teachers to use in all classrooms.

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Graphic organizers to increase comprehension	Teachers in all classrooms will utilize the use of multiple types of graphic organizers to aid students in understanding text that are read and other learning materials.	Academic Support Program	08/04/2015	05/27/2016	\$0	Classroom teachers with assistance from teaching assistants Administrators will monitor through classroom observation
Developing learning and content vocabulary	Classroom teachers will implement strategies to teach and reinforce academic and content vocabulary	Academic Support Program	08/03/2015	05/27/2016	\$0	All classroom teachers and support staff. PLCs will be monitored by administrators
Writing terms	Students participate in formulation of rubrics, using standard terminology.	Direct Instruction	08/04/2015	06/01/2016	\$0	All classroom teachers
Organized independent reading time	Remedial students use organized independent reading time in which to practice reading comprehension skills taught during class instruction.	Academic Support Program	03/01/2016	06/02/2017	\$0	Reading lab teachers
Developing vocabulary skills	Remedial students develop vocabulary skills by participating in word and sentence games and activities provided by FAME curriculum.	Academic Support Program	03/01/2016	06/02/2017	\$0	FAME resource lab teachers
Questioning strategies	Teachers use HOTS verbs to formulate and pose powerful questions that stimulate higher order thinking skills.	Academic Support Program, Direct Instruction	08/04/2015	06/01/2016	\$0	All classroom teachers
Graphic Organizers	Students routinely organize ideas and content using graphic organizers and outlines.	Direct Instruction	08/04/2015	06/01/2016	\$0	All classroom teachers
Total					\$0	

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.