Seymour Senior High School

Seymour, Indiana

School Improvement Plan
2014-2017

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Seymour High School is located in the town of Seymour in Jackson County, Indiana, approximately 55 miles south of Indianapolis and 55 miles north of Louisville, Kentucky. It is the largest of the five county high schools (four public and one parochial) and is the only high school in the Seymour Community School Corporation. It receives students from Seymour Middle School, Immanuel Lutheran, St. John's Sauers Lutheran, and St. Ambrose parochial grade schools. Approximately 85% of the students enroll from the middle school.

Seymour High School can trace its origins to 1871 and the formation of Shields High School. The current facility was constructed in 1959 and is located on a sixty-acre campus on the west side of Seymour. The original building underwent a major two-year renovation and technological upgrade in 1995-1997. Current facilities include a 110 seat library, an 1,100 seat auditorium, an 8,100 seat gymnasium, which is among the ten largest high school gyms in the country, a 3,500 seat football stadium and training facility, an auxiliary practice gymnasium, a wrestling training room, two baseball diamonds, a softball facility, and an indoor baseball training facility. All classrooms have Internet access and are served by a video retrieval system, cable, and satellite television programming. In addition, teachers and students have access to computer-equipped laboratories, study halls, library, 1:1 direct instruction in five English classrooms, and mobile wireless computer carts that permit integration of technology into instructional programs. There are five science laboratories, three business applications laboratories, and four technology labs providing space and equipment for inquiry-based activities. In 2015-16, construction began on a Farm School and Laboratory which is located on the school farm.

The school serves students in grades 9-12. The academic year is organized into two-semesters with academic credits issued at the end of each semester. Grade reports are issued after the first nine weeks of the semester and at the end of each semester. The daily schedule utilizes a Block-8 (A – B) format with four ninety-minute class periods each day.

A professional staff of over 70 educators including teachers, guidance counselors, administrators, computer technician, nurse, and social services coordinator serves the student body. Over 50% of the staff has earned a master's degree and a majority of the faculty has served at Seymour High School for more than 10 years. Teachers teach three periods or four periods each day and are provided 90 minutes of preparation and planning time every other day. All members of the faculty meet the highly qualified teacher criteria of the state and NCLB.

A Board of School Trustees, consisting of seven elected members, representing the citizens of Hamilton, Jackson, Redding, and Washington townships, and the city of

Seymour govern the school. The school corporation is currently serving the needs of approximately 4,200 students in grades pre-K through 12. The official SHS enrollment count for the 2013-14 school year was 1213 students.

City/County Demographics
Seymour is the largest town in the county with an estimated 2009 population of 19,320. (County = 42,362.) According to census estimates, Seymour's population is growing at a faster rate than the state and national average. Twenty-one Seymour employers have over 100 employees. The largest employer is an industrial auto components producer in Seymour with 1,586 employees. The median household income in 2008 was $47,428 for Jackson vs. $48, 010 for the State of Indiana. The 2008 cost of living index in Jackson County was a low 82.6 -- compared to the U.S. average of 100. Compared to the rest of the country, Jackson County's cost of living is 23.52% lower than the U.S. average.
(http://www.jcidc.com/demographics.htm).

The 2010 highest reported salaries in Seymour were for systems and programming managers; the lowest reported salaries were for receptionists and data entry operators. Financial analysis managers, personnel managers, purchasing managers, and systems analysts all reported higher than average salaries
(http://www.salaryexpert.com/Indiana/Seymour/salary-survey-2345.htm).

Student Body Characteristics
Student enrollment has been slightly increasing for Seymour Community Schools and stable for Seymour High School over the past four years. Seymour has seen a slight increase in population since the late 1990's. The increase is largely due to the continued success of Seymour's manufacturing and distribution sectors. Seymour's health services sector has also been growing.

The percentage of students qualifying for free or reduced lunch has grown from under 24.5% in 2007-08 to 44.8% in 2014-15. It is anticipated that the population receiving free or reduced lunch will continue to increase at Seymour High School.

Instructional Program
The instructional program is varied and structured to meet the needs of the individual student, and includes remedial and advanced placement courses; college preparatory, agriculture, business and technology course sequences; as well as vocational education and special education programs. Dual credit and early college course are offered in conjunction with Ivy Tech Community College. Four-year sequences of classes are provided in agriculture, art, business, English, foreign language (French, Latin and Spanish), health and family science, mathematics, music, physical education, science, social studies and technical education. The Project Lead the Way engineering exploration program is in its sixth year of service. Vocational education is provided in agriculture, multi-media

applications, construction and family science. In addition students may elect to take courses offered at the Columbus C^4 vocational program. Special education services are provided for learning disabled, emotionally handicapped, mildly mentally handicapped, and moderately mentally handicapped students.

Accreditation

Seymour High School is accredited by Advanc-Ed and has the Class A accreditation rating of the Indiana Department of Education. It has been recognized as a "Best Buy" school three times by the Indiana Chamber of Commerce.

Summary

Seymour High School is a comprehensive high school serving the needs of a student body that is becoming more diverse. The percentage of minority students has been steadily growing for the past 5 years at SHS and the composition has changed as well. Additionally, the percentage of students from low socio-economic income families is growing. The average income for the county is below state averages in all industrial categories, and the number of citizens with advanced degrees is low. Reaching AYP and P.L. 221 goals for ECA (End of Course Assessments) in lower socio-economic families, special needs populations, and English language learner populations is the major challenge facing the school.

Seymour High School has been continuously accredited by the North Central Association of Schools and Colleges since 1937, and has a First Class commission from the Indiana Department of Education. Further school and program information can be obtained at:

http://compass.doe.in.gov/dashboard/overview.aspx?type=school&id=3133

CURRICULUM

All curriculum-related information can be found in the SHS Student Services Office, including student handbooks, master schedules and SHS course offerings. The program and curriculum recognizes the fact that students learn at different rates, in different ways, and have different needs and interests. In addition, the academic and co-curricular programs reflect a strong commitment to addressing the diverse needs and interests of the students and community. The faculty and staff seek to be a positive influence in the intellectual, vocational, and social life of each student; and strive to provide a climate that promotes a positive attitude toward learning and developing into a responsible citizenship.

The curriculum is broad in scope and seeks to promote the intellectual, physical, personal, social, and career development of all students. Each department provides a sequence of courses designed to provide learning opportunities commensurate with the students' ability, preparation, and development. The core curriculum in English, mathematics, science, social studies, and world languages is designed to meet all Indiana Academic Standards, Core 40 Diploma Requirements, Core 40 with Academic Honors and Core 40 with Technical Honors of the State of Indiana and to provide a solid college-preparatory sequence. The elective curriculum is designed to address career exploration, technology and technical applications, and vocational education.

The faculty is organized into academic departments using traditional, subject matter areas. Textbooks are adopted on a six-year cycle according to Department of Education policies, and the faculty regularly engages in evaluation and revision activities. State standards have been distributed to all teachers, and emphasis is placed on fostering vertical and horizontal articulation and aligning state subject matter and Core 40 standards with course offerings. During 2011-12, teachers began transitioning from the current state standards to the Common Core State Standards, with full implementation expected by 2014-15. However, during the 2013-14 school year, the Indiana Department of Education voluntarily withdrew from the Common Core movement and decided to utilize its own variation of the Common Core Standards instead. This move required that teachers across the state immediately begin transitioning to new Indiana Academic Standards and Assessments.

Course descriptions and outlines are regularly reviewed and modified to meet state and national curriculum standards and guidelines. All Core 40 course titles and descriptions were reviewed and approved by the Department of Education in 2014-15. Standardized testing results are utilized to evaluate the effectiveness of the instructional program and as a means to identify student instructional needs. The results on the End of Course Assessments (ECA) for Algebra 1, English 10 and Biology 1, as well as the PSAT, ACT PLAN, ACT, SAT, CCR and AP

examinations are regularly utilized to provide guidance to departments concerning curriculum needs.

The curriculum plan for each student centers on the attainment of the 40 semester credits necessary to receive a Seymour High School diploma. Freshmen work with a team of freshmen teachers throughout the students' first year to assist their transition into high school. Each student is assigned a counselor who will work with him/her for their four years at SHS.

In order to facilitate the involvement of parents in course and program selections, three planning conferences are held with the student and parents. In the spring of the eighth-grade year a meeting is held to select the freshman year program of studies. During the freshman year, a second meeting is held to develop a four-year educational plan that serves as the framework for course selections during the sophomore, junior and senior years. During this conference, emphasis is placed on developing a four-year plan that achieves Indiana Core 40 standards and school-to-school/school-to-work transitions. Finally, a third formal scheduling conference is held during the second semester of the junior year in preparation for the final year of school. At this conference with students and parents, emphasis is placed on the completion of diploma requirements and transition to post high school education and/or work. In addition, counselors monitor progress toward the completion of the education plan and graduation requirements and are available for individual counseling and guidance meetings initiated by the student as well as problem solving conferences resulting from teacher or administrative referral. Scheduling checks are made with the student at the end of the freshman and sophomore years with modifications in the four-year plan made as indicated by success in previous classes.

Parents also meet with teachers annually to discuss students' academic needs and interests. Parents are encouraged to set counseling appointments for questions or needs that arise from these meetings. By utilizing technology and STI Home, parents no longer rely upon progress reports being sent home as they have instant access to student classroom achievement through the internet.

The instructional program has traditionally had a strong commitment to college preparatory instruction and the attainment of Academic Honors diploma standards. The increasing percentage of students enrolling in post secondary programs and the importance of school-to-work skills (College and Career Readiness) for all students have caused an increased emphasis on the attainment of Core 40 standards and the provision of career-related courses and skills in computer applications, business and technical education.

Special programs include:

1. Special Education – Professional staff and specialized courses are provided for mildly handicapped (MiMH), moderately handicapped (MoMH), learning disabled (LD) and emotionally handicapped (EH) students. In addition, speech and hearing and physical therapy services are provided by the school corporation. The school is committed to meeting the learning needs of handicapped students in the regular classroom environment to the greatest degree possible.

2. Jackson County Learning Center (JCLC)-This facility serves the needs of non-traditional learners who choose to return to Seymour High School for graduation or achieve necessary credits toward other goals. It also houses early college courses where high school students may take college classes in the afternoon.

3. Vocational Education – Vocational programs in agriculture, family science, business education, and interdisciplinary cooperative education are provided at the school. In addition, students may pursue one-half day vocational training in multimedia communications, computer technology, construction engineering technology, engineering manufacturing, health occupations, human services, and transportation career clusters at the Columbus Area Career Connection (C4).

4. Adult Education – GED preparation is available during the regular school day and in the evening to students who have withdrawn from school and to adult members of the community.

5. Advanced Placement and Dual Credit – School faculty teach 13 College Board Advanced Placement courses in English Literature and Composition, English Language and Composition, Statistics, Calculus, Biology, Chemistry, Environmental Science, Physics, U.S. History, World History and Government. Currently, SHS offers 26 Dual Credit courses totaling 76 college credits, all at no cost to the student.

6. Grad Point programming is utilized at the Jackson County Learning Center, Seymour Public Library, and Seymour High School for credit recovery and supplemental instruction.

Recognizing that only part of a person's education can be attained in the classroom and laboratory, the school provides opportunities for students to participate in a wide variety of co-curricular activities. A faculty sponsored club program is offered to students in a variety of areas including agriculture, athletics, business, dramatics, foreign language, science, speech, and the Key Club.   The school's student-managed newspaper, *The Seymour Owl*, is published once each month throughout the school year, and its yearbook, *The Patriot*, has been continuously published since 1898. Chartered honor associations include The National Honor Society, Music National Honor Society, The Thespian Society and The Quill and Scroll Society. Seymour students annually compete in speech contests and academic teams enter a variety of academic competitions. A comprehensive instru-mental and vocal music program is provided, and the school is known for its annual Broadway musical presentation. Two formal dances, the Winter Formal and the Prom, are scheduled each year, and club-sponsored weekend dances are

scheduled on a regular basis during the fall and winter athletic seasons. The school is a member of the Hoosier Hills Athletic Conference, and 20 varsity athletic teams compete in 13 sports including baseball, basketball, cross country, football, golf, gymnastics, softball, swimming, tennis, track, volleyball, soccer and wrestling.

COURSE OFFERINGS:

Fund Agriculture
Animal Science
Food Science
Plant & Soil Science
Farm Management
Horticultural Science
Landscape Management
Natural Resource Management
Agriculture Management
Agriculture Mechanization
Supervised Agriculture Experience
Career Plan/Success Skills
Digital Communication Tools
Career Information and Exploration
Document Formatting
Computer App
Intro to Web Design
Web Design
Personal Finance
Accounting
Marketing
Business Law
English 9 (2 Semesters)
English 10 (2 Semesters)
Genre of Literature
World Literature
American Literature
English Literature
Composition 1
Composition 2
Advanced Composition
Expository Comp
AP English Literature
AP English Language
Film as Literature
Speech
Developmental Reading
Student Publications-Newspaper
Student Publications-Yearbook
Interpersonal Relations
Nutrition and Wellness
Advanced Nutrition and Wellness
Child Development

Textile Foundations
Personal and Family Finance
Beginning Chorus
Intermediate Chorus
Advanced Chorus
Advanced Chorus-Madrigal Choir
Advanced Chorus-Show Choir
Beginning Concert Band
Intermediate Concert Band
Advanced Concert Band
Jazz Ensemble
Applied Music Vocal Ensemble
Music History
Music Theory
Introduction to Two Dimensional Art
Advanced Two Dimensional Art
Introduction to Three Dimensional
Art
Advanced Art: Drawing & Painting
Advanced Computer Graphics
Ceramics
Visual Communication
Basic Physical Education
Health
Team Sports
Aquatics
Family Health
Current Issues in Health
Sports Medicine
Advanced Athletic Training
Cadet Teaching
Pre-Algebra
Algebra I
Geometry)
Algebra II
Pre-Calculus
AP Statistics
AP Calculus
Earth/Space Science
Advanced Earth/Space Science
AP Environmental Science
Biology I
Biology II - Advanced

Biology II - Human Anatomy
AP Biology
Anatomy/Physiology
Chemistry
Honor Chemistry
Advanced Chemistry
AP Chemistry
Integrated Chemistry and Physics
Physics
AP Physics
AP World History
Geography World History
U.S. History
AP U.S. History
U.S. Government
AP U.S. Government
Economics
Psychology
Sociology
CAD Applications of Geometry
Communications Systems
Design Processes
Fundamentals of Engineering
Construction Processes
Construction Systems
Manufacturing Processes
Manufacturing Systems
Machine Fundamentals
Advanced Machining
Transportation Systems
PLTW Introduction to Engineering Design
PLTW Principles/Engineering
PLTW Civil Engineering
PLTW Digital Electronics

PLTW Computer Integrated Manufacturing
Auto Mechanics C^4 – 2 Years
Building Trades C^4 – 2 Years
Child Care- C^4 – 2 Years
CISCO Training C^4 – 2 Years
Cosmetology C^4 – 2 Years
Custodian C^4 – 2 Years
Diesel Mechanics C^4 – 2 Years
Drafting C^4 – 2 Years
Electronics C^4 – 2 Years
Food Services C^4 – 2 Years
Health Services C^4 – 2 Years
Interdisciplinary Cooperative Education
Law Enforcement C^4 – 2 Years
Machine Trades C^4 – 2 Years
Power Systems C^4 – 2 Years
Printing C^4 – 2 Years
Technical Graphics C^4 – 2 Years
Welding C^4 – 2 Years
ESL Basic Studies
ESL Content Strategies
French I
French II
French III
French IV
Latin I
Latin II
Latin III
Latin IV
Spanish I
Spanish II
Spanish III
Spanish IV

ASSESSMENT INSTRUMENTS

Because of their importance in NCLB and the Indiana Department of Education accountability measures, the Algebra 1, English 10 and Biology 1 End of Course Assessments (ECA) are the primary instruments used to determine program and curriculum needs. Other tests play an important role in assessing overall achievement. Measures of the academic program for each student usually occur in the following order:

1. ACT PLAN: The ACT PLAN tests students in English, Mathematics, Reading and Science Reasoning. Sophomore students are encouraged to take this exam as a means of gathering information for comparison with later college entrance examinations.

2. PSAT: The PSAT is administered in the beginning of the sophomore year and provides information regarding the status of college-bound juniors in relation to state and national percentages.

3. Cover Letter and Resume: Students develop a cover letter, resume, and additional work-related documents throughout their high school career. These documents are typically reviewed by a junior English teacher and again by a senior English teacher. Finally, they are used during the students' senior year interviews. Feedback is scored from professionals who come in to interview the students.

4. ACT: This test report includes information regarding the strength of the college preparatory curriculum. Attention is given to how our students compare to state and national averages.

5. SAT: This test provides information to Seymour High School that compares state and national averages. The information has regularly shown the SHS college preparatory students are improving at SHS at a faster rate than the state and nation.

6. AP (Advanced Placement Exams): These tests are used to gauge the relative competitiveness of our academically talented students with similar students across the country.

7. CCR (College and Career Readiness): Indiana schools are to utilize ACCUPLACER Diagnostics is the assessment selected to meet the requirements of IC 20-32-9, which requires public and state-accredited nonpublic school students who meet specific criteria to take a college- and career-readiness exam and potentially receive remediation.

8. In-house surveys and school-wide writing prompts: Several surveying instruments are created, used, interpreted, and changes occur in academic instruction as a result of these tools.

9. Course Final Exams: Each course offered at SHS is required to administer a final exam that is approved by the administration using the state approved scoring rubric in the Rise document (The Indiana Department of Education's Teacher Evaluation Model).

SCHOOL MISSION, BELIEFS, AND PROGRAM GOALS

OUR MISSION
To provide an instructional program that teaches students the skills necessary to become knowledgeable, responsible, productive citizens.

OUR BELIEFS
All students can learn and be successful.

While effort counts, high expectations and course standards drive our curriculum.

Seymour High School teachers, working together, care about the education of their students.

Mutual respect is key to a positive learning environment.

Students control the steps they must take to be successful.

Decisions made at Seymour High School are made with the students' best interests at heart.

Seymour High School prepares students for success beyond high school.

Students, teachers, and parents all are responsible for learning.

OUR PROGRAM GOALS
The following goals serve as overarching performance indicators shaping the educational program and are representative of the accomplishment of Seymour High School's Mission Statement and the NCA Standard.

The Seymour High School graduate will be a lifelong learner and successful citizen who:

Reads and interprets a variety of printed materials as a means to gain information and knowledge.

Uses a variety of techniques to effectively communicate ideas and opinions for different audiences and purposes.

Thinks and reasons mathematically and uses numbers, symbols, mathematical methods and quantitative concepts to compute, solve problems, gather and evaluate data in everyday life.

Thinks in a critical and analytical manner, relying on evidence in forming conclusions; applies the scientific method in solving problems; and is able to distinguish between scientific theory vs. concepts and science fiction vs. speculation.

Participates in the political process and contributes to the maintenance of a free, democratic society.

Leads a healthy life that reflects an understanding of the human body, nutrition, health and all aspects of wellness.

Understands and accepts the social and ethical responsibilities of parenting and raises caring, competent, and healthy children.

Uses technology to access, process, and deliver information.

Manages one's self while working independently; can effectively participate as a member of a team; and is able to assess personal effort in achieving individual and/or group goals.

Relates another's humanity to one's own and recognizes common needs and aspirations; works well with others; and seeks to resolve interpersonal problems.

Integrates the values of responsibility, integrity/honesty and a sense of fair play into daily life and decision-making.
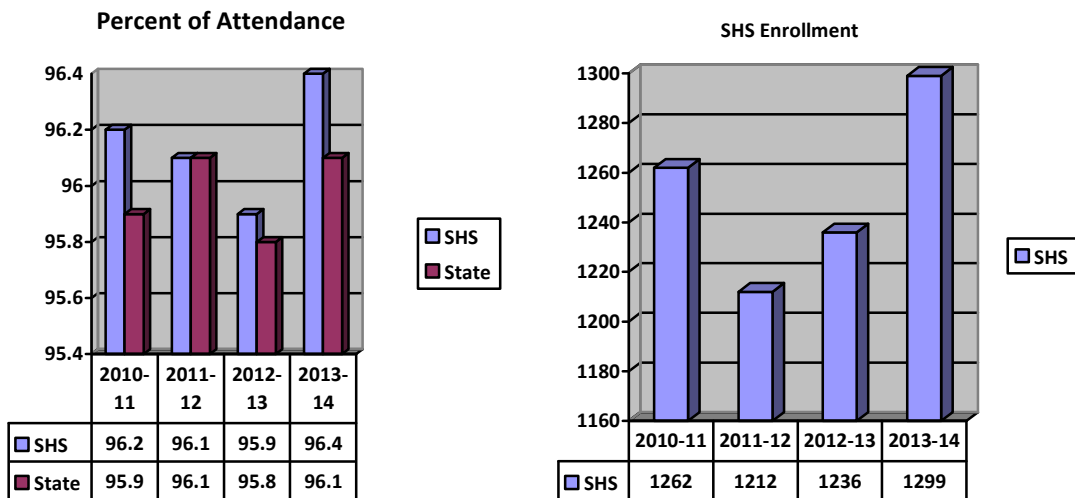
Understands the universal role of the arts in preserving the cultural heritage, in expressing emotions and feelings, and in communicating human experiences both past and present; integrates the arts into one's life activities; and supports community art initiatives.

Recognizes and understands foreign cultures and communication as they affect American culture and the global community.

ANNUAL PERFORMANCE REPORT AND LEARNING DATA

Annual Performance Report data reveals a student population that is growing in the number of students moving into the district (nearly three times the state average), the number of minority students (nearly two times the state's average), the number of students moving within the district (.5% behind the state average), and the number of students qualifying for free or reduced meals (2% behind the state's average).

Student Enrollment and Attendance:

Percent of Attendance

	2010-11	2011-12	2012-13	2013-14
SHS	96.2	96.1	95.9	96.4
State	95.9	96.1	95.8	96.1

SHS Enrollment

	2010-11	2011-12	2012-13	2013-14
SHS	1262	1212	1236	1299

In an effort to improve graduation rates, SHS has worked with students who may have previously given up on school. While this could decrease the attendance rate at the high school level, SHS has maintained a steady Percent of Attendance, which has been at or above the state rate in 3 of the last 4 years. Overall school enrollment has also been steady in the last 4 years as well.

We believe that the school, the parents and the community all have an obligation to help students develop good attendance habits. In the work world, regular attendance is frequently a condition of continued employment and/or advancement, and we believe that high school graduates should be prepared for the attendance standards common to business, industry and society in general. Accordingly, the policies and procedures employed at SHS are designed to reinforce the idea that good attendance is a necessary part of the "job" and a condition of advancement. Thus, in addition to the quality of schoolwork completed, earning an academic credit in a class is dependent upon satisfying the attendance standards.

Students are expected to be in school each day that school is in session. However, we recognize that events occur which interfere with school attendance, and we recognize the role and authority of parents in attendance decisions. Teachers provide students opportunities to make up missed work without academic penalty when the custodial parent has verified the necessity for the absence from school. In addition, SHS works with parents to meet individual students' needs and supports efforts to provide alternative methods of instruction and study when serious injury or illness requires extensive periods of time out of school.

Graduation Rate: SHS has improved graduation rates in the same time period that others have decreased. SHS has done this while also attaining the same average attendance as the rest of the state. SHS faculty has not increased significantly in any area other than special education. The block schedule has assisted teachers in their preparation for the larger volume of students. While some schools have chosen not to use block because of their dwindling enrollment, SHS continues to utilize the benefits associated with longer class periods, fewer interruptions, and more opportunities for professional development.

4 Year Cohort Graduation Percentage
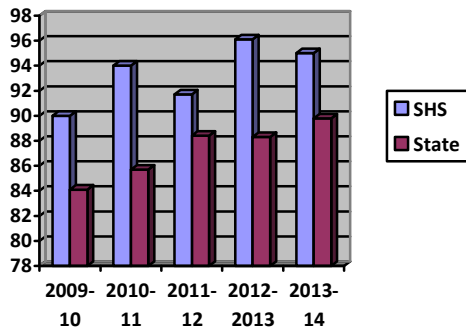
Percentage of Graduates Passing an AP Exam while in High School
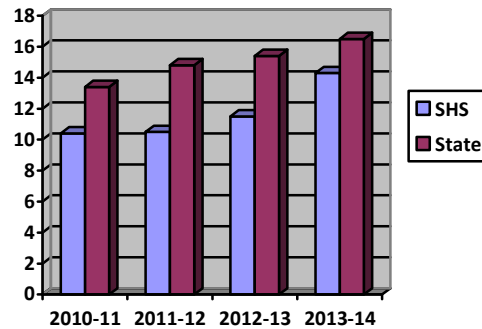
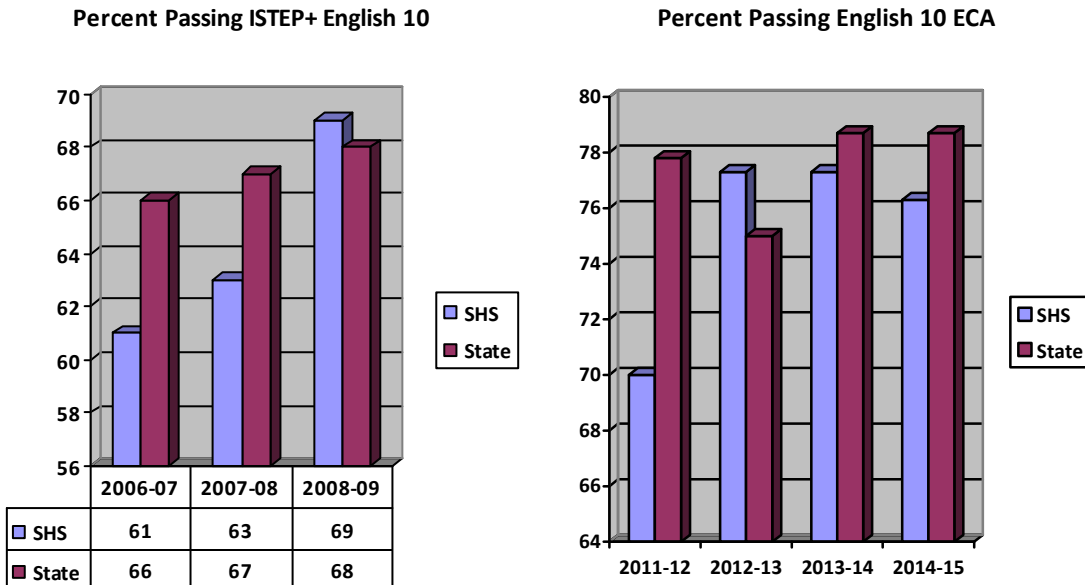Seymour High School has been able to increase graduation rates while decreasing student failure rates. SHS has noticed a decrease in the number of students taking AP exams because the state adopted a dual credit policy that allows students to take several high school courses for dual credit with Indiana colleges. Students selecting to stay in-state for college no longer need the AP exam in order to receive college credit.

ISTEP+ Language Arts:

Seymour High School has been focused on improving academic writing for the last six years, and the corporation has attained NCA District Accreditation with academic writing as its core goal. During 2010-2011, SHS utilized ARRA funds to hire a reading specialist to provide professional development to our faculty in ways to improve student reading comprehension.

Below you will find the data charts for the student performance on the English 10 state standardized testing. The chart on the left illustrates data collected from the fall of 2006 to the fall of 2008 English 10 ISTEP+ testing. The chart on the right reports data collected from the spring 2012 through 2015 English 10 ECA; the newly adopted test for the state of Indiana.

Seymour High School has not met AYP for the last four years due to low scores from the special needs and the free and reduced lunch populations.

Percent Passing ISTEP+ English 10

	2006-07	2007-08	2008-09
SHS	61	63	69
State	66	67	68

Percent Passing English 10 ECA

ISTEP+ Math:

Percent Passing ISTEP+ Algebra 1

Percent Passing Algebra 1 ECA

	2006-07	2007-08	2008-09
SHS	60	58	65
State	65	66	65

	2011-12	2012-13	2013-14	2014-15
SHS	51.5	61.2	61.2	69.9
State	70.2	68.8	68.9	69.7
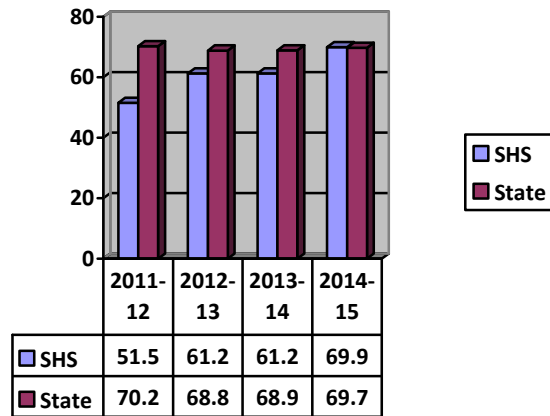
Seymour High School continues to work on improved mathematics instruction, vocabulary development, and problem solving. The Math Department aligned its curriculum to Indiana Academic Standards, selected Power Standards at each grade level, and educated other staff on the terminology found on the ISTEP+ ECA.
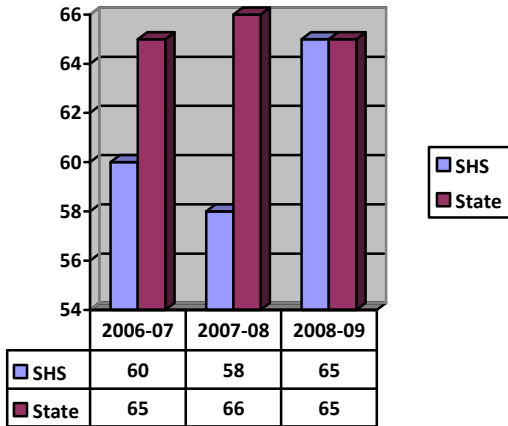
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College and Career Readiness (2012-2013)

2013-2014 Report Card

A

Letter Grade

Seymour Senior High School

Seymour Senior High School received a B as its final letter grade for school accountability.

There was no letter grade change from last year.

The final grade reflects student performance and improvement on the Algebra I and English 10 Graduation Exams, along with graduation rate and college & career readiness.

Graduation Rate (30% of Final Grade):
Performance: 4.00 Points
Bonus: N/A
Total: 4.00 Points (A)

Overall Points:
3.63 Points

A

Given the focus of the Core 40 Diploma requirements toward job clusters, SHS has been continually working on the development of career awareness programs. Currently, 100% of the seniors are involved in the cover letter, resume, and mock interviews each year. Additionally, 100% of the freshmen are enrolled in digital tools and career awareness courses during their first two semesters at SHS. Sophomores and juniors work on developing their senior year documents, job shadows, and community involvement with specific career clusters in mind.

FOCUS ON INDIANA ACADEMIC STANDARDS IN CURRICULUM AND INSTRUCTIONAL STRATEGIES

Adoption of the Block Eight Schedule

In the 2003-2004 school year, SHS adopted the Block Eight schedule as a means to improve the building climate, increase the opportunity for faculty members to develop meaningful relationships with their students, and to provide more time for faculty professional development.

Longer class periods permit teachers greater flexibility in terms of the kinds of instructional strategies that can be accomplished without interruption. Longer class

periods provide teachers time to incorporate more student-centered cooperative learning activities, authentic assessment strategies, and problem solving simulations in order to increase the amount of applied learning and decrease the tendency for teacher-centered lectures.

The block schedule helps reduce the impersonal nature of school by increasing the opportunity for each teacher to make one-to-one contact with each student in the room during the class period.

The block schedule improves the building climate by reducing the number of passing periods and fewer trips to the lockers. Because there are less passing periods, the number of discipline referrals resulting from hallway problems is reduced.

The block schedule places greater emphasis on planning for instruction. Because teachers have a reduced number of classes to prepare for each day, greater emphasis is placed on in-depth study of content. As a result, there is less need to fragment the content over several class periods.

The block schedule permitted the elimination of the early morning time block. The 7:30 to 8:20 early morning class period was created to permit C-4 students the opportunity to earn four credits at SHS before traveling to Columbus. The block schedule permits this with an 8:30 start-up time.

The block schedule provides every student with a scheduled study/resource period. This permits significant reduction of classroom interruptions in order to take care of guidance and administrative needs.

The block schedule provides each faculty member with a total of 120 minutes per day for planning, collaboration, and lunch. It is felt that a commitment of daily time is critical to the integration of professional development into daily instructional activities.

The Block Eight schedule was implemented with the 2004-2005 school year. Special attention has been given to providing common preparation periods for departments and encouraging collaboration and team planning. The faculty indicates overall support for the schedule format.

Integration of research based instructional and management strategies for increasing student achievement.

Robert Marzano's Classroom Instruction that Works and Classroom Management that Works have been adopted to serve as a common source of research-based methods that have a positive impact on student learning. Marzano provides a comprehensive analysis of nine broad teaching strategies that can be utilized in all subject areas.

They are:

Identifying similarities and differences

Summarizing and note taking

Reinforcing effort and providing recognition

Homework and practice

Nonlinguistic representations

Cooperative learning

Setting objectives and providing feedback

Generating and testing hypothesis

Questions, cues, and advanced organizers.

His review of classroom management research provides a series of action steps that have been proven effective in establishing an effective classroom and school climate that supports effective student learning.

The adoption of a common framework is viewed as an essential step in establishing the proper conditions for improved student performance. Implementing the procedures across the curriculum will create opportunities for collaborative leadership, the development of professional learning teams, and experience in using research based data. The works also provide a framework for the development of a common vocabulary, consistent management procedures, and common focus on essential academic skills that improve students' ability to learn subject matter.

Charlotte Danielson's Enhancing Student Achievement: A Framework for School Improvement serves as a basis for SHS mission, beliefs, and goals.

PARENT AND FAMILY INVOLVEMENT

Seymour High School enjoys strong support from parents and community organizations in carrying out its mission. Parents are involved in textbook adoption activities, school improvement committees, volunteer positions, and as chaperones for school activities. Parents are also very involved in booster clubs and support groups for athletic teams, the band and vocal music program, and in sponsoring and hosting the prom and after-prom. The Student Service Department annually sponsors a back-to-school orientation meeting, college night, and a financial aid workshop, which involve a large number of parents. Support of school activities is high, and community support for student scholarships is exceptional.

Three times annually (Fall, Winter and Spring) the principal's office generates a newsletter that is posted on the school web site and mailed to all parents. This document provides observations from the administration along with information regarding school issues and events. Daily Announcements are posted on the school website and data indicates that it is utilized by a large number of readers. Positive relations have been developed with local newspaper and radio representatives, and information about Seymour students and school matters is regularly covered.

The school's web site is maintained in a conscientious manner by a corporate webmaster, a high school webmaster, an assistant principal and a guidance counselor. The website serves as a resource for policy and curriculum information, as well as a means for communicating individually with faculty members. In addition, through teacher-created web sites, parents and students receive information that is classroom specific. Parents and students are able to access the information regularly to become aware of course expectations and assignments.

Teachers utilize classroom websites to post assignments and allow both students and parents to view what is happening in the classroom. Several teachers operate additional websites, Google and Moodle classrooms, and educational blogs. Additionally, SHS changed software programs so that parents can receive instant feedback on their child's performance with a call to the school. Progress reports can be printed at parents' request anytime without needing to contact teachers.

The assistant principals and teachers do an exceptional job in communicating with parents about discipline-related issues. Telephone contacts are routinely made whenever students are involved in misbehavior, and conferences are held on a regular basis. Face-to-face conferences are mandatory whenever a student is suspended out of school.

Guidance counselors work hard to create positive working relationships with parents. In addition, to spontaneous, problem-solving conferences, several planning conferences are held with each student and his/her parents.

Teachers are responsive to parent requests for conferences and are willing to stay after school to assist students, provide guidance and meet with parents. A great majority of the faculty participate in the Positive Postcard Program sponsored by the Renaissance Committee as a means of sharing positive communications with the home. A large percentage of the student body has received a post card from at least one teacher.

School Planning Conferences
In order to facilitate the involvement of parents in course and program selections, three planning conferences are held with the student, parents and a school guidance counselor.

In the spring of the eighth grade year, a meeting is held to select the freshman year program of studies. During the freshman year, a second meeting is held to develop a four-year educational plan that serves as the framework for course selections. During this conference emphasis is placed on developing a four-year plan that achieves Indiana Core 40 standards and school to work transitions.

The counselor monitors progress toward the completion of the plan and graduation requirements and is available for individual counseling and guidance meetings initiated by the student or parent as well as problem solving conferences resulting from teacher or administrative referrals. Scheduling checks are made with the student at the end of the freshman and sophomore years with modifications in the four-year plan made as indicated by success in previous classes.

A third formal scheduling conference is held during the second semester of the junior year in preparation for the final year of school. At this conference with parents, emphasis is placed on the completion of diploma requirements and transition to post high school education and/or work.

Requests for work
Arrangements can be made to have assignments sent home by calling the Student Services office before 9:00 a.m. on the day the assignments will be picked up. Normally requests for assignments should not be made unless absences are

expected to be more than two days. Materials may be picked up in Student Services until 4:00 p.m.

Parent Advisory Committee
Parental involvement in school-related issues is one of the most important factors to insure student success takes place. Some may argue that it is the most important. We hope that all parents will remain current with school events, will encourage their student to do his/her best work, will make sure that assignments and projects are complete, and will see that proper preparation for quizzes and tests are completed.

The parent advisory committee meets with building administrators on a monthly basis. The purpose of the committee is to provide opportunities for parents to participate in building-level decision-making and program development. The committee also serves as a vehicle for sharing parental concerns with administrators and addressing community rumors. The committee is composed of parents representing students from each grade level.

Renaissance Committee
The mission of the Renaissance Program is to acknowledge the educational achievements and positive contributions of the students, staff members and patrons through a process of recognition, reinforcement and reward. In achieving its mission, the committee establishes partnerships with community agencies and businesses. In addition, a parent and alumni committee is responsible for accepting nominations and selecting graduates for the school's "Alumni Wall of Fame" program.

Partnerships
Columbus C4 Career Connection
C4 serves students from Brown, Bartholomew, Decatur and Jackson counties. It provides opportunities for students to gain vocational and workplace skills and experience through school to work opportunities and internships.

Bartholomew Special Services Cooperative
The cooperative is comprised of six school corporations for the purpose of providing joint services programs for students with disabilities defined by Title 511 of the State Board of Education.

Jackson County Industrial Development Corporation
This workforce partnership provides workforce and career education activities from local businesses. The partnership provides students and teachers with

training and job shadowing opportunities including career talks, career fairs, workplace and industry tours, structured job shadowing and internships. The Development Corporation employs a liaison person responsible for coordinating the efforts of employers and the schools in Jackson County.

Articulation Agreements are in place with the following schools:
IVY Tech State College
Vincennes University
Indiana Purdue University at Columbus
Indiana Business College
Purdue Technology
Indiana State University
Ball State University

TECHNOLOGY AS A LEARNING TOOL

Technology is integrated into all parts of the curriculum. Teachers in all department areas incorporate student computer use for word processing. Students receive additional, more specific, instruction on presentation tools, open source software, spreadsheet programs, chart and table creation, movie and audio recordings and creations, web design, and other multi-media formats as is consistent with curriculum and state standards.

Internet access is available in all classrooms, and teachers are able to access cable and satellite television programs. In addition, the curriculum includes CAD application courses in Technology Education, and Project Lead The Way (PLTW) was adopted in the 2004-2005 school year.

The media center provides students with access to computers during their study periods, lunches, before, and after school. Teachers regularly bring whole classes to the library for data base use and multi-media searches. The school has wireless technology in order to better integrate computer and internet services.

Several classrooms have complete stationary labs, mobile laptop carts, and beginning in 2008-09, five English classrooms were equipped with stationary, open source media education to allow one-to-one education on computer for every student. These English classrooms are partnered with Noblesville English classrooms to work through policy and procedures together to provide technology education in the English classroom. Through textbook adoptions, the science and English classrooms are now equipped with overhead projectors to assist both student and teacher presentation of material. In 2015-16, Seymour High School became a fully 1:1 school after deploying Google Chromebooks to every student enrolled.

The science curriculum utilizes probes for experimental designs, which provide data analysis software. A three-year sequence in CAD drawing and applications is available through the technology education department. A three-year sequence in computer applications is available through the business department.

There is a teacher technology committee in place to help colleagues develop teacher-designed web pages in order to develop a communication link with students and parents. The committee helps design technology plans and works closely with the building's technology coordinator. They serve as advisors to teachers with daily tasks for database recording of grades and attendance. The teachers utilize email for most contacts, which has reduced paper usage. The

teachers also receive yearly training during in-service dates on incorporating I-pods, cell phones, PSP's, and other student devices into the educational curriculum.

Seymour High School Technology Committee Goal:
Augment School-wide Implementation of Technology.

1. Integration of Technology and the Internet into the curriculum will be accomplished in the following ways:

Technology will be accessible to all students and staff at all grade levels.

All students will have opportunities to expand their intellectual and creative potential through access to resources, materials and tools by being given access to the Internet and technology in every curricular area.

Other examples of how the students of Seymour High School will utilize technology and the Internet include:
- Vocational classes may use practice test banks for FFA contests online.
- Technology will allow for frequent updates from Purdue University Agriculture Education Dept.
- Using Windows Movie Maker and digital photography to enhance student projects in business and government classes.
- Online Dietary Analysis Programs to help determine proper food intake for individuals in food science classes.
- Puzzle Makers to help prepare students involved in the Cadet Teacher program.
- Moodle and Teacher web sites to promote communication between students and staff.
- Email communication with students and parents.
- Textbook software and audio CD's to promote different learning styles in all classrooms.
- Utilize data derived from student management software to help inform teachers.
- Provide DVD's/videos of pertinent films and documentaries to provide for alternative learning styles.
- Allowing students and teachers to videotaping/recording student skits to provide visual feedback to interested parties.
- Allow faculty, staff and student to communicate with peers via list serves.

- Students may use audio files of native speakers to enhance language skills.
- Online text for manipulation and use by struggling learners and reluctant readers.
- Teachers of the PLTW Curriculum are on continual professional development training through PLTW's virtual academy and through two week summer training program at IUPU-Kokomo. 2006-2009.
- The technology education curriculum itself demands a continuous change to keep up with technology and concepts. Students use the latest robotic simulation, AutoCAD, 3-D & Solid Modeling, Architectural & Civil Engineering, Virtual Learning, Data Acquisition, Digital Circuit Simulation, Pneumatic Simulation, CNC Programming, Publishing & Photo Manipulation, and RoboSim Software just to name a few. Along with what we call the basics: Word, PowerPoint, Online Testing, and Excel Software.

2. Teachers and staff will be provided professional development by the following strategies:

The Director of Computer Training and Development will coordinate all staff technology development within the building and will continue to develop and assist the technology team.

The technology team members are trained to provide technology in-service to other staff members. Substitutes are provided as appropriate to allow the technology team to make visitations or receive training.

Release time and non-reimbursed time for all teachers may be used for technology training.

Encourage staff to create interactive web sites, online testing, and digital media.

Encourage staff to increase communication with parents through emails and the phone system.

Teachers will be encouraged to take technology equipment home over the summer.

Up to one-fourth of the certified staff may make site visitations pending budget approval to schools identified as exemplary users of technology or to vendor demonstrations/conferences where technology may be examined. A team of a minimum of three teachers (per building) may attend approved conferences such as the annual Indiana Computer Educator's Conference in Indianapolis.

The staff will continue to collaborate concerning technology "best practices" among teachers in each subject area over the next three years.

The tech team will continue the training of teachers on STI, Moodle, Groupwise, video streaming and promote the increase usage of databases (magazines/newspapers, Grolier Encyclopedia, Opposing Viewpoints, Social Issues Resources, Indiana's virtual library and media center's card catalog Web Safari).

Teachers will be trained to
- use the Internet for Web searches,
- create Web Quests using Presentation Software,
- use Online Video Streaming Curriculum Software to present lessons to their students,
- expose students to cultural diversities through video conferencing.

3. Assessment of the need for telecommunications, the Internet, and other technologies within the school will be as follows:

Communication will be strengthened by the involvement of the Tech Team with the teaching staff.

Teachers learn about new technology through a variety of sources including: business leaders in the community, technical sources from the Internet, networking with teachers from other schools and the Indiana State Standards.

Teachers, within their departments, meet to collaboratively decide what technology needs to be included in the curriculum, given the nature of their professional areas and the current direction for technology in their field.

As technology is determined to be needed, teachers research the various technologies preferred for a specific application. Prices are then researched and the technology is listed as a line item for the teachers' department budget. The budget is then submitted to the building principal for approval. As technology is incorporated into the curriculum, teachers assess the technologies utility and any additional needs. Any additional needs or issues are brought to the attention of building administrators for resolution.

 The social studies classroom must maintain up-to-date information in several areas of study. The need to stay current on world events, government studies, politics, and the economy is necessary to developing a sound curriculum. The ability to utilize the Internet, video conferences, and communication devices proves to be invaluable in gaining the essentials for each course. Social Studies teachers have gradually become dependent on these technologies.

The English classrooms using the INTASC grant will continue to need support of the Linux system and freeware versions of programs. Daily availability of the Internet, Moodle, screen projectors, PowerPoint, and other technologies are essential to the progress within all English classrooms. All English classrooms are equipped with screen projectors.

4. The overall program will be continuously assessed and evaluated by the strategies listed below.

The Technology plan will be evaluated and assessed at the end of each school year by the Director of Computer Training and Development & the Director of Technology along with members of the technology committee. Assessments will include information from budget plans, MyTarget2 results, peer surveys and discussions, teacher documentation of technology professional development and individualized instructional programs (IIP) of Technology and web site usage data. The information from this yearly evaluation is used to determine future technology needs.

Capital project plans should include a plan to upgrade present technology on a regular basis and a plan to incorporate new technology as it becomes available.

The tech help line for technology concerns (ticket system) will be used to evaluate the overall effectiveness of the network.

SEYMOUR COMMUNITY SCHOOLS
FIVE-YEAR TECHNOLOGY PLAN
Seymour Community School Corporation students will be given the opportunity to utilize technology to gather and process information, each according to individual educational needs.

Goal Statements
1.   To create technologically equipped classrooms for integrating technology in the curriculum by upgrading the infrastructure of the learning area and providing current equipment which will provide students/citizens immediate access to informational material at any point in time.
2.   To provide students/citizens with the skills, knowledge base and training necessary to integrate this technology into their learning continuum.
3.   To provide a variety of opportunities for technology usage to accommodate each individual learning style.
4.   To provide students/citizens with lifelong career-enhancing skills which are transferable in all walks of life.
5.   To maximize the educational aspects of technology as opposed to merely recreational use.

6.	To improve the efficiency of staff through effective use of and training for current management systems and programs.

7.	To provide annual evaluation of technology usage, knowledge and staff development to create new staff development sessions.

8.	To provide that equality should be maintained among buildings servicing the same age group in terms of technology equipment and software.

9.	To equip each classroom with computers and establish 30 station labs (Mac, IBM) in the buildings.

Curriculum Integration:

Technology will be accessible to all students and staff at all grade levels.

All students will have opportunities to expand their intellectual and creative potential through access to resources, materials and tools.

Technology will provide learning experiences tailored to a student's individual learning style.

Technology curriculum shall be periodically reexamined to assess how well it fulfills the goals of both the school system and community.

Technology applications will be used to support and improve communications between parents, teachers, students, board members, administration, support staff and community to help insure all participants in the students' learning are informed.

1. Teacher Involvement
>	A. Scope and Sequence
>	B. Software and hardware implementation committee C. Teacher training

2. Ongoing Process
>	A. Upgrading, replacement and maintenance of equipment and supplies
>	B. Teacher training I

3. Technology throughout the Curriculum
>	A. Appropriate equipment and software
>	B. Combine use of technology with other resources
>	C. Expansion of curriculum to include community educational programs
>	D. Expansion of curriculum to access local, state, national and international resources

4. Technology-Rich Learning Environment
>	A. Variety of experiences for all subject areas
>	B. Simulation
>	C. Application

Staff Development
The following staff development activities will occur within Seymour Community Schools under the auspices of the Curriculum Director. These activities will be coordinated with all building principals. Staff development sessions will be held after technology equipment and software has been tested by our computer technician or school staff. The school may provide through a voluntary in-service program to teachers the opportunity to earn their own personal computer with appropriate software for their discipline.

Year One:
There will be a technology team of two or more staff members, parents and community members.
A team leader will be selected to coordinate all staff development within the building. These team members will be trained to provide technology in-service to other staff members.
Substitutes are provided as appropriate to allow the technology team to make visitations or receive training.
Release time and non-reimbursed time for all teachers may be used for technology training.
Teachers will be encouraged to take technology equipment home over the summer.
Up to one-fourth of the certified staff may make site visitations pending budget approval to schools identified as exemplary users of technology or to vendor demonstrations/conferences where technology may be examined. A team of a minimum of three teachers (per building) may attend approved conferences such as the annual Indiana Computer Educator's Conference in Indianapolis.
Team members will receive training in how to provide staff development in the areas of:
 Word processing - worksheets, tests, parent letters, etc.
 Grade management
 Use of CD-ROM programs
 Database management
 Use of all educational software in building
 HyperCard - both teacher and student-created stack making
 Computer troubleshooting skills
 Closed circuit television

Years Two through Five
All new staff members will receive training listed above in year one.
Multimedia skills - use of scanners, video digitizers and photo CD .
Use of any new educational software

Continued half-day training sessions
Continued site visitations of "leading edge technology" schools
Development of computer software by staff members to be shared within the school corporation
Continued attendance at the annual conferences, other technology workshops and showcases
Offer grant proposal-writing training to all interested staff
Increase access and training for parents, community and industry
Voice Mail such as homework hot line
Telecommunications via modems or satellite receivers

Maintenance:
The computer technician tests new technology equipment at the school site. Equipment is then engraved and tagged with identification tags. Computer equipment should have basic maintenance performed every 12-18 months depending on usage and environment. Equipment repair is coordinated through the Media Center Staff who notify the computer technician.
Computer technician returns to vendor any equipment that is under warranty: Out-Of-Warranty equipment is generally repaired by the computer technician, though occasionally a vendor's service department is utilized. Parts are obtained from various sources, based on availability, speed of delivery, quality and cost. Repaired equipment is returned to the school via the school courier.

Computer networks and operating system software may be maintained via a vendor contract. Computer technician will determine if vendors need to be involved in problem resolution. A troubleshooting log is maintained for each file server.

Replacement
1.   Equipment and software purchases are provided to meet the needs of students for emerging curriculum.
2.   Equipment will be provided that allows access to a variety of telecommunication resources and emerging technology.
3.   Equipment may be replaced when school staff has determined that is no longer appropriate for that school's instructional and/or administrative needs, and when the school's budget and five-year plan supports the decision.

If the equipment still has use in another area of the school or school district, it may be reassigned.

A description of criteria used to select the appropriate educational technology equipment for Seymour Community Schools.

1. Equipment meets or exceeds specifications developed by Seymour Community Schools.
2. Equipment purchased should be compatible with currently used software. (Software includes film, videos and computer materials.)
3. All equipment should be easy to operate with manuals provided.
4. Reputable and stable vendors are to be responsive to warranties and repair needs of software purchased for Seymour Community Schools.
5. Teachers should correlate software directly with adopted curriculum.
6. Teacher equipment and software recommendations should be based on curriculum and student needs gathered through school plans and surveys.

SAFE AND DISCIPLINED LEARNING ENVIRONMENT

Providing a disciplined, safe and caring school environment is a priority. Policies and guidelines are reviewed and adjusted annually and provided to faculty and students through three primary documents: The Emergency Plan, The Faculty Handbook, and the Student Daily Planner and Handbook.

Emergency Plans Handbook – This resource document provides the faculty with guidance and procedures for handling specific emergency situations. The plan is developed and reviewed annually by the building administrators under the leadership of an assistant principal certified in school safety. The plan provides crisis intervention guidelines for a wide range of potential crisis situations and identifies specific responsibilities for building personnel. A copy of the Emergency Plan Handbook is prominently displayed in each classroom and office for ready access.

Faculty Handbook – The Seymour High School Faculty Handbook is prepared annually by the administration and serves as a resource for teachers regarding daily operating procedures and intervention plans. The handbook includes sections on crisis plans, student supervision, and classroom management.

Student Agenda and Handbook – The handbook is prepared annually to provide students, parents, and faculty members information concerning the daily operating procedures and policies of the school. It includes the Board of Trustees policy statement on discipline, the role of teachers and teacher authority, a description of interventions and procedures for discipline and rules of student behavior.

Efforts to Ensure a Secure Building

Daily Lockdown Procedure: All entrances to the main building are locked during the school day except the main entrance off of Community Drive. All gymnasium and pool entrances are locked except main entrance to the front lobby.

Security Cameras: Cameras are located in all hallways throughout the buildings. Live monitoring of all cameras is available in the administrative office and stored digital recording provides administrators the ability to review events and problems.

School Resource Officer: A Seymour City Police officer is assigned to the building throughout the school day and is available to assist in criminal investigations as well as supervision of hallways, cafeterias and parking lots.

Visitor ID Exchange: All visitors to the building are required to furnish a picture ID in the school office at the time of arrival. After signing in, a visitor badge is provided. When leaving, visitors sign out in the office, and IDs are returned.

Canine Searches: Building administrators have access to and use police resources to sweep the hallways and parking lots for illegal drugs.

Student Supervision and Classroom Management

Student management and effective school discipline begins with and requires teachers that model expected behavior, are willing to intervene when behavior is

inappropriate, and provide the necessary time to help students develop self-discipline.

Every member of the faculty is expected to assume responsibility for supervising students throughout the school day. In addition to specific, assigned responsibilities, all teachers are expected to regularly monitor student conduct and respond to suspicious or disruptive behavior as necessary. When inappropriate behavior is observed or when a specific violation of school rules occurs, the teacher is expected to assume full authority to intercede and prevent any further problems.

Finally, the classroom teacher is expected to effectively manage his/her classroom, to establish rules and procedures necessary to maintain an orderly and focused learning environment to support school wide rules and policies. Efforts to support and facilitate teachers in carrying out their responsibilities include:

Administrative discipline referral: Building administrators are available to receive students sent to the office by teachers. Referral guidelines are established and reviewed annually. Feedback on administrative actions is provided in a timely manner, and parental contacts and conferences are routinely employed. Teachers are provided the authority to send a student to the office until the end of the period as a classroom management intervention, as well as the option to suspend a student from class for up to five (5) days for severe behavior problems.

Guidance referral: Guidance counselors are frequently utilized to help teachers address classroom problems evolving from home situations or lack of subject matter readiness. Changing a student's schedule is an option available when other interventions do not appear to be working.

Providing professional resources and professional development: The school has adopted Classroom Management That Works as a foundation document to assist teachers in the development of classroom management procedures. School-wide adoption of the principles described by the author provides for consistency and common protocols in dealing with student management issues.

Areas of Concern:

Low socio-economic students have a disproportionately high number of referrals to the office for discipline.

Male students have a significantly larger number of referrals than females.

The number of incidents involving freshman and sophomores reflects a need to continue to work on transition to the high school.

There are a significant number of students who begin their high school experience alienated towards school. A majority of these students have records of failure in the middle school, and many have been suspended from school at least once. It appears that a significant number of these students are from low socio-economic

status families. Perhaps because they see themselves as outsiders and have a general distrust of educators and may become unwilling to cooperate.

Over the last three years, SHS has increased its number of suspensions, expulsions, and number of incidents involving drugs, weapons, or alcohol. SHS has attempted to create a safer environment with more stringent policies, but in doing so has also increased discipline incidents.

Receiving credits, final waivers, Renaissance cards, work permits, drivers' education class assignment, driver permit, parking privileges and participation in extracurricular activities are all tied to discipline. Seymour High School policies, procedure, and personnel communicate to students regularly that effort matters, and the personnel of SHS work with disenfranchised students to find tangible rewards and creative solutions that encourage success in school. Once these students feel success, most of the discipline problems are solved, as demonstrated by the low numbers of discipline referrals for juniors and seniors.

STUDENT OBJECTIVES AND PROFESSIONAL DEVELOPMENT 2014-2017

ATTENDANCE

TARGET GOAL: By Spring 2017, Seymour High School students' attendance rate will be at or above 97%.

Seymour High School will work to meet this goal through the following strategies:

1. Hold goal-setting conferences with all students whom had 15 or more absences during the 2011-2012 school year.
2. Encourage teachers to make telephone contacts with families if a student has repeated absences.
3. Continue to seek alternative methods of instruction to better meet the needs of individual students and families.
4. Provide educational programs for parents to better help them understand the relationship between high school completion and economic independence, as well as program options such as Columbus Vocational and Interdisciplinary Cooperative Education.
5. Utilize the services of the School Resource Officer to educate parents on the compulsory attendance law.
6. Continue efforts to utilize the services of juvenile authorities and the Court to intervene in situations in which parents are unwilling to comply with compulsory attendance laws.
7. Encourage faculty to take steps to personalize the classroom environment and help all students feel that they are valued members of the school community.
8. Work with the prosecutor's office to bring students to school and/or parents to court.

Data and Benchmark Analysis

The attendance rate was obviously affected by the block schedule; new attendance policies and new staffing have all assisted in SHS reaching the state average attendance rate.

Attendance rate 14-15
96.4%for SHS/
Attendance rate 13-14
95.9% for SHS/95.8% State
Attendance rate 11-12
96.1% for SHS/96.1% State
Attendance rate 10-11
96.2% for SHS/95.9% State

Student enrollment at SHS has decreased slightly. An increasing number of students choosing parochial education, home schooling, and open enrollment at

neighboring school districts contributed to this phenomenon. In April 2011, SCSC passed policy allowing Out-of –District Transfers to enroll at SHS in an effort to curb the steady enrollment decline. Schools around the state may be reducing faculty by attrition or through the loss of block scheduling because of their lower enrollment rates.

✓Student Enrollment
There is a trend of subtle fluctuation at SHS in student population and all subpopulations except for a sustained increase in the percentage of Hispanic and Multiracial.
13-14 1299 students
12-13 1236 students
11-12 1248 students
10-11 1262 students

SHS worked to meet a reduction by 10% in number of students who have 15 or more absences each year; however, in an effort to keep the dropout rate low, absences may be inversely affected.
Truancies were cut in half from 09-10 to 10-11. This may be due to new administrative staff, improved record keeping, and an attempt to increase work with individual students who experience truancy.

GRADUATION RATE
TARGET GOAL: By Spring 2017, 90% of Seymour students will graduate.
Seymour High School met this goal through the following strategies:
1. Reduce the number of freshmen and sophomore students who experience failure and fall behind their peers in meeting credit requirements
2. Fall 2005-Implement Freshmen Studies Program
3. Implement planning sessions and problem solving sessions during the block schedule for teachers of freshmen to solve student issues immediately.
4. Increase the collaboration between administration and teachers of freshmen courses to facilitate their professional needs, empower their decision making and discuss student needs.
5. Provide one-semester freshmen transition and orientation course.
6. Schedule freshmen in grade level homogeneous groups in core academic courses.
7. Utilize the services of a school social worker to improve parent-teacher relations and the number of parent contacts made for students who have a history of problems in school.

8. Fall 2005-Implement an alternative studies program for students who are unwilling to cooperate in the traditional classroom environment (9A).
9. Provide parents with comprehensive information concerning program options including visits to the Columbus Career Program and Ivy Tech.
10. Continue to utilize junior and senior students as mentors for freshman students to provide connections and resources among the student body.
11. Ongoing program feedback from mentors utilized to improve services and activities for all students.
12. Utilized Nova Net/Grad Point for credit recovery in the summer and throughout the school year.
13. Utilized the CORE alternative school setting to meet the needs of students who experienced a lack of success in the traditional school setting.

Graduation Rate 13-14 96.5% State Average 89.8%
Graduation Rate 12-13 96.1% State Average 88.3%
Graduation Rate 11-12 91.7% State Average 88.4%
Graduation Rate 10-11 94.0% State Average 85.7%
Graduation Rate 09-10 90.0% State average 84.5%

ISTEP+ LANGUAGE ARTS
TARGET GOAL: By Spring 2017, 80% of Seymour students will pass the English/Language Arts portion of the English 10 ECA.
Seymour High School has yet to meet this goal; however, Seymour has significantly improved using the following strategies:

1. Fall 2005, all teachers will utilize the vocabulary associated with the Collins Writing Program in their daily classroom pedagogy and will continue to integrate writing assignments into their instructional activities for the purpose of "writing to learn". Following spring of 2000 grading of senior writing samples, the writing committee was established to:
   - begin Collins,
   - generate enthusiasm for using writing as a tool for learning,
   - establish requirements for all teachers to write in all classrooms,
   - provide in-service training,
   - assist in Collins training,
   - require all teachers assign and collect Type 3, 4, or 5 writing in each class.
   - target, monitor, and provide individualized instruction with emphasis on sub-populations.
2. Provide opportunities for students to experience and practice responding to the types of questions incorporated in the ECA exam.
3. Develop within SHS and the corporation an overall vision for writing that includes 6+1 and Collins.
4. Adoption and implementation of the Collins Writing Program: Through the leadership of an interdepartmental curriculum committee and the English department, the faculty has engaged in professional development activities designed to provide foundation knowledge of the vocabulary and methodology of the writing program. Classroom implementation has been encouraged in all subject areas through writing goals and documentation requirements. A large majority of the faculty report that they have increased the amount of writing in their classrooms and that they have seen improvement in student writing. The improvement of student writing is considered to be a critical target goal because of its relationship to overall learning. It is felt that increasing the amount of writing in all subject areas will result in learning and will be reflected in improved scores on benchmark data.

Data and Benchmark Analysis
English continues to close the gap between the state average and SHS students' scores on the English 10 ECA.   The subpopulations of Special Education, Limited English Proficiency, Hispanics, Males, Free and/or Reduced lunch steadily had large discrepancies between pass rates compared to their peers. Given past performance in English, an increase of 2% per year has been set as a benchmark.

ISTEP+ /English 10 ECA
English 10 ECA 13-14
   SHS 76.3%/State 77.9%
English 10 ECA 12-13
    SHS 77.3%/State 75.0%
English 10 ECA 11-12
    SHS 70.2%/State 79.3%
English 10 ECA 10-11
    SHS 64%/State 74.2
English 10 ECA 09-10
    SHS 54.4%/State 66.5%

SHS scores have increased in the last five years and in 2012-13 , they finally surpassed the State average. This analysis resulted in a school wide and corporation wide emphasis on reading comprehension. Extensive training has been given to teachers over the past three years. In addition the implementation of Star Assessment tools will allow teachers the opportunity to test, implement interventions, retest, and reevaluate student progress on a much quicker and simpler basis.

✓ACT: Reading Average Scores
The ACT reading component is a social science test section.

2012 22SHS/ 21 State
2011 21 SHS/22 State/21.1. Nation
2010 23 /22 /21.6
2009 20.6 /22.6 /21.6

✓ACT English Composition Average Scores
2012 20 SHS/20 State

2011 20 SHS/21 State/ 20.2 Nation
2010 22 /21 / 21
2009 19.2/21.6/20.8

✓SAT Critical Reading
Critical Reading SAT scores
2014 493SHS/493 State
2013 488 SHS/490 State
2012 465 SHS/490 State/496 Nation

ISTEP+ MATH
TARGET GOAL: By Spring 2017, 78% of Seymour students will pass the Algebra 1 ECA by improving the scores on the problem solving portion of the test. Seymour High School has yet to meet the goal established; however, significant educational and measurable progress was made through the use of the following strategies:

1. Implement problem solving, reasoning, and critical reflection in all courses. The faculty will submit a lesson or student product that demonstrates their use of the problem solving method (could be tied to mathematical problems, charts, graphs, tables, or none at all). We want teachers to think about how problem solving can be used in their courses. For example, exploring as pre-writing, observing, creating hypotheses, etc.; planning as outlining, sketching, organizing materials, etc.; solving as the experiment, lab, first draft, etc.; and examining as proofreading, writing the results, concluding, etc. Teachers will begin to ask students to CRITICALLY EXAMINE their own processes. For example, Did you do this right? How do you know? What does the right product look like? What does the wrong product look like? How can you tell the difference? What is the correct method? What is a method that could be used to check your results? What steps might you repeat? The method needs to become a useful tool to help students reflect, analyze, critique their own practices. Problem solving improves when students learn to complete the process and use their examinations to perfect their products, futures, plans, etc.

2. Provide direct instruction of vocabulary. Focus on vocabulary instruction resulting in more thorough critical analysis. Students can't learn when they don't read well and don't make use of information. Vocabulary is a stumbling block to comprehension. Students need to understand the vocabulary, what to interpret it as, and how to make deeper meaning of a selection based on the information the vocabulary provides. Request each teacher submit a lesson or

student product demonstrating a vocabulary acquisition activity to create some best practices for vocabulary instruction that our teachers can use.

     3.   Target, monitor, and provide individualized instruction with emphasis on sub-populations.

     4.   Provide opportunities for all mathematics students to experience and practice responding to the types of questions incorporated in the ECA exam.

     5.   Develop common algebra practices. Freshman algebra teachers will become proficient in utilizing Renaissance Math materials in their classroom instructional routine. Create daily lessons that emphasize the attainment of power standards in mathematics and are aligned with state standards. Increase emphasis on concept development in mathematics. Increase time allocated to student demonstration of problem solving. Increase the amount of inquiry-based learning activities.

     6. Review and revision of mathematics curriculum. The adoption of the Core 40 curriculum and the elimination of General Mathematics and Problem Solving as approved courses by the Department of Education represented a significant challenge. Traditionally, because of tracking practices in the middle school, a significant number of students were beginning the freshman year unprepared to take a traditional algebra course. In addition, there existed a division among mathematics teachers regarding the wisdom of the Core 40 requirement. As a result, extensive effort has been directed in clarifying the mathematics program, developing an algebra sequence, and improving articulation between the middle school and the high school.

     7.   Since the initial identification of problem solving as a target goal, three new faculty members have joined the math department and extensive work has been accomplished in the development of a structured Algebra I course. Algebra teachers work as an interdependent team with a common preparation period, and emphasis is placed on identification of common learning goals.   The team has worked to identify power standards for all mathematics courses, and new course materials have been adopted that are aligned to the standards. There has also been extensive work at the middle school to increase the number of students who are ready for algebra by the freshman year.

Data and Benchmark Analysis
Given the performance in mathematics, an increase of 2% per year has been set as a benchmark.
SHS continues to close the gap between the state average and SHS students passing percentage. Special Education, Limited English Proficiency, Non-Limited English Proficiency with accommodations, females, free or reduced lunch, and Hispanics consistently score below their peers.

ACT Mathematics Average Score
SHS remained slightly below state average but maintained the national average.
2013 21 SHS/22 State
2012 21 SHS/22 State
2011 22 SHS/22 State
2010 21 SHS/ 22 State

ACT Science Average Score
2013 21 SHS/21 State
2012 22 SHS/22 State
2011 23 SHS22 State
2010 21 SHS/22 State

Algebra End-of-Course Assessment results are impressive, especially in that SHS outscored the state average in 06-07, the first time the test was offered. SHS is also improving steadily in the Algebra I version of the test with much larger percentages of students passing each subset each year. The state's reported percentage passing Algebra I includes younger students, who, if taking Algebra before high school, are advanced; therefore, their Algebra I pass rate is inflated with students who will pass by ability-level. The percentage of SHS students that passed the ECA has consistently risen over the last several years with a slight drop from Spring 2014 to Spring 2015.

✓ Algebra I (ECA Assessment Spring 2015
70.6% SHS
✓ Algebra I (ECA Assessment Spring 2014
71.3 % SHS
✓ Algebra I (ECA) Assessment Spring 2013
65.7 % SHS
✓ Algebra I (ECA) Assessment Spring 2012
62 % SHS
✓ Algebra I (ECA) Assessment Spring 2011
54.2% SHS
✓ Algebra I (ECA) Assessment Spring 2010
49.2% SHS

IMMEDIATE IMPROVEMENTS IN 2014-2015

Reaching NCLB and AYP goals for ISTEP+ and GQE in lower socio-economic families, special needs populations, and English language learner populations is the major challenge facing the school.   Increased divorce rates and single-parent homes also point to the necessity of the schools to assist students by building positive relationships with both students and families.

Low Socio-Economic Status Students

Students who qualify for free or reduced lunch meals are growing as a group. They represent nearly 5 in 10 high school students and 1 in 2 students in the school corporation as of 2014-15. At SHS, this group scores substantially below the state average as well as substantially below the scores of their peers. In other measures of academic performance this subgroup performs equally poor with greater percentages of absences, referrals for disciplinary matters, and failing grades than the student body as a whole. Seymour High School will not meet NCLB goals unless the needs of this subgroup are addressed.

Males

SHS male students perform below the state average on both the English and mathematics GQE exams and significantly below the performance of SHS female students on both exams. Antidotal evidence such as the number of males inducted into the National Honor Society, the proportion of males achieving Seymour Scholar and Academic Honors Diplomas, and males on the high honor roll suggest that males as a group are under achieving.

Special Education Students

SHS special education students perform significantly below the state average on the ECA examination. The effort to achieve AYP criteria is not solely a Special Education Department goal. A large majority of students with IEP's are in regular, mainstreamed classes. Thus, it is the responsibility of all teachers to make early interventions that are specific to the learning needs of students.

RESPONSE TO INTERVENTION

Seymour High School has been given the 2014-15 Public Law 221 Category Placement of "A", which was the same as 2013-14 and was up from the rating of "B" in 2012-13. In accordance with Public Law 221, the School Improvement Committee is revising our improvement plan which will include the shifting of resources and changing personnel.

Changes made during the 2010-2011 school year:

1. Freshman who were not successful in Algebra 1 during the first semester were placed back in Math Lab where they were to remediate using ECA Algebra 1 test preparation materials. In the fall of 2010, they were again placed in Algebra 1 as sophomores. So in essence, they would have been exposed to Algebra 1 first semester two times (with remediation occurring in between) and Algebra 1 second semester once before they were required to take the ECA.
2. Students who had been identified as struggling readers were enrolled in a second English class for Semester II- Developmental Reading.
3. Algebra 1 and English 10 teachers were given ancillary materials that were used to prepare students for the ECAs.
4. English 10 teachers developed curriculum consistent with the new Common Core Standards curriculum adopted by the State in the Spring of 2010.
5. ECAs were given and proctored in a manner that decreased the teacher/student ratio in the testing room. The intent was to maintain a higher level of focus and effort on behalf of the students during testing.

Changes made during the 2011-2012 school year:
1. In addition to the full course load that math teachers had, every other day, they were assigned a small group of students that required remediation in Math Lab. Targeted students were freshmen and sophomores that had either failed the ECA in Algebra 1or those whom, due to previous standardized test scores, indicated that they were at risk of not passing the Algebra 1 ECA. Test taking tips and test samplers were utilized in teaching this course.
2. In addition to the full course load that English teachers had, every other day, they were assigned a small group of students that required remediation in Language Arts Lab. Targeted students were sophomores whom, due to previous standardized test scores, indicated that they were at risk of not passing the English 10 ECA. Test taking tips and test samplers were utilized in teaching this course.
3. In addition to the full course load that every other teacher at Seymour High School had, every other day, he or she were assigned a group of students who had passed the ECAs in Algebra 1 and English 10 or whom, due to previous standardized test scores, indicated that they were NOT at risk of failing either ECA. These teachers supervised a guided study hall in which they were an active participant and mentor for students. While they monitored grades and homework of their assigned group, they also

developed and fostered a relationship that was intended to lead to a more positive school climate.

4. In order to place an increased emphasis on tests of all types, the final examination waiver practice was discontinued. All students took final examinations in all classes at the conclusion of each semester.

5. In order to place an increased emphasis on attendance at school, the 10 absence rule was lowered to 8 absences. If a student missed a class 8 times or more in a semester, he/she would not receive credit for the class unless approved by the building principal after consulting with the student's guidance counselor and teacher.

Changes made during the 2012-2013 school-year:

1. All one semester and two semester courses at SHS were required to administer a final exam to all students enrolled in the course. For courses that had multiple sections, all teachers of the course were to use a departmental standardized exam. All course exams were to be approved by SHS administration. SHS administration used the Pre-Approval for School Based Assessments located in RISE. (http://www.riseindiana.org/how-does-rise-work/training-support-and-resources)

2. Seymour Community School Corporation (SCSC) in conjunction with the Seymour Education Association (SEA) began utilizing a new teacher evaluation system (STEP).

3. Algebra Enrichment replaced Math Lab. This new course was designed to provide additional Algebra instruction for students who had not passed or were in jeopardy of not passing the Algebra 1 ECA.

4. All core subject course rosters linked first semester students and second semester students to the same instructor.

5. ECA remediation took place during the day as well as after school (3:30-4:00) daily. Students were assigned to ECA remediation during the day and were given the opportunity to attend the after-school session as well.

Changes made during the 2013-2014 school year:

1. Teachers of Algebra 1 and Algebra Enrichment began using Team Teaching in specific instances as well as Co-Teaching with the Special Education Teacher.

2. Corporately, all teachers began the practice of Curriculum Mapping to identify the "taught curriculum" vs. the "written curriculum". Corporate discussion will take place to decide the necessary modifications in order to align the two.

3. NHS students provided free tutoring to students in Math, Science and English before and after school in order to fulfill a portion of their community service hours.
4. Alternative School—A great emphasis was placed upon students accepted into the "CORE" program located at the Jackson County Learning Center. Students utilized Nova Net/Grad Point in order to recover lost credit as well as gain new credits to fulfill the graduation requirements. Additionally, students were linked with members from Workforce One, IUPUC, IVY Tech and other agencies to assist in the development of plans for life after high school.
5. Continued emphasis was placed upon the guided study halls and ECA study halls.
6. During the 2013-14 and 2014-15 school years, the Math Sequence at SHS (traditionally Algebra 1, Geometry, Algebra II, 4th Year of Math) will be changed to Algebra I, Algebra II, Geometry, 4th Year) for two specific purposes. First, many schools have gone to this sequence to take advantage of the built in remediation of Algebra II for those students that passed the Algebra I course, but might not have passed the ECA. Additionally, it is believed that this sequence may be better suited for the development of the adolescent mind in regards to spatial reasoning.
7. Emphasis was placed on students enrolling in Early College thru partnerships with IUPUC and IVY TECH—giving students a head start on a college education.
8. English 9 and 10 changed the curriculum to become a fully integrated course—meaning students will be working on literature, composition and language conventions together rather than as separate units of study.
9. Language Arts instructors continued to make modifications to the ECA Language Arts Lab in order to better serve students.

Changes made for the 2014-15 school year
1. Added an ESL/Special Ed. program to address the needs of our ESL students who also have Special Education needs.
2. Significantly expanded the Work Based Learning commitments as well as Professional Careers Internship program to provide more meaningful and valuable College and Career Readiness programming.

BENCHMARKS, INTERVENTIONS, PROFESSIONAL DEVELOPMENT, AND TIMELINE FOR 2014-2015

Introduction

The continuous school improvement model as adopted by Indiana Public Law 221 requires a program for staff development that is aligned with the school improvement plan. Essentially, this model calls for the identification of what it is that the students need to understand or learn to do in order to be successful after high school (the content) and aligning staff development with the goals for student achievement. In other words, the content of staff development should be the instructional skills and knowledge necessary to insure the achievement of the student learning goals. Thus staff development becomes a dynamic process driven by the expectation that all students will learn and ongoing data analysis of their achievement and performance.

The foundation principles for effective professional development identified in educational literature and emphasized by the Indiana Department of Education are as follows[1]:

Effective professional development is school based.
Effective professional development uses coaching and other follow-up procedures.
Effective professional development is collaborative.
Effective professional development is embedded in the daily lives of teachers, providing for continuous growth.
Effective professional development focuses on student learning and is evaluated at least in part on that basis.

Furthermore, there is a clear body of evidence supporting the belief that high quality professional development and effective adult learning requires a supportive learning environment that recognizes differences in adult learning styles, encourages teacher leadership, and supports experimentation. Finally, corporation administrators and board members must acknowledge that staff development is essential to the achievement of content standards by providing adequate time for learning and adequate resources to support learning efforts.

The successful alignment of professional development with the goals for improving instruction and student success requires shared decision making between central office personnel, building administrators, department chairs, and the school improvement steering committee. In addition, teachers must be involved in decision making concerning professional development in order to

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[1] Barry Bull and Mark Buechler, <u>Learning Together Professional Development for Better Schools</u>, Indiana Department of Education, September 1996, Page 5.

provide for the opportunity to address individual needs and facilitate individual professional development.

Mission
The mission of professional development is to insure the success of all students by assisting teachers to understand the content and academic performance standards that form the foundation of the curriculum, to gain the necessary knowledge and skills to adjust their teaching methods to meet the needs of diverse students, to encourage and facilitate collaborative planning and peer coaching, and provide all personnel with the quality programs, services, and resources necessary for organizational change and improvement.

Vision
In a successful professional development program, faculty members are engaged in ongoing and embedded activities that make a difference in student learning. All members of the faculty support continuous professional growth, and model "life-long learning" for students. Professional development facilitates the establishment of high standards for teachers, encourages teacher initiative and leadership in instructional improvement, and has adequate resources available to support activities. Individual professional development goals are aligned with corporation, school and departmental goals and are focused on improving instructional skills and competencies in order to improve student learning. Regular and systematic assessment of student performance and teachers' needs are utilized to select, evaluate, and improve professional development, and promote the incorporation of "best practices" into the school and classroom.

Professional Development Goals Related To School Improvement Efforts:
Teachers understand the Collins Writing Program, consistently use its vocabulary and procedures, and routinely include writing in their instructional program.

The teacher writing committee will be supported in their efforts to coordinate and facilitate the integration of the Collins Writing Program.

Teachers understand the relationship between instructional strategies, effective classroom management and curriculum design as the foundation for effective pedagogy, and share a well-defined vision of effective classroom teaching and learning that actualizes the belief that all students are capable of learning. Teachers are familiar with the nine instructional categories in Classroom Instruction That Works and regularly embed research based instructional strategies into their daily lessons.

Teachers are familiar with the research-based strategies in Classroom Management That Works and regularly utilize the principles in organizing and managing their classrooms.

Teachers are skilled in content specific pedagogy and utilize differentiated instructional and assessment techniques to address the needs of diverse pupils including handicapped, ESL, and gifted students.

Teachers align and integrate state and national academic standards into instructional units and daily lessons.

Academic core subject teachers will be supported in their curriculum development and articulation efforts.

Teachers regularly access and utilize the Internet as an instructional planning resource as well as a venue for professional development, and incorporate computers, scanners, video cameras, editing equipment and multimedia preparation software in their classroom presentations.

Teachers understand the theory, rationale and the principles of peer coaching and action research, and are actively involved in collaborative study and discussion groups to achieve professional development goals.

Freshman Studies teachers are supported in their efforts to meet the needs of all freshmen through team planning time and resources.

Teachers will be supported in implementing the Freshman Orientation and Study Skills Course and in integrating Covey's Effective Habits of Teens into the Freshman Studies curriculum.

Faculty Study Groups and Individual Involvement
The primary method for achieving ongoing and embedded professional development must be school based and embedded in the daily routine. Teachers will be encouraged and supported in using the following methods as a means for improving instruction and student learning.[2]
1. Independent Study – The teacher is self-directed in developing and implementing a plan for achieving a learning goal, becoming proficient in a specific method or skill, or addressing a specific weakness or need.

2. Peer Planning, Observation, and Feedback – Teachers work with a partner to share in improving instructional practices by planning together and observing each other in the classroom as a means to gather information and analyze instructional practices. The partners collaborate prior to and after an in order to provide feedback and encourage reflection.

3. Teacher Study Groups – Teachers organized and working in small study groups provides a means for exploring a theory, concept or technique, practicing new ideas and techniques in the classroom, and utilizing reflection, collaboration and peer coaching to accomplish the goals of improving instruction and student success.

4. Action Research Groups – When teachers formulate questions about their own practice and pursue objective answers to those questions, they are engaged in educational inquiry and action research. The steps are essentially those of the scientific method: selecting and defining the problem, selecting and testing a hypothesis, gathering evidence and data, interpreting evidence, and formulating a conclusion. Inquiry can be done individually or in small groups.

Providing Time for Professional Growth

The National Staff Development Council has resolved that 20 percent of an educator's workweek should be focused on professional planning and learning. The Department of Education's principles regarding the allocation of time for professional development are as follows:

1. Time is sufficient to allow concentrated work on school improvement.
2. Time is flexible enough to support a wide range of activities.
3. Time is sustained to allow long-term commitment.

To achieve these ends, the Department states that "the work time of teachers simply must be reorganized to make more of it available for work on the school's improvement priorities and for the professional learning that accompanies that work."[2] Along with this recommendation, the professional development framework of the Department also states that additional time and therefore additional resources should be allocated for professional development.

With the initiation of the Block-8 daily schedule, faculty members have 90 minutes every other day provided for lesson planning, collaboration and professional development activities. Professional development funds are utilized to support hiring of substitutes and to facilitate department meetings and teacher travel.   In addition professional development resources are regularly purchased and are

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[2] Learning Together Professional Development For Better Schools, Indiana Department of Education, Pg. 45.

available to teachers in a professional resource library maintained by the media director.

Teachers will utilize evidence of collaboration sheets to demonstrate the large volume of meetings and discussions related to student learning.

ATTENDANCE RATE BENCHMARK
Each year, SHS will continue to improve .2% and/or meet state average attendance rate.

The state average attendance rate is used as the basis for determining whether our average student attendance is satisfactory. Since the school average has historically been close to the state average, a difference of 1% or more below the state average would be an indicator of a problem needing increased attention and effort. A difference between the school's attendance average and the state average greater than the difference between the state average and the 95th percentile average would be a strong indicator of severe attendance problems. While recent incentives put in place to encourage attendance appear to have had a positive impact on the attendance rate, observations of individual student's records seems to confirm the hypothesis that students who have exhibited attendance problems in the past did not change their behavior. However, the opportunity to waive final exams did promote change in the top performing students. Approximately 50% of the student body was able to waive at least one final exam at the end of the second semester.

ATTENDANCE RATE TIMELINE, INTERVENTIONS, AND PROFESSIONAL DEVELOPMENT
2010-2011
Teachers will be provided time to continue to study and utilize the nine strategies identified in Marzano's Classroom Instruction That Works, Marzano's Classroom Management That Works, SIOP and Failure is Not an Option.

Teachers will become familiar with Response to Intervention, and they will be assigned pages of reading to share in discussion groups meeting during professional development time.

Teachers and administrators will begin to identify students with truancy and repeated absence issues in an effort to reduce habitual truancy totals.

2011-12
Teachers will implement Response to Intervention and SIOP strategies in an attempt to improve attendance and academic retention of information in specific target audiences.

Teachers will work to encourage improved attendance among all audiences.

Committees will monitor change in attendance rate per semester and should begin to make necessary adjustments before spring of 2013.

2012-2013
Teachers will continue to implement instructional strategies from research.

Continual monitoring of attendance, habitual truancy, and excessive absences with parental, administrative, and teacher involvement is implemented to improve attendance and academic retention of information.

2013-2014

Teachers placed a renewed emphasis on building relationships with students assigned to their Guided Study Halls and ECA Study Halls. The smaller class size (10-12 students) allows for the teachers to check on student progress, gain the trust of the students and council them when necessary and alert administrative or guidance officials when a student attendance becomes problematic.

2014-2015
Teachers continue building relationships with students assigned to their Guided Study Halls and ECA Study Halls. The smaller class size (10-12 students) allows for the teachers to check on student progress, gain the trust of the students and council them when necessary and alert administrative or guidance officials when a student attendance becomes problematic. Additionally, we have added two JAG classes (Jobs Across America) as an intervention for teens who highly exhibit "At Risk" behaviors.

GRADUATION RATE BENCHMARK

Each year, SHS will continue to improve .5% and/or meet state graduation rate.

Each year, SHS will continue to increase percent of graduates receiving Academic Honors Diploma by 2%.

However, attention must also be given to the quality of preparation of students earning a diploma. There is much evidence to support the conclusion that the student body is bimodal with regard to a number of characteristics. ACT, SAT, PSAT and Advanced Placement data suggests that students who pursue the proscribed college preparatory curriculum are well prepared and able to compete with peers across the state. There is no doubt that the college preparatory curriculum provides the necessary foundation skills and knowledge to achieve success in college. However, the fact that the school does not meet the state average for percentage of graduates earning a Core 40 or Academic Honors diploma suggests that too many students are graduating with less than the state's recommended curriculum.

Continuing to achieve NCLB standards for graduation will require addressing an imbedded cultural view that graduation is not necessarily for everyone. If all students are to achieve rigorous standards of performance, data suggests that improvement on benchmark measures of quality can be achieved through serious faculty attention directed toward special needs, English language learners, and free and reduced lunch populations.

Using highly-committed juniors and seniors as part of the mentoring program should assist freshmen in continuing onto Core 40, Academic Honors, ACT, SAT, Advanced Placement, and Graduation. In 2007-08, mentors began receiving credit for the experience they provided to freshmen and were required to complete projects associated with their work. Tracking % of seniors taking AP exams has changed because the state now includes juniors and seniors in the data. Additionally the state colleges' dual credit acceptance program has made AP exams less important.

GRADUATION RATE TIMELINE, INTERVENTIONS, AND PROFESSIONAL DEVELOPMENT

2011-2012

- Teachers will continue to study and utilize the nine strategies identified in Marzano's <u>Classroom Instruction That Works</u> and the principles identified in Marzano's <u>Classroom Management That Works</u>, in their daily lessons.

- In 2007-2008, a text implementing the sheltered instruction observation protocol (SIOP) targeted especially for English Language Learners and for differently-paced learners was added. The SIOP text was studied during the block schedule in small groups led by an administrator.
- Support for freshman studies teachers in the implementation of the <u>Failure is Not An Option</u> and <u>Seven Habits of Highly Effective Teens</u> textbook and lessons continues.
- The School Health Committee continues to create organizational awareness of the importance of good health choices and practices.
- Review and revise the alternative studies course to assist struggling freshmen in their successful transition into high school.
- Analyze effectiveness of parent-teacher conferences once each semester.
- Analyze effectiveness of all students pursuing Core 40 Diploma and its effects on Academic Honors Courses.

2012-2013
- Continual monitoring of graduation rates to prevent dropouts or unforeseen changes in graduation rates.

2013-14
- Specific Teachers, Administrators, Guidance Counselors and Aides receive continual training in Grad Point/Nova Net in order to provide students with credit recovery options in order to stay on track for graduation.

2014-2015
Teachers continue building relationships with students assigned to their Guided Study Halls and ECA Study Halls. The smaller class size (10-12 students) allows for the teachers to check on student progress, gain the trust of the students and council them when necessary and alert administrative or guidance officials when a student attendance becomes problematic. Additionally, we have added two JAG classes (Jobs Across America) as an intervention for teens who highly exhibit "At Risk" behaviors.

ISTEP+ LANGUAGE ARTS BENCHMARK
Students will improve ISTEP+ English/Language Arts by 2% each year.

Continue the implementation of the Collins Writing Program across the curriculum with emphasis on classroom writing as a tool both for improving students' standardized tests scores and for learning.

1. Seymour students will score at or above the state average on the PSAT writing test.
2. Analysis of senior writing samples will document improvement in quality of academic writing.

To increase the extent to which students communicate effectively in academic writing, academic writing must be improved. Academic writing asks students to recall, to comprehend, to apply, to analyze, to synthesize, or to evaluate (Carroll 318). Such writing allows the teacher to see what the student knows (or doesn't know) and to see if the student can express himself clearly.

Academic writing is sometimes called *transactional* writing because it represents a "transaction" between the student and the teacher in which both have predetermined expectations. The teacher has expectations of content, form, or both, because the teacher knows the material himself and/or has established a "form" for the writing to take; the student expects the teacher to assess the writing for whatever expectations the teacher clarified for the student.

By "communicate effectively": We want to improve our students' ability 1) to stay focused on a clear topic and main idea or purpose, 2) to include thorough and complete ideas and information, 3) to organize ideas logically, 4) to use appropriate language and tone, and 5) to exhibit a good command of language and mechanics usage.

Writing Across The Curriculum
Writing about subject matter in any course will help a student more fully understand it. Academic writing is "a meaning-making process that facilitates the learner's ability to discover connections, describe processes, express emerging understanding, raise questions, and find answers" (Danielson). Writing about the subject matter "reinforces concepts that have been learned. . . builds upon prior knowledge. . . [and improves] the amount of information students retain from year to year" (Jager).

Implementation of Collins Writing Program
The Collins Writing Program was adopted as the primary strategy for the improvement of student writing across the curriculum. Writing became a Target

School Improvement Goal after meetings with the faculty revealed that our students' writing was a concern for many teachers. Teachers' comments were, in short, that our students simply did not write well. Though standardized test scores did not reveal an alarming deficiency in our students' writing, teachers' general concerns about the quality of writing they were seeing in their classrooms and the intuitive notion that writing ability is congruent with academic and intellectual ability led the improvement committee to adopt writing as a target goal.

The Collins Writing Program presents a model for a writing-across-the-curriculum/writing-to-learn program by defining five types of writing assignments and the outcomes expected for each. The program emphasizes the use of frequent, usually short, writing assignments in order to increase student engagement with the lesson. The five types of writing assignments are:

Type One: Writing to get ideas on paper. It is the idea generating, recollecting, data gathering, exploring or questioning phase of the writing and thinking process.

Type Two: Writing that is intended to answer questions. Assignments ask for definitions, facts, explanations or opinions supported with details. The writing shows the writer knows something about the topic or has thought about the topic.

Type Three: Writing that has substantive content and meets up to three specific quality standards. The process involves the development of a draft, reading it out loud, and reviewing it to see if it meets the program standards. This type of writing can take the form of an essay, letter, story, etc.

Type Four: Writing that has been read out loud and critiqued by another. It requires two drafts and has as its primary function the production of a well-written but not publishable work.

Type Five: Writing that is of publishable quality. It requires multiple drafts, and it can go outside the classroom without explanation or qualification.

ISTEP+ LANGUAGE ARTS TIMELINE, INTERVENTIONS, AND PROFESSIONAL DEVELOPMENT
2010-2011
  1) **Develop common lesson plans with emphasis on best practices**:
- authentic audience and purpose,
- collaboration,
- choice of topic,
- write frequently and regularly,
- prompts rooted deeply in meaningful content,
- highly structured and predictable environment,
- scaffold assignments,

- writing workshops,
- teacher modeling writing, and
- mini-lessons on grammar and mechanics to be applied into student writings.

2) Provide opportunities for students to experience and practice responding to the types of questions incorporated in the GQE exam.

3) Target, monitor, and provide individualized instruction with <u>emphasis on sub- populations</u>.

4) Delete any indicators that the committee feels are useless, unnecessary, don't help achieve results.

5) To join 6 Traits (or 6+1 Traits) writing with Collins writing

Writing is a valuable tool for learning. Research purports its many benefits, including improving critical thinking skills and helping student retain information. Learning inert facts may be one component of the classroom, but applying those inert facts in the classroom proves the most beneficial and writing is an easy method of applying factual information. Higher-level thinking skills (Bloom) can be practiced easily using writing:

1) ask students to write what they now know about a topic (Knowledge).
2) ask students to explain the main idea of a topic (Comprehension).
3) ask students to apply the topic to some experience of their own (Application)
4) ask students to examine some results of the topic (Analysis).
5) ask students to examine what would happen if… (Synthesis).
6) ask students to judge the value of …or to discuss what they think about…

If we don't have an easy method for teachers outside of English areas to use writing in their classroom, they won't use writing. Collins is a method of making writing understandable, non-threatening, and easy in all classrooms.

Collins is good because it gives teachers outside the English areas an easy method of using writing in their classes.

Collins outside of English classes does the following:

• It creates a common vocabulary between all courses, making students more familiar and more comfortable with the writing tasks and expectations of the tasks; teachers are on a common ground when it comes to writing tasks and expectations of writing tasks.

• It increases the amount of writing in classes outside English classes.

• It provides teachers with a means of using writing as a tool for helping students learn the content of the course.

• It provides teachers a method of giving students practice at the high level thinking skills (Bloom above).

Collins is good because it gives English teachers a chance to focus on specific areas of writing.

Collins inside English classes does the following:

• It creates a commonality in writing instruction and methods as the same skills and methods are being used in each class and each grade level.

• It creates a common vocabulary that has carry-over so students can become familiar and comfortable with writings tasks and expectations.

• It provides a systematic way to teach all components of writing, but it also allows teachers and students to focus on specific elements of the writing task so students can concentrate their efforts and not be overwhelmed by the holistic and therefore intimidating task of writing.

• Format and presentation of writing assignments have carry-over from one class to another and from one year to another so students become familiar and comfortable with such matters.

It makes sense that using a common method of teaching is better than a sporadic, hit-and-miss strategy.

6+1 Traits and ISTEP are compatible.

COMPARISON OF 6+1 TO ISTEP RUBRICS

6+1 Traits	ISTEP
Ideas	Ideas and Content
Organization	Organization
Voice	Voice
Word Choice	
Sentence Fluency	Style
Conventions	Language in Use
Presentation	

Students will learn that standardized tests are first draft essays, not necessarily perfect pieces, and that some first draft type errors are acceptable. Students can loosen up and write for content. Collins gives students confidence in their own writing.

2011-2012

Finalize and begin to implement the following steps:

Step #1: English teachers use 6+1 Traits when they teach the elements of writing.

Step #2: All English teachers emphasize the process of writing.

Step #3: English teachers use Collins method:

- Teach that different writing tasks require different approaches
- Teach the different Types of writing
- Type 1 is used for brainstorming or thinking on paper. It is called PREWRITING.
- Type 2 is used for testing situations when a right or wrong answer is the most important component.

- Type 3 requires three (or more) elements, thus allowing students to focus their efforts; reread and revised on the spot. It is called FIRST DRAFT.
- Type 4 is a reread by the writer, revised on the spot, read by a peer, and jointly revised on the spot. It is called SECOND DRAFT.
- Type 5 is a Type 4 that taken home and revised. It's a fully polished and presentable piece. It is called THIRD DRAFT.

Step #4: As English teachers teach and use writing in their classes, they marry Collins language and 6+1 Traits language. (The students will be using the Collins language and procedures/formats in all other courses as well, so commonality and familiarity becomes positive components of this approach.)
- Thus, in an English classroom, a Prewriting is called a Type 1 or a Type 1 Prewriting.
- Some Type 1s can be developed into a Type 3 when specific criteria (called FCAs, i.e., Focus Correction Areas) are applied. The specific criteria may be whatever the teacher wants. One or more of the FCAs can be the traits from the 6 Traits method. Generally, only three FCAs are recommended so students can concentrate on the traits individually and are not overwhelmed by many requirements. It is recognized that higher level students may be able to handle more requirements. Thus, FCAs for a high level class may be 1) 100 words minimum, 2) Organization, 3) Sentence Fluency, 4) Spelling. In a lower level class, the FCAs may be 1) 100 words minimum, 2) Organization, 3) Spelling.   Students read their own writing and make corrections right on the paper. This makes the writing a Type 3. It can be handed in at that point or the teacher can take it further.
- The Type 3 (first draft) can be read by a peer. Afterward, the reader and writer collaborate on editing/revising. This becomes a Type 4 (or second draft).
- The Type 4 can be taken home and read and revised again. The student should try to produce the best piece of writing he can. The teacher may even up the ante on the FCAs at this point, especially for higher level students. This revised Type 4 becomes a third draft.

2012-2013
- Continue to look at the following measurements to determine additional strategies:

ISTEP	SAT
Core 40	ACT
PSAT	

- generate enthusiasm for using writing as a tool for learning,
- establish requirements for all teachers to write in all classrooms,

- provide in-service training,
- assist in Collins training,
- require all teachers assign and collect Type 3, 4, or 5 writing in each class.
- Each year in October, the committee completes an in-service
- Each year, an interdisciplinary team is formed to study writing across the curriculum.
- Each year, English teachers share and incorporate lesson plans into curriculum plans.
- As we develop our professional learning community, we will begin to see people spending time meeting, observing, collaborating, actively researching by teaching with the new method(s), assessing and evaluating new method(s), revising, and sharing their experience, knowledge, and progress with each other. All of this takes time and commitment to the committee and to improving our school. Ask your committee members to show you what they are doing.

2013-14
- Continue to look at the following measurements to determine additional strategies:
  ISTEP   SAT
  Core 40   ACT
  PSAT
- generate enthusiasm for using writing as a tool for learning,
- establish requirements for all teachers to write in all classrooms,
- provide in-service training,
- assist in Collins training,
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- Each year in October, the committee completes an in-service
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2014-15

- Additional staff has been added in order to create the following courses: English Lab, Short Stories, Novels and Genres. Each of these courses is designed to assist students with specific needs as determined by the CCR assessment ACCUPLACER (administered to all students grades 10-12).
- English faculty was trained in SREB to be applied in a College Prep English Course
- 1:1 Initiative- All students currently enrolled in an AP course or an Algebra 1/English 10 remediation course have been supplied with a Google Chromebook thru a technology grant awarded our school corporation. Teachers received professional development in the best practices for using such as device within the classroom.

ISTEP+ MATH BENCHMARK

All students will improve their mathematical problem solving skills as measured by ISTEP+ by 2% each year.

The continued performance of sophomores on the GQE mathematics examination calls for increased efforts to meet the needs of all students during the switch over to end-of-course assessments.

Student Achievement Objective For Mathematics

Mathematical problem solving was adopted as a target goal in response to faculty and administrative concerns over the performance of Seymour students on standardized tests, and responses from students, faculty and parents to an NSSE survey suggested that students could benefit from training in mathematical problem solving. In its original writing, the goal placed special emphasis in the areas of probability and statistics. The broader goal was adopted at the beginning of the 2002-2003 school year. However imbedded in discussions of this goal include a recognition that "problem solving" encompasses more than mathematics, and that the faculty should be teaching students a variety of problem solving strategies and emphasizing problem identification, critical thinking, and decision-making across the curriculum.

Data and Analysis Supporting Adoption of the Target Goal

1. In spring 2007, all teachers received "4 Steps to Problem Solving Success" handbook to utilize in the classroom. All students completed a working for a living project. In fall 2007, every teacher must submit his or her own sample to the problem solving committee. Spring of 2006, every teacher posted four-step problem solving method in classroom. Focus on the four-step problem solving

method (explore, plan, solve, examine). In 2007-08, the school-wide problem solving activity repeated with changes made that were suggested 2006-07.
2. Exploration and Partial implementation of Cornell Note taking method; introduced to faculty at in-service fall 2007. Word wall practices implemented 2006-07.
Fall 2007, teacher survey reports vocabulary teaching practices used at SHS include: word walls, note-taking methods, classroom openers, crosswords, original sentences, vocabulary posters, drill, reading, flash cards, listen and repeat, dialogues, fold and spell, present in context, with pictures, "spelling" list, define chapter vocab, vocabulary, literary terms, question words, outlines, graphic organizers, vocabulary, literary terms, research, lecture, fill-in-blank notes, PP slides, copy from transparencies, KWL, Cornell, Marzano, abbreviations, acronyms.
Spring 2008, committee explores what works? how do some of these activities fit into lessons?
2007-08, Implement SIOP practices in curriculum (specifically pages 58-68).
3. Individualized lessons to be used with subpopulations scoring below passing. Teachers will continue to study and utilize the nine strategies identified in Marzano's Classroom Instruction That Works in their daily lessons, Classroom Management That Works, and Failure is Not An Option program. On-task time to be increased through the use of these materials.
4. Freshmen ISTEP booklets to be used in mathematics classes.
Vocabulary test for ISTEP preparation, teaching methods, common assessment.
5. Beginning spring 2006, visits and conferring with Corbin, KY, regarding implementation of conceptual algebra. Beginning 06-07, conceptual algebra approach started using classroom openers, mid-chapter tests, unit tests, and changes in teaching are implemented to increase scores within the unit. Incentives for increased scoring were implemented.
Spring 2007, provide in-service training for all math teachers on the utilization and integration of Renaissance math software into daily lessons and classroom organization.
Power standards developed 2005; began 2006. Daily lesson plans for power standards to be created by fall of 2007.
Renaissance Math Software and Conceptual Algebra used to develop vocabulary.
Provide Algebra I teachers with common preparation period for collaboration and joint planning. Beginning spring 2007, checklist and documentation developed.
Major initiatives to improve the instructional program have included:
The use of NWEA, ISTEP and Core 40 test results to identify student strengths and weaknesses in Algebra concepts.

Improving curriculum articulation through department meetings focused on curriculum mapping and the development of a Math Flow Chart of concepts covered for grades 6-12.

Identifying power standards for each course.

Adopting textbooks based on the identified power standards.

Implementing a common planning period for math teachers in order to provide opportunity for coordination and collaboration.

Improving articulation between Algebra I and Algebra II courses.

Developing a common vocabulary list of mathematical terms to be utilized by all Algebra I teachers and emphasizing the importance of concept development in instructional activities.

Adopting an instructional program that utilizes a video presentation of material as a common lesson to be utilized by all algebra teachers.

Adopting Accelerated Math software as a supplementary resource in Algebra I classes.

Dropping of problem solving, general mathematics, and pre-algebra as courses in the high school mathematics sequence.

Developing a two year Algebra I course for students not ready for traditional algebra in the freshman year.

MATH TIMELINE, INTERVENTIONS, AND PROFESSIONAL DEVELOPMENT

2010-11

1) Provide Algebra I teachers with time for collaboration and joint planning.

2) Provide students with math teacher instruction during their study halls.

3) Exploration and Partial implementation of Cornell Note taking method.

4) Vocabulary test created to be used for ECA preparation, teaching methods, common assessment.

2011-2012

1) Develop common algebra practices, daily lesson plans, and a storage location for these lessons that emphasize:

- attainment of power standards in mathematics,
- utilization and integration of Renaissance math software into daily lessons and classroom organization,
- classroom openers,
- mid-chapter tests,
- unit tests,
- changes in teaching to increase scores within the unit,
- incentives for increased scoring,

- alignment with state standards,
- use of nine strategies identified in Marzano's <u>Classroom Instruction That Works</u>,
- use of <u>Classroom Management That Works</u> and <u>Failure is Not An Option</u> program,
- increased on-task time,
- individualized lessons,
- concept development,
- direct instruction of vocabulary related to mathematics,
- increased time for student demonstration of problems solving, and
- increased inquiry-based learning activities.

2) Schedule time and resources for freshman algebra teachers to become proficient in utilizing Renaissance Math materials in their classroom instructional routine.
3) Provide opportunities for students to experience and practice responding to the types of questions incorporated in the Algebra 1 ECA.
4) Target, monitor, and provide individualized instruction to students who are Hispanic, special education, free and reduced.

2012-2013

1) Evaluate the freshmen end-of-course assessment booklets being utilized in the classroom to provide Algebra 1 ECA preparation and remediation.
2) Prepare the school-wide problem solving activity day requiring all students in all classes to prepare for their future with mathematics.
3) Each year, new members of the faculty need orientation regarding the 4 step Problem Solving process, and they should receive the problem solving handbook.
4) Implement mathematical problem solving in all courses <u>by requiring every teacher to submit his or her own sample to the problem solving committee</u>.
5) Look at data to determine effectiveness of strategies and to determine if new strategies are needed.
6) Evaluate the shared lesson plans available in the Math Department Resource Room.

2013-14

1) Evaluate the freshmen end-of-course assessment booklets being utilized in the classroom to provide Algebra 1 ECA preparation and remediation.
2) Prepare the school-wide problem solving activity day requiring all students in all classes to prepare for their future with mathematics.
3) Each year, new members of the faculty need orientation regarding the 4 step Problem Solving process, and they should receive the problem solving handbook.

4) Implement mathematical problem solving in all courses <u>by requiring every teacher to submit his or her own sample to the problem solving committee</u>.
5) Look at data to determine effectiveness of strategies and to determine if new strategies are needed.
6) Evaluate the shared lesson plans available in the Math Department Resource Room.

2014-15
- Additional staff has been added in order to create the following courses: Math Lab. Each course is designed to assist students with specific needs as determined by the CCR assessment ACCUPLACER (administered to all students grades 10-12).
- Math faculty will be attending an Indiana Math Standards workshop provided through the department of education.
- 1:1 Initiative- All students currently enrolled in an AP course or an Algebra 1/English 10 remediation course have been supplied with a Google Chromebook thru a technology grant awarded our school corporation. Teachers received professional development in the best practices for using such as device within the classroom.

SCHOOL-TO-WORK BENCHMARK (College and Career Readiness)
100% of Seymour High School graduates who complete four years at Seymour High School will complete digital tools, career awareness class(es), resumes and other business document creation, a mock interview, and participate in one of the following: job shadow, community service, and/or college visitations.

Better awareness of career options provides the students with an understanding of the relationship between their academics career and their future employment opportunities; therefore, students of Seymour High School will articulate the relationship between their course work and future career interest.
Student Achievement Objective For Career Awareness
1. Graduates of Seymour High School will exhibit confidence in an employment interview.
2. Eighty percent of Seymour High School graduates will possess employability skills.
3. Graduates of Seymour High School will articulate why they are pursuing their career interest choice.
4. Students of Seymour High School will have real-world experience.
5. Students will exhibit knowledge of new workplace technology.
6. Students will exhibit knowledge of the needs of the labor market and connect their career plan to the supply and demands of the marketplace.
7. Students will make the connection between their high school studies and potential careers through school-to-work activities.

School-to-work experiences provide students with benefits, such as improved attitudes, motivation, and self-confidence. STW also emphasizes important life and work skills such as taking responsibility, decision-making and time management. Students' participation in STW improves the chance of high school completion and participation in post-secondary experiences.

According to Donald J. Carstensen, "Business leaders have found that students will need to have certain skills to succeed in the workforce. Seventy- three percent rated listening as an 'extremely important' skill. Next came reading (70%), oral communication (68%), written communication (56%), responsibility and self-management (55%), problem solving (52%), and knowing how to learn (52%). When asked what percentage of high school graduates are skilled in these areas, the results were dismal: listening (19%); reading (33%); oral communication (18%); written communication (16%); responsibility and self'- management (17%); problem-solving skills (10%); and

knowing how to learn (17%). Employers, while knowing what skills they're looking for, are not always effective in communicating their needs to educators, which contributes to the result that not enough students are acquiring those skills." The career awareness target goal projects that 80% of graduates of Seymour High School will possess employability skills. By possessing these workplace skills, our students will be able to exhibit confidence in employment interviews.

Better awareness of career options provides the students with an understanding of the relationship between their academics career and their future employment opportunities. Therefore, students of Seymour High School will articulate the relationship between their course work and future career interest.

Learner Performance Goals:
1.   Graduates of Seymour High School will exhibit confidence in an employment interview.
2.   Eighty percent of Seymour High School graduates will possess employability skills.
Graduates of Seymour High School will articulate why they are pursuing their career interest choice.
Students of Seymour High School will have real-world experience.
Students will exhibit knowledge of new workplace technology.
6.   Students will exhibit knowledge of the needs of the labor market and connect their career plan to the supply and demands of the marketplace.

2010-2011 Mock Senior Interview
The following documents itemize the evaluation of Human Resource personnel who participated in interview seniors this past spring. Analysis of the responses indicate a favorable impression with regard to the preparation and ability of the seniors to discuss their career plans. Over the past three years there has been a considerable improvement in the attitude and seriousness of purpose of the participating students. This is attributed to the following:
The effort of English teachers in working with students on their resumes and cover letters and discussing the process with the students.
Better coordination between school personnel and the representative of Jackson County Industrial Development.
In-service of Human Relations representative regarding the purpose of the mock interview and responding to their feedback.
There needs to be a better effort to involve all graduating seniors in the program.

SCHOOL-TO-WORK

Interview Ratings of Class of 2011 Participating in the Mock Interviews
The interviewers were asked to rate the quality of the student's resume, cover letter, appearance, attitude, communication, basic knowledge of the career area, his/her reasons for interest in the career area, academic preparation and previous experience using a 3 point rubric. A majority of the students interviewed received positive evaluations. Individual response sheets were returned to the interviewees for their personal use.

1. Spring 2006, teachers received in-service training/basic awareness of careers. Fall 2006, teachers received a job shadowing poster to encourage students to participate in job shadowing careers. Spring 2008, newer teachers receive instruction on careers and their implementation in coursework.
2. Improved JCIDC contact, enlarged interview scale, and standardization of resume and cover letter may produce helpful changes.
3. Due to previously low numbers of job shadowing, a new offering to students was made in 2006-07: Rather than sitting in a class while others took the GQE/ISTEP+ in the fall, juniors and seniors who had already passed the GQE, were encouraged to job shadow, visit a college, or complete community involvement experiences.
4. In 2006-07, digital tools began utilizing the 45 min. study hall/45. min. class model, which worked well.
5. The 2005-06 behavior problems in study hall with freshmen not enrolled in careers resulted in a re-design of the block of time to be dedicated ½ course and ½ study hall resulting in much improved behavior. In Fall 2007, all teachers received poster on Hot Jobs in Indiana, which was also used during the problem solving spring 2008 school-wide exercise.

SCHOOL-TO-WORK TIMELINE, INTERVENTIONS, AND PROFESSIONAL DEVELOPMENT
2011-2012
1) Teachers will devote instructional time to student activities that will promote careers, such as:
- providing guest speakers,
- creating a file of cluster-related employers with names, addresses, and contact people,
- creating an "employer handbook" to encourage the students' understanding of employer expectations,
- encourage and discuss post-secondary training in specific fields,

- encourage and discuss participation in programs offered through SHS such as course sequencing, community involvement, C4, scholarships, contests, and programs,
- providing opportunities for career experiences through simulations, role-playing, and lab activities, or
- developing vocabulary units, which will reflect terminology used in various careers.

2) Teachers receive in-service training/basic awareness of careers during an in-service session, emails, after-school session, or other format decided upon by the committee.

3) Check that job shadow posters are visible and whether we need updates.

4) Produce charts or graphs to be posted and shared with faculty as to the progress of the committee

2012-2013

1) Review digital communication enrollment, career information enrollment, and student use of these throughout high school career.

2) Evaluate current data, scheduling, and strategies to determine changes in interventions.

2014-15

1) Students enrolled in our moderate disability/severe-profound disability classrooms are given an opportunity through a partnership with DSI to participate in a "Job Club" which provides them many experiences related to gaining and maintaining employement.

CORE 40, ACADEMIC HONORS DIPLOMAS, AND RIGOROUS STUDIES

GRADUATION REQUIREMENTS:
A concerted effort has been made to allow all students to be eligible for the Core 40 diploma and to encourage students to pursue an Academic Honors Diploma. Curriculum revisions in English, mathematics and science have placed more students in entry-level courses that lead to the Core 40 diploma. Accelerated freshman courses and course sequences designed to address the needs of students with the potential to take advanced placement classes in the junior and senior year are provided.   Upper level, academic core courses have been weighted. The Seymour Scholar Award has been created to encourage talented students to take more advanced placement courses. During freshman planning conferences with parents, four year planning is done with the goal of achieving the core 40 diploma. Recipients of the Core 40 diploma and Academic Honors diploma are recognized at graduation ceremonies. Photographs of Academic Honors diploma recipients in graduating classes are displayed in the main hallway of the school.

Academic Honors diploma courses are reviewed as part of the school improvement process.

There are four categories of weighted courses: College level Advanced Placement courses (Level IV), third and fourth year courses in academic core subject areas (Level III), lower-level honor courses in chemistry and English (Level II) and all other credit courses (Level I). Level IV courses have a weight of 1.6; Level III, 1.4; Level II, 1.2; and Level I, 1.0. Weighted courses were instituted at SHS in the fall of 2001 in response to calls from state and national officials as well as university officials for high school students preparing for college to take more upper level courses in English, mathematics, science, foreign language and social studies. By weighting the more rigorous third and fourth year courses and the college level Advanced Placement courses, capable students are discouraged from avoiding the more difficult classes in order to protect their grade point average. For example a student earning a "B" in an Advanced Placement course (weight of 1.6) earns 4.8 quality points compared to 4 quality points earning an "A" in a non-weighted course.

Increasing requirements for class valedictorian and salutatorian award and de-emphasizing role of class rank
Along with the implementation of the weighted grade point average are new procedures for determining the senior class valedictorian and salutatorian and

the final class rank for seniors. The valedictorian is the graduating senior with the highest weighted grade point average who has met the requirements of an Indiana Academic Honors Diploma and a Seymour Scholar Award. The salutatorian is the student with the second highest grade point average while qualifying for an Academic Honors Diploma and the Scholar Award.

Because the number of weighted courses taken during the senior year will significantly impact a student's G.P.A., "rank in class" statistics prior to the end of the senior year are of little value. The official class rank is calculated after all grades are posted at the end of the senior year. School personnel only report a student's official rank at the end of the senior year for college application purposes.

WEIGHTED COURSES
Weighted course values are used to encourage and not penalize students for taking rigorous academic courses in English, Mathematics, Science, Foreign Language and Social Studies. There are four categories of courses offered at Seymour High School: College Level Advanced Placement Courses, Third and Fourth Year Upper Level Courses in the academic core subject areas, Lower Level Honor Courses in Chemistry and English, and all other courses that qualify toward graduation requirements.

AP English Language	AP Statistics	AP Environmental Science
AP English Literature	AP Chemistry	AP World History
AP Calculus	AP Biology	AP US History
AP Government	AP Physics	
American Literature	Advanced Composition	
English Literature	Expository Writing	Honors Algebra II
Honors Pre-Calculus	Physics	Anatomy/Physiology
Advanced Earth/Space	AP Chemistry Lab	3rd and 4th World Languages
Discrete Mathematics	Genres of Literature	Accelerated Composition
Honors Geometry	Algebra II	Pre-Calculus
Honors Chemistry		

Dual Credit
In 2007-08 Seymour High School began offering many courses as dual credit. Students receive both high school and college credit for coursework completed at higher levels. Currently (2014-15), SHS offers 26 courses worth a total of 76 college credits.

Project Lead The Way- National Alliance For Pre-Engineering Programs
Project Lead The Way Inc. (PLTW) is a national program forming partnerships among public schools, higher education institutions and the private sector to increase the quantity and quality of engineers and engineering technologists graduating from our educational system. PLTW has developed a four-year sequence of courses, which, when combined with college preparatory mathematics and science courses in high school, introduces student to the scope, rigor and discipline of engineering and engineering technology prior to entering college. SHS began the program during the 2004-2005 school year and will add a new course to the sequence each year until the entire curriculum is in place.

The Indiana Core 40 Diploma requirements

Take 40 required credits as follows.

Language Arts .. 8 credits in literature, composition and speech

Mathematics ..... 6 credits of Algebra I, Geometry, Algebra II. (Pre-calculus if Algebra I is completed prior to high school.)

Science .... 6 credits as follows: 2 Biology and 2 Chemistry or Physics and 2 additional credits from advanced science courses

Social Studies ... 6 credits distributed as follows: 2 U.S. History, 1 U.S. Government, 1 Economics, 2 credits in AP world history or 2 credits in geography and history of the world.

Physical Education   2 credits

Health .... 1 credit

Directed Elective Credits   5 credits in any combination of the following: World languages; Fine arts; Career/technical

Elective Credits 6 credits (Career Academic Sequence is Recommended)

Core 40 with Academic Honors - The Core 40 with Academic Honors diploma was established by the Indiana Department of Education in 2006. Its purpose is to encourage and reward students who pursue a rigorous, advanced course of study.

In order to qualify for the Core 40 with Academic Honors diploma, students must:

1. Complete all requirements for Core 40.

2. Earn 2 additional Core 40 math credits.

3. Earn 6-8 Core 40 world language credits.

4. Earn 2 Core 40 fine arts credits.

5. Earn a grade of "C" or above in courses that will count toward the diploma.

6. Have a grade point average of "B" or above.

7. Complete <u>one</u> of the following:
   - Two Advanced Placement courses and corresponding AP exams
   - Academic, transferable dual high school/college courses resulting in 6 college credits
   - One Advanced Placement course and corresponding AP exam and academic transferable dual high school/college course(s) resulting in 3 college credits
   - Score 1200 or higher combined SAT math and critical reading*
   - An International Baccalaureate Diploma

*SAT requirements will be modified with the addition of the writing section.

Core 40 with Technical Honors - The Core 40 with Technical Honors diploma was established by the Indiana Department of Education in 2006. Its purpose is to encourage and reward students who pursue a prescribed technical course of study.

1. Complete all requirements for Core 40.

2. Complete a career-technical program (related sequence of 8-10 career-technical credits)

3. Earn a grade of "C" or above in courses that will count toward the diploma.

4. Have a grade point average of "B" or above.

5. Complete state recognized certification requirements by completing <u>two</u> of the options below, one of which must be A or B:

   A. Take WorkKeys, and industry-driven assessment, and score at or above a designated level on each of the three core readiness subject areas (mathematical reasoning, reading for information, and locating information)

   B. Technical, transferable dual high school/college credit courses resulting in 6 college credits**

   C. Professional career internship or cooperative education**

   D. A state approved industry recognized certification**

**Must be in the career-technical program area of study

HONOR ROLL

Honor rolls are published at the end of each nine-week grading period. To be eligible for the High Honor Roll a student must have a 4.0 weighted grade point average in solid subjects no grade lower than B. Students with a 3.5 grade point average in solid subjects with no grade lower than a B are eligible for the Regular Honor Roll. At least five solid subjects must be carried in order to be eligible for the honor roll. Grades in Basic Physical Education and Driver Education are not included in the calculation of the honor roll G.P.A. Grade point averages are determined on the following basis: The average of the numerical value of each grade X course weight value.
A = 4 points, B = 3 points, C = 2 points, D = 1 point, F = 0 points, WD/F = 0 points, NC = 0 points.

NATIONAL HONOR SOCIETY
The mission of the National Honor Society is to recognize and encourage students who reflect accomplishment in scholarship, character, leadership and service. A fundamental principle of the Society is the expectation that members demonstrate continued growth in each of these qualities.
SCHOLARSHIP: The scholarship requirement is based on a student's cumulative grade point average as established by the Faculty Steering Committee. The minimum cumulative weighted G.P.A. for candidacy is established at 3.70
LEADERSHIP: While leadership is frequently viewed in terms of the number of offices or titles held, selection to the SHS Honor Society does not require evidence of leadership positions or titles. Rather the leadership criterion is based on the viewpoint that one cannot lead without being involved. National Honor Society members are students who are involved in activities in the school and the community, and are willing to grow in their leadership skills and ability.
SERVICE: Service is viewed by the National Honor Society to be actions that are done with or on behalf of others without any direct financial or material compensation to the individual performing the service. It is a key component of the selection criteria, and more importantly, is an ongoing expectation for the NHS Chapter as well as individual members.
CHARACTER: The National Honor Society is a member of the Character Counts Coalition. Through this activity the society supports a multi-faceted definition of character known as the "Six Pillars of Character." These six qualities are: respect, responsibility, trustworthiness, fairness, caring, and citizenship.

SCHOLASTIC RECOGNITION:
Seymour Scholar Award	4.90
High Honor Roll	4.00
Regular Honor Roll	3.50

Academic Honor Award   3.75
National Honor Society   3.60
Academic Honor Diploma   3.00

SEYMOUR COMMUNITY SCHOOLS CLASS SCHOLAR AWARD
The Seymour Community Schools CLASS SCHOLAR AWARD is presented
during the graduation ceremony to students who meet the following
requirements:
Satisfy all requirements for an Indiana Academic Honors Diploma
Earn a minimum of 54 credits including Basic Physical Education
Earn a minimum of 36 academic credits as follows:
English: 8 Credits
Mathematics: 8 Credits
Science: 8 Credits
Social Studies: 6 Credits
World Languages: 6 Credits
In addition, the student must earn a minimum of 11 credits in Advanced
Placement Courses with no grades lower than a B. Has a weighted G.P.A. of 4.9
or higher for the 54 qualifying credits. Students must take at least one AP
course in each of the four core subject areas of English, math, science, and
social studies.

CLASS VALEDICTORIAN AND SALUTATORIAN
Valedictorian: The top ranked member (weighted GP.A. after eight semesters)
of the graduating class who has completed a minimum of eight semesters of
course work and met the requirements of an Indiana Academic Honor Diploma
and the Seymour Community Schools Scholar Award. If more than one student
is ranked at the top of the class, they are named co-valedictorians.
Salutatorian: The second-ranked member (weighted G.P.A.) of the graduating class
after the completion of a minimum of eight semesters of work. If there is more than
one valedictorian, a salutatorian is not named.

RENAISSANCE PROGRAM
The mission of Renaissance is to celebrate the success of those students meeting:
1) the established Renaissance card criteria, 2) the Indiana state standards for
academic achievement, and 3) the graduation requirements of Seymour High
School. We commit to a system of tangible rewards and reward activities to
ensure program effectiveness.
It is our vision that through Renaissance the Seymour High School Community
develops an increasing sense of pride and accomplishment in their commitment

to education. Students accept responsibility for their academic progress and teachers accept responsibility for systematically rewarding student achievement. Renaissance is a positive, creative force encouraging personal growth. It is our vision that students graduate with a mature sense of self-direction and intrinsic motivation.

Renaissance is a student driven and student-sustained program. A student's volunteer participation is predicated solely on the desire to help make a positive impact on the academic and social atmosphere of the school.

Based on his/her semester G.P.A. and school citizenship record a student can earn Gold, Silver, Bronze or Purple Renaissance Cards. These Renaissance cards enable the student to receive discounts and/or services from local restaurants and businesses and entitles the student the opportunity to participate in Renaissance rewards activities such as the Renaissance Academic Award Convocation and participation in the Mr. SHS competition

The criteria for the cards are as follows:

Gold Card	**Silver Card**
4.0 Minimum Semester GPA	3.5 Minimum Semester GPA
No Tardy Detentions	Maximum of 1 Tardy Detention
No Truancies	No Truancies
No Unexcused Absences	No Unexcused Absences
No Disciplinary Actions Taken	No Disciplinary Actions Taken
Bronze Card	**Purple Card**
3.0 Minimum Semester GPA	2.0 Minimum Semester GPA with a Demonstrated
Maximum of 2 Tardy Detentions	Improvement in Semester GPA over the Previous
No Truancies	Semester
No Unexcused Absences	Maximum of 3 Tardy Detentions
No Disciplinary Actions Taken	No Suspensions from school

GRADE LEVEL CLASSIFICATION:

Freshman	0-9 credits
Sophomore	10-17 credits
Junior	18-25 credits
Senior	26 credits

GRADING STANDARDS

Tests and other assignments that can be scored on a percentile basis and percentage of total points earned are graded using the following standards:

A   = 92%   - 00% Excellent
B   = 83%   - 91% Good
C   = 74%   - 82% Satisfactory
D   = 65%   - 73% Poor
F   = Below   Failu

GRADING POLICY

At the end of each grading period teachers are responsible for assigning a letter grade symbolizing the quality of the student's work during the grading period. The following grades are used to describe the quality of student work:

A+ = 98-100   A = 95-97   A- = 92-96
B+ = 89-91   B =86-88   B- = 83-85
C+ = 80-82   C = 77-79   C- = 74-76
D+ = 71-73   D = 68-70   D- = 65-67
F = Below 65

A grade of *I* (Incomplete) is used in situations where a student has been unable to complete requirements in a timely fashion, and arrangements have been made for work to be completed beyond the end of the grading period.

A grade of *WDP* (Withdrawal Passing) is issued to a student who is forced to withdraw from a course because of health problems or other circumstances beyond his or her control, and has a passing grade in the course at the time of withdrawal. The grade will be posted on his/her permanent record but will not be included in credit attempts calculations or determination of Cumulative Grade Point Averages or Rank in Class.

A grade of *WDF* (Withdrawal Failing) is issued to a student who withdraws from a class without the specific approval of his or her guidance counselor and the teacher. The grade is posted in the student's permanent record and is included in the determination of credits attempted and computation of Grade Point Average.

A grade of *NC* is issued to a student who is administratively denied credit in a class as a result of expulsion or other disciplinary action. The grade is posted on the student's permanent record and is included in the determination of credits attempted and computation of Grade Point Average.

DETERMINATION OF FINAL GRADES: The final grade in a course represents the average of the grades earned in each grading period and the final exam according to the following ratios.

1st nine week grade   =   2/5 (40%) of Final Grade
2nd nine week grade   =   2/5 (40%) of Final Grade
Final Exam/Project   =   1/5 (20%) of Final Grade

CLASS RANK:

The final grade point average/rank in class of the senior class uses weighted grade criteria and the criteria used to determine eligibility for the Seymour Scholar Award with a maximum of 50 credits used to calculate the cumulative GPA.

ADVANCED PLACEMENT COURSE OFFERINGS:
English Literature and Composition—English Literature and Language–
Calculus AB –Statistics--U.S. History – U.S. Government –World History—
Chemistry—Biology—Environmental Science

ADVANCED PLACEMENT COURSES
The Advanced Placement (AP) program is a cooperative educational endeavor
based on the fact that many students can complete college level studies in high
school. Upon completion of the AP course a student may take the nationally
administered exam in May. Participating colleges grant credit and/or appropriate
placement to students who have done well on the AP exam.
The underlying premise of the AP program is that college level courses can be
successfully taught to high school students by high school teachers. High school
credit is earned for the course regardless of whether the student takes the national
examination or not, provided that assignments and required work has been
completed.
Advanced Placement provides an opportunity for academically talented and
motivated students to upgrade their high school preparation. Because of the
nature of the program the workload in an AP course is heavier than it would be
in a regular class.

STATUTE AND RULES TO BE WAIVED
Seymour High School chooses to waive no statutes and no rules.

APPENDIX 1—Examples of School Improvement Organization

2012-2015
School Improvement Steering Committee
Purpose: Organize and direct ongoing improvement.

Goal: Develop a professional learning community with a clear purpose, a collaborative school culture, and a focus on results; provide clarity, vision, and deadlines as needed to fulfill district, state, and national requirements; and inform and involve stakeholders in-school improvement.

Chairs: Talmadge Reasoner & Chris Gerbers

Committee Members: Randy Fife, Jill Railsback and all committee chairs (or their designees).

School Improvement Review Committee
Purpose: Read, approve, edit, and/or provide revision recommendations of our school improvement plan to the school improvement steering committee. (This includes the state reading and approving our school improvement plan, NCA reviewing our target goals and performance, and internal committees suggesting ongoing improvements, including required professional development, literature, conferences, etc.)

Goal: To evaluate and assess the progress and its effectiveness in terms of communication, format, timeliness, and overall staff implementation and development.

Chair: Jill Railsback

Committee Members: Chris Rose, Ann Tormoehlen, Rick Schuley and Dave Urbanski

Data Committee
Purpose: Statistically proving both the need for improvement in an area and the results improvement efforts have had in the area. (SHS has currently identified writing, problem solving, and career awareness as our improvement areas. See target goals committees below.)

Goal: To collect and interpret national, state, and locally-created instruments; assist committees in locating data; and advise committees as to the need for data.

Chair: Talmadge Reasoner

Committee Members: Kate DuBois, Mike Richardson, Rick Schuley, Ann Tormoehlen

Target Goals Committee - Writing
Purpose: Developing writing and thinking skills across the curriculum implementing the Collins Writing Program.

Chair: Chris Rose

Committee Members: English Department Teachers

Target Goals Committee - Math
Purpose: Developing problem solving skills across the curriculum

Chair: Angie Lucas

Committee Members: Math Department Teachers

Target Goals Committee - Careers
Purpose: Students will make the connections between school curriculum and career choices.

Chair: Missy Lake

Committee Members: Business Department Teachers

Standing Committee - School Health and Safety
Purpose: To involve parents, teachers, the community, students, and the staff in improving health and safety and related programs and policies.

Chair: Dave Boggs

Committee Members: Sara Bane, Gwen Brown, Jaime Brown, Sherry Reinhart, Nicole Storey

Standing Committee - Technology
Purpose: Augment school-wide implementation of technology

Chair: Bob Sexton

Committee Members: Robin Cummings, Jessica Floyd, Shaun Mahoney ,Jill Railsback, Chris Rose, Debbie Schneider

Standing Committee - Extra-Curricular and Clubs
Goal: All students will be involved in extra-curricular activities

Chair: Brandon Harpe

Committee Members: Kevin Cottrill, Dave Urbanski, Erik Stangland

Standing Committee - Renaissance
Purpose: The mission of Renaissance is to celebrate the success of those students meeting: 1) the established Renaissance card criteria, 2) the Indiana state standards for academic achievement, and 3) the graduation requirements of Seymour High School. We commit to a system of tangible rewards and reward activities to ensure program effectiveness.
Goals:
Long Term Goals *(Timeframe: 3 years)*
Increase the number of Academic Honor Diploma and Core 40 Diploma recipients
Increase AP class enrollment
Exceed the state average in students passing the math and English sections on the stadardized state tests
Short Term Goals *(Timeframe: Annually)*
Increase the number of students earning a Renaissance Card
Increase the overall school attendance rate
Decrease the number of high school dropouts
Chairs: Chris Gerbers

Committee Members: Sara Bane, Aaron Floyd, Jessica Floyd, Jeremy Richey, Ann Tormoehlen.