Accreditation Report

Heritage Hills High School

North Spencer School Corporation

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The Heritage Hills Community

Heritage Hills Senior High School, Heritage Hills Middle School, and four elementary schools comprise the North Spencer County School Corporation. The towns of Dale, Chrisney, and Santa Claus, along with several small, bedroom communities are located in the North Spencer County School Corporation. The school community consists of single-family homes and apartments, as well as a few industrial plants, small businesses and large areas of farmland. The 2015 census estimates identify the population in Spencer County, Indiana, to be 20,715.

Heritage Hills High School is located approximately 40 miles east of Evansville, Indiana, 70 miles west of Louisville, Kentucky, and is nestled at the edge of the Lincoln State Park and the Lincoln Boyhood National Memorial. Approximately four miles to the east is the theme park, Holiday World and Splashin' Safari.

Heritage Hills High School campus sits on 67 acres, consisting of four buildings: a high school building, a middle school building, a Career Technical Education building, and an auxiliary gymnasium. Athletic venues include facilities for football, basketball, volleyball, wrestling, swimming, baseball, softball, soccer, track, tennis, and cross country. The high school building consists of 29 classrooms, two computer labs, an IT lab, a band practice area, an auditorium, swimming pool, cafeteria, library, study hall area and gymnasium. The middle school houses the choral practice room and the Career Technical Education Building houses three art rooms, an auto classroom and lab, a computer lab used for the PLTW Engineering program, a vocational classroom and lab, and the agriculture classroom and lab. Heritage Hills Senior High School continuously attempts to enhance the learning process. Morning teacher assistance, peer tutoring, and a math clinic are available to help students who need academic assistance. The school also maintains a twenty minute silent-sustained reading program (Read-In) to encourage student reading as a lifelong skill. In addition to Interdisciplinary Cooperative Education (ICE) the school offers a work-based Internship program. The school also offers an SAT preparatory class and speakers from the College and Career Success Coalition to help students with college and career preparation.

The total student school population is 620 students, comprised of 90.7% Caucasians and 7.5% Hispanics. Our free and reduced lunch population is 22.1%. About 50% of the students report they plan to attend a four-year college after graduation; 29% a two-year school, technical or proprietary school; 15% the workforce; and 6% the military. The average attendance rate for Heritage Hills Students in the 2015-16 school year was approximately 96.1%, and the graduation rate was 100%. There are 40 certified staff members and 13 instructional assistants at Heritage Hills High School. During 2015-2016, all 40 educators were evaluated as effective or highly effective.

Description and Location of Curriculum:

The courses at Heritage Hills High follow the Indiana Department of Education guidelines and are aligned to the state standards. Local course curriculum in the areas of math, language arts, science, and social studies is continuously reviewed and aligned on Curricular Mapper in PIVOT. This information drives instructions for future applications. Local curriculum guides and state standards are located within the

Curricular Mapper in PIVOT.

Parental Participation at Heritage Hills High School

Knowing that research indicates a high correlation between student achievement and parental involvement, the staff strives to involve parents in their child's education. Parents work along with teachers to provide students with valuable co-curricular and extracurricular educational experiences, such as FFA, band, and the drama. Parents are encouraged to be actively involved in all aspects of their child's educational experience at Heritage Hills High School.   Throughout grades 9-12, fall parent-teacher conferences are offered.   All teachers use an online gradebook. Parents are sent a letter informing them of their student's username and password, allowing the parent the opportunity to monitor the student's grades on a continual basis. The newly revised Heritage Hills website keeps stakeholders abreast of daily events at Heritage Hills and email addresses of teachers. They can also find information regarding career opportunities and planning, a listing of scholarships, college entrance testing information, and the Career Planning and Course Description Guide.

In the spring of each year, all eighth graders and their parents/guardians are invited to a meeting during which the types of diplomas are explained, and career and college information is introduced. Before the evening is over, all eighth graders, with the help of their parents/guardians, register for their next year's ninth grade classes and discuss the planned schedule with a counselor. Orientation for all incoming ninth grade students is offered within two weeks of school beginning in the fall. The school guidance counselors meet individually with each student to plan his or her next year's schedule of classes. Parents are also invited to attend. In addition, parents can keep abreast of important information and events through newspaper articles, the Heritage Hills website, and email.

Technology   (wireless)

Many technology programs are available at Heritage Hills. In addition to a 1:1 chromebook program, students and staff in the high school have access to desktop computers and iPads with the most current software programs. The computers are available throughout the schools in classrooms, labs, media center, and on teachers' desks. An E-learning workshop was held in the summers of 2013, 2014, and 2016 to better prepare staff to utilize technology. Technology assistance is available as needed throughout the school year. The Perry-Spencer Rural Telephone Cooperative provides the use of the Internet to Heritage Hills High School through Indiana Higher Education Telecommunication System (IHETS). Bandwidth has been upgraded to 250mp. High school students are allowed to take credit recovery classes online through Educere. Learning and students can take courses not offered at Heritage Hills on-line through the Indiana Virtual Academy.

State of the art technology is available for students to learn computer-aided drafting and computer graphics. The Project Lead the Way classes use a 24-station modular technology lab, which allows students to get an overview of the type of technology used in area industry. The Engineering and Advanced Manufacturing classes use a 10-station modular technology lab to prepare for attainment of Certificates of Technical Achievement. The Computer Tech Support course allows students to diagnose and repair technology devices, as well as prepare for certification in Lenovo repair.

The Interdisciplinary Cooperative Education (ICE) class offers the opportunity for students to have one hour of comprehensive study, as well as two hours daily of off-campus employment. Advanced Business Management, a two-hour vocational lab class, is also offered. Their responsibilities include managing the school bookstore, creating school promotional material, and doing a variety of business related projects.

Calculators are used at all levels of mathematics from Algebra I to AP calculus. Graphing calculators are used on a daily basis in Algebra II,

Pre-Calculus, Probability and Statistics, and Calculus classes. Geo-Sketchpad is also used in Geometry. IXL is available to use for remediation purposes and for instruction in mathematics. Acuity is used for formative and short cycle assessments along with remediation for ECA in English and mathematics.

Provisions to Offer Course for Academic Honors Diploma

High school students follow a seven-period daily schedule that allows for flexible scheduling in fulfilling all forty-seven credits for the Academic Honors Diploma. Sufficient courses are offered each year that allow for the attainment of the Academic Honors Diploma. Concurrent/dual-credit courses are offered through the University of Southern Indiana, Vincennes University, Purdue University, Ivy Tech, and Oakland City University. Five Advanced Placement courses are presently offered.

Provisions to Offer Course for Technical Honors Diploma

Provisions have been made to offer courses that qualify students for the Technical Honors Diploma. Dual-credit courses are offered in the areas of Agriculture, Business, Automotive Technology and Engineering through Purdue University, Oakland City University, Ivy Tech and IUPUI. SAE and ICE courses are offered.

Provisions to Encourage Students to Earn Academic Honors or Complete Core 40 Curriculum

All students are regularly informed about Core 40 and the Academic Honors diplomas. During a nine weeks Career Planning class, all eighth graders research a career, and with the help of a high school guidance counselor, start developing the required Career Planning Portfolio. At this time the required academic classes are planned. During the spring of the eighth grade year, almost 100% of eighth grade students and their parents attend an evening freshman orientation program to better prepare students for high school. In the spring semester of the freshman year, counselors meet with each student individually--often including their parents--to update the Career Planning Portfolio and plan career courses. In the spring of each school year, counselors meet with all students individually to schedule classes for the following school year. Parents are encouraged to participate in each meeting. This process involves a review of the Career Planning Portfolio, recommendations by teachers, and the review of Core 40/Academic Honors requirements.

Throughout high school, students are reminded of the benefits of attaining Core 40 and/or the Academic Honors Diploma. Students are encouraged to set high standards for themselves and receive support to succeed in their classes through the options of tutoring, academic counseling, teacher assistance, parent conferences, etc. Ultimately, students are placed in courses appropriate for their levels of ability, interests, and intended career pathways. In addition, a weighted grading system was implemented During the 2015-16 school year to encourage students to take a more rigorous schedule.

Cultural Diversity

The WIDA standards are implemented for the ENL students, and teachers follow the ILP of these students. For our special needs students, the Basic Skills Development classes provide education for students who are working on a certificate of completion. A BSD writing and reading class provides help to students with learning disabilities. Most special-needs students are assigned to a study lab where a special needs teacher and other para-professionals are available to help them.   A special fund through the Kids In Need Committee has been

established to help students who are in need of clothing or other personal items, as well as household items.

The school also hosts a Hispanic Heritage Festival to showcase the Latin American countries that are represented in the student population. During this event, students get to taste authentic foods from these countries, and Hispanic students perform traditional folk dances during the lunch periods to entertain the student body.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The Mission, Vision, and Beliefs of Heritage Hills High School are embedded in daily practices, programs and expectations for students and staff. We expect students to work hard to achieve the goals they have for themselves. We expect our students and staff to "Demand Excellence," and this concept is found throughout the school and in our daily Principal's statement. In an effort to live our beliefs, we provide a one-to-one computer initiative which levels the playing field for all students of our school as far as technology needs. Our classrooms are equipped with projectors, wifi connectivity, and various other representations of technology. We have 4 computer labs: 1 in business, 1 in IT/Computer Repair, and one in each major hallway. We have an in-house technical staff to help our technology needs and problems. We differentiate instruction, have inclusion classes across the curriculum, offer 30+ college credit courses aligned to several local universities, 6 AP courses, provide co-op opportunities through Patoka Valley Vocational Cooperative, in business, construction trades, engineering/PLTW, culinary arts, and other CTE courses. We are working on the alignment of curriculum in collaboration with Heritage Hills Middle School, have weekly department meetings, weekly committee meetings, and have District principals meeting weekly. Our staff is in tune with continuous school improvement as we have several across-the-curriculum initiatives in reading, writing, and math. An after school program co-sponsored with the YMCA and the corporation and after school math clinics allow student needs to be addressed beyond typical school hours.   A remediation specialist, English Learner Specialist, Technology Specialist, and SAT preparatory program are offered. Our decisions are data driven and we ask staff to keep up to date on their students' data and lexile levels. We focus on the academic achievement of all students.

Mission Statement

The school community of Heritage Hills High School pledges the following
- To provide a positive, safe environment
-To provide programs and activities that meet the needs of all students
-To encourage all students to aspire to excellence
-To encourage all students to think critically and be creative problem solvers
-To teach the social and educational skills necessary to become productive citizens and life-long learners
To this mission we commit our resources.

Vision Statement

Heritage Hills High School will educate all students through challenging learning experiences enabling them to become successful and productive citizens.

Purpose
The primary purpose of Heritage Hills High School is to educate,challenge, and prepare all students to become life-long learners and responsible citizens. The opportunities and challenges presented while attending Heritage Hills High School will enable students to achieve their goals.

Slogan

Demand Excellence

Motto

We Are…..

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements:

Heritage Hills High School educates all students through challenging learning experiences enabling them to become successful and productive citizens. To illustrate that commitment to excellence Heritage Hills High School has received an "A" rating by the Indiana Department of Education for three consecutive years. Additionally, HHHS was rated a "4 Star School" two of the last three years. When comparing the data of the student body with their state counterparts, HHHS students have exceeded state averages. In looking at the Spring 2015 ECA (Science, Math, English) data, HHHS scores are all well above state averages. The school had an 85% passing rate in English while the State average was 78%. In Math, we also had an 85% passing rate in comparison to the state average of 69%.

Another notable achievement was the Implementation of a Technology Plan and its execution to get technology in the hands of all students. Over the last three years this plan included a step-step application to 1:1 devices that included the following: Hiring of a Technology Integration Specialist, Development of a 1:1 teacher integration team (all departments represented), training and certification of an on-site repair specialist, created a ticket system for repairs, linked technology to evaluation rubric for accountability, and offered professional development initiatives to staff throughout the existence of the plan.

Heritage Hills High School has expanded the course certification offerings in Career and Technical Education (CTE) and that has led to the opportunity for advanced student attainment.

Areas of Improvement

The areas that needed improvement the past three years were in reading comprehension, course offerings, and in addressing our ENL population.

Through the efforts and strategies used by the school, reading comprehension, in terms of achieving proficiency rate (reading on grade level Lexile or higher), has improved from 59% in 2013-2014 to 66% in 2015-2016 on SRI (Scholastic Reading Inventory) Test. Strategies that were implemented and are being continued to support this growth are the use of "Read-In" (Silent Sustained Reading), Achieve 3000, and NewsELA Pro.

Heritage Hills continues to address the needs to our student body through a challenging and rewarding curriculum/course offering list. The demands of college and career readiness initiatives has brought the creation and current existence of PLTW (Project Lead the Way) courses in Biomedical and Engineering. Additionally, to address the needs of the student body, a SAT/ACT prep class has been created with pre/post testing to offer support and improvement.

Heritage Hills and the North Spencer County School Corporation has hired an ENL tutor and then a licensed professional instructor to remediate and instruct at-risk students of foreign languages.

Areas of improvement that the school is striving to achieve in three years

An area that HHHS wishes to improve is through collaborative department meetings 7-12. The purpose of these weekly meetings will be in

the reflecting and acting on best practice teaching strategies. These strategies are designed with goal of addressing the school goal of reading comprehension, technology integration, and the addressing of new standard adoption.

Heritage Hills is seeking to improve the relationship between the school and parents. The specific goal is to create an environment where parents feel involved in the decision making that the school pursues. Through stakeholder surveys, a deficiency was found in the this particular aspect and HHHS will strive to improve the decision making process with all stakeholders. Community members will be sought to join governing bodies (ex. School Improvement Team) that have a profound impact on the decision making process.

Additional Information

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

To illustrate the great job that Heritage Hills High School is doing, one only has to look at the end statistics of the graduation classes. Over the last three years HHHS students have attained the following graduation rates: 2014: 98.6%, 2015: 99.6%, 2016: 100%. During the 2015-2016 school year, 332 students will be taking Advanced Placement or College Credit courses that benefits our students both academically and financially. 101 of 126 (80%) of students pursued college education or vocational training upon graduation in 2015. The attendance rate at HHHS during the 2015-2016 school year was 97.32% for all grades and continues a trend of being above 95%. High school is a four year experience and students are able to gain valuable knowledge to lead them to further their education or enter the job market. They learn the skills necessary to fit into society and function as an integral part of that society. Heritage Hills is proud of the environment it creates and works tirelessly to assist students in achieving growth academically and socially.

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	•Communication plan to stakeholders regarding the school's purpose	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •The school's statement of purpose	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan	Level 3

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

1.1: Based on the evidence provided such as keeping records of past and present purpose statements as well as minutes from meetings related to the development of the school's purpose, it is evident that the process for review, revision, and communication of the school's purpose is clearly documented. The school's purpose, vision, and mission statements are heavily student-centered as they focus on enabling their growth and success. Our purpose statement is clearly written and posted in our classrooms. We should, however, make more of an effort to reach out to communicate our purpose to stakeholders.

1.2: The school offers various AP courses as well as leveled courses to further challenge students at a higher level of thinking, while lower level courses allow the speed of the course to be at an appropriate level to meet students' needs. Through departmental and general faculty meetings, staff are able to communicate effectively based on ways of effectively engaging students' in the content area. New ideas and ways of integrating technology to further enable students to reach their highest potential are discussed in these meetings.

1.3: The school's improvement plan committee consists of faculty from various areas/stakeholder groups. Assessment data regarding students' performance on standardized testing is available and accessible to all faculty, allowing staff to continuously improve upon the achievement and instruction aligned with the school's purpose.

Standard 2: Governance and Leadership

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •School handbooks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Governing body training plan •Historical compliance data •SafeSchool training is required for assigned staff. Administration Planning Retreat during summer provided to train governing body. Historical compliance data: Prior Advanc-Ed reports and School Improvement are used to for historical compliance data. Staff Handbook Training & SafeSchools training inform all staff regarding code of ethics, responsibilities, conflict of interest.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•School improvement plan developed by the school •Stakeholder input and feedback •Communications regarding board actions •Agendas and minutes of meetings •School board minutes are emailed out to all staff to communicate board actions. Staff self assessment for Advanc-Ed allows stakeholder input and feedback.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Examples of decisions in support of the school's continuous improvement plan •Staff development meetings and department meetings allow staff members to collaborate and share leadership roles. The school made the decision to administer SRI three times a year and continue daily silent, sustained reading each day to promote our reading goal.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Minutes from meetings with stakeholders •Survey responses •Communication plan •Minutes from department meetings and school board meeting are always shared Groups such as the Spencer County College and Career Success Coalition Steering Team get the community involved vision and planning for students.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports •Staff and Administrators attend professional development seminars. Leadership monitors staff through evaluations during the year to make improvements in their instruction.	Level 3

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

2.1 At Heritage Hills High School the governing body has many strengths when demonstrating governance and leadership. One particular strength that was recognized during a school wide self-assessment was that the governing body establishes policies and supports practices that ensure effective administration of the school with consistent monthly professional development trainings, weekly department meetings, annual summer retreats, and occasional impromptu meetings to keep the staff abreast of imperative information. All of the previously

mentioned trainings are planned with purpose of guiding the school in trying to promote our school improvement plan.

2.2 That the governing body operates responsibly and functions effectively, can be seen by examining many pieces of evidence such as SafeSchool training, communication of pertinent information, and staff handbook training.

2.3 Although the governing body at Heritage Hills High School has many strengths when demonstrating governance and leadership, the staff has identified areas that could be improved upon. The staff believes that the governing body could benefit from increased autonomy from the corporation-wide leadership. The staff has indicated that staff changes, program offerings, and other initiatives are mandated without stakeholder input.

2.5 Another area of improvement that is needed at Heritage Hills High School is in the area of parent involvement in decision-making. Although parent support is good in many areas, there are also many areas that the school could better utilize them.. One area that we feel their contribution would be of great value is on our School Improvement Committee. By doing this, we feel that parents will have direct impact in the decisions made in improving the school.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses •Course descriptions •Descriptions of instructional techniques •Weekly department meetings minutes are shared. Lessons are aligned to state standards. Curriculum guide shows scope and sequence. Departments complete curriculum mapping in Five Star. Dual Credit courses with OCU, VU, and USI and AP courses are offered. The school partners with Patoka Valley Career and Technical Education Center. PLTW, STEM Education Program for Bio Med and Engineering are offered. Academic/Spell Bowl Team BPA contests, FFA contests, Auto contests with Skills USA and Ivy Tech	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Instruction is altered according to the results of the short cycle assessments (i.e. benchmarks in math classes). Formative assessments are done using white boards, Canvas, Google Classroom, Book companion assessments, short quizzes, Kahoot, Google Classroom, Nearpod, projects, bell ringers, warm-ups, exit tickets, Socrative, Quizlet Live, benchmarks, homework Summative assessments are done using exams, ECA's, quizzes, Google forms, projects, and online testing tools Curriculum maps in Five-Star	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •Teachers design lesson plans, projects, labs to maximize learning and allow students to apply their knowledge. Internships and job shadow opportunities, as well as guest speakers and special presentations, make learning more authentic. Teachers and students use Google Classroom, web tools, online text resources, and IXL math software programs to incorporate technology to improve learning.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •Administration supported the use of technology by providing all teachers a Chromebook. A technology Integration Specialist is available to the staff for training and classroom resourses. Corporation wide technology committee offers training for staff. A corporation-wide evaluation model is used annually to assess teachers' performance. SAMR model is used to promote using technology. Administrators attending weekly department meetings when necessary	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Examples of improvements to content and instructional practice resulting from collaboration •Staff members have access to Learning Connections on DOE site and other professional learning communities, as well as professional educator organizations such as ISTA, HASTI, NSTA, NABT, PLTW, IFLTA, etc. Weekly department meetings/professional development is used to map curriculum, address new state standards and new websites, such as "achieve3000.com, newsela.com, etc.) Data dashboard (PIVOT) is available to view SRI, SAT, ISTEP scores. Staff members attend workshops at SIEC.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •Formative Assessments such as bell ringers, Quizlet, Quizlet Live, Google Classroom, Google Forms, Kahoot, Canvas, Socrative, exit tickets, and benchmarks give teachers feedback to help guide modifications in instruction.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	•Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •New teachers have a two-day summer orientation and training program. New teachers are invited and encouraged to attend the summer retreat and are invited to a "meet and greet" the school board. Weekly departmental meetings and monthly staff development meetings are held. The corporation evaluation process is used to record classroom visits, etc A staff handbook is given to employees. Staff developments meetings, department meetings, committee meeting are regularly scheduled.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •The school communicates with parents and families by use of a number of online sites such as the Harmony grading and email system, Google Classroom, HHHS and North Spencer Corporation Websites, and School messenger system (all call) for corporation and high school information, individual teacher websites, Planbook.com, and Remind 101 (mass texting). The school also hosts parent/teacher conferences and involves parents with Renaissance celebrations.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate •Survey results •Master schedule with time for formal adult advocate structure •Specialized Instructional Assistant who focuses on struggling students that are below grade level. Counselors meet at least annually with every student for course planning. Special Needs teachers meet with students with IEP's each year. YMCA program after school on Mondays and Wednesdays that provides dinner, tutoring, and other activities for students in need.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Evaluation process for grading and reporting practices •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting •The school uses the Standard Heritage Hills Grading Scale, as well as common assessments for final exams that are Standards based, reviewed by administrators. A course syllabus for each class is turned in to the administration.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction •Many teachers are working on their Master's Degree and continuing education for dual credit certification Staff members have weekly department meetings to discuss teaching strategies, state standards, etc Monthly staff development meetings are held for the entire staff. A technology integration specialist is available to staff at all times, and the Technology Integration Committee offers summer technology training. Staff members complete the SafeSchools training program annually.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students •Data used to identify unique learning needs: WIDA test scores to identify ENL students, SRI, Lexile scores, ISTEP/Accuplacer standardized scores, which are all used to identify students' learning needs and help them receive proper services. ENL Instructor is available to aid our students as needed. A specialized instructional assistant works with struggling students identified by Lexile and SRI scores.	Level 3

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

3.1 Heritage Hills has curriculum that provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to student success. Teachers have lesson plans and curricula that are aligned to the state standards. Teachers meet regularly within their departments to discuss teaching methods and strategies to help students succeed. Teachers need to continue to collaborate regularly in order help student develop the skills needed to succeed at the next level.

3.2 Heritage Hills teachers monitor students' progress and use data to change curriculum and instruction. Teachers have access to student data and monitor student learning by using many different formative and short cycle assessments, along with summative assessments. Teachers will continue to monitor student learning through multiple assessment strategies and adjust accordingly. Heritage Hills will continue to utilize data to improve instructional practices and promote student success.

3.3 Heritage Hills teachers utilize a variety of differentiated instructional strategies to engage students of different learning abilities to ensure achievement of learning expectations. These strategies include, but are not limited to, lesson plans, projects, guest speakers, special presentations and the utilization of technology as a tool for learning. Teachers should continue to engage students using a variety of instructional strategies in the classroom. Teachers could communicate better with other subject-area teachers in order to provide interdisciplinary projects that require students to collaborate, reflect and think critically.

3.4 At Heritage Hills, school leaders effectively monitor and support the improvement of instructional strategies and ensure achievement of learning expectations. To incorporate technology, administration distributed Chromebooks to all teachers and created a technology group that offers professional development in blending technology practices into the curriculum. Additionally, the SAMR Model rubric is implemented, and a technology integration specialist is available and utilized to aid in training and classroom resources. To improve, school leaders could create surveys and utilize the data to better support the improvement of instructional practices and ensure student success. The administration will need to continue to promote professional learning communities and obtain information from the communities to ensure increased student learning.

3.5 Heritage Hills teachers participate in collaborative learning communities to improve instruction and student learning by means of faculty meetings, departmental meetings, and collaboration. Heritage Hills teachers also collaborate through various online learning communities. Our area of improvement is to work to build more interdisciplinary collaborative communities.

3.6 At Heritage Hills teachers implement the school's instructional process in support of student learning. The evidence provided shows proof of planned instruction across all subject areas and the use of data and assessments to respond to student's results in an immediate way. Teachers implement strategies school-wide to address problems with reading, writing, and math. Teachers will need to continue to implement cross-curricular activities, data, and assessments to promote increased student mastery.

3.7 At Heritage Hills there is strong evidence that mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. All new teachers, including both first and second year, are given two days of professional development and corporation orientation prior to the school year. New teachers are mentored through their departments and meet frequently with other teachers within their department including scheduled once per week meetings. Heritage Hills is diligent in monitoring all teachers through our corporation evaluation program, and administrators frequently visit classrooms while instruction is in progress to offer feedback to teachers. In addition, coaching happens across the curriculum during monthly staff training. Administrators will need to update administrative/personnel guides to ensure that mentoring and coaching is specifically addressed.

3.8 Heritage Hills engages families in meaningful ways by providing programs and methods that keep parents informed of their children's learning progress. We achieve this by means of our online grade book system, website, Facebook page, online plan books, emails, phone calls, parent-teacher conferences, booster clubs, and conferences. We will continue to utilize these methods to keep parents informed.

3.9 Heritage Hills has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. All students are assigned to a counselor. Special education students have a teacher of record who monitors their education. Teachers of record share information and insight into the student's needs regarding learning skills, thinking skills, and life skills. Heritage Hills will research opportunities to improve opportunities for more individual relationships for the entire student population possibly through the current structured Read In period.

3.10 Heritage Hills has a grading and reporting system that are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. Evidence confirms that teachers use common assessment strategies. Instruction is based on state standards and student progress is communicated constantly through an online grading system. Heritage Hills will continue to use common assessments and continue to develop common grading scales throughout the curriculum.

3.11 At Heritage Hills, teachers participate in a continuous program of professional learning aligned with the school's purpose and direction. Teachers participate in faculty meetings at least once per month in addition to weekly department meetings where discussion takes place on teaching strategies, state standards, and instructional practices. Also, many teachers are working on completing their Master's Degree and continuing education for dual credit certification. Heritage Hills will continue to examine professional practice through the use of professional

development.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.14

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff •The NSCSC evaluation rubric (our version of RISE) offers significant information on highly qualified staff, learning objectives (SLO's), and attainment of goals directed at improving technology use throughout the school. Mandatory new teacher/staff induction orientation assists newly hired professional staff to become accustomed to procedures and practices at NSCSC and HHHS.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar •Efforts for additional material and fiscal resources include supplemental materials from CO-OP, Grants: Spencer County Community Foundation, Spencer County ARC, Knights of Columbus, USI (PLTW), YMCA, and Toyota. Utilizing areas of expertise to fullest capacities include Advancement of PLTW classes and teacher preparation course compensation Read In, reading comprehension and resources are used to create data Other Instructional Time mandated by the State of Indiana is also incorporated.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Records of depreciation of equipment •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes •The Corporation Office provides records on depreciation of capital good assets. Accident reports, procedures, Health department evaluations are on file, and emergency procedures are detailed for staff (document) with yearly revisions. The Ticket maintenance docufile allows appropriate needs to be made in the facility.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Survey results •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Heritage Hills has an exceptional collection of media and information resources to achieve its educational goals. Evidence is found in online databases (5-Star), Chromebooks, and building-wide wireless internet. A variety of applications (ex. Google interface -- classroom, sheets, docs, drive, slides, NewsELA), and resources allow for further collaboration between students and staff.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Survey results •Policies relative to technology use •Survey Results (Staff) The corporation evaluation (our version of RISE) rubric includes the implementation of technology assessment and accountability for technology use for all staff members. All stakeholders were issued technology and internet policy. Technology Integration Specialist and plan helps bring technology integration to the forefront.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students •The school has a fully-staffed special education dept. whose purpose is to oversee IEP implementation Support Programs:Natural Helpers, PEP, Peer Tutoring, VOICE/SADD, After school program in collaboration with the YMCA SRO: Security resource officer on duty at various times in the day (2015-2016 trial). Evaluation of program will determine future implementation. Website/Harmony (newly updated) utilized to inform all stakeholders (Ex.Grades, Kids First festival, financial aid meetings, etc	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process •Counseling Department meets with every student on career, educational, and social goals. An additional senior meeting is held to confirm direction. Referrals are made through the Harmony program and work to inform stakeholders. Freshman orientation, FAFSA, Parent Teacher Conferences, and IEP exit meetings are a variety of programs offered as support to the student body.	Level 4

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

Heritage Hills High School has many strengths under Standard 4: Resource and Support strengths include facilities, services and equipment, media and information to support educational programs combined with technology infrastructure. Level 4 strengths include resources and services ensuring student success academically and socially.

4.1 Heritage Hills has a qualified professional and support staff sufficient to fulfill the roles and responsibilities necessary to support the school's purpose, direction and educational program. The school leaders have access to hire, place and retain highly qualified professional and support staff. Teachers undergo an evaluation process that determines each teacher's status. School leaders systematically determine the number of personnel necessary to fill all the roles to support the school purpose, educational programs and continuous improvement, while sustained fiscal resources fund positions critical to achieve the purpose and direction of the school. School leaders will maintain this strength through the hiring and retaining of highly qualified staff.

4.2 Heritage Hills has established instructional time and resources both material and fiscal to support the purpose and direction of the school. Heritage Hills operates on a seven-period day consisting of 48 minutes each. An additional 20 minutes of silent sustained reading designed to improve reading skills through regular practice is being evaluated and retooled to support the school goal of reading comprehension with the purpose of better serving the student body. Material resources are funded through the NSCSC for department supplies and technology needs. Local organizations help fund co-curricular and extracurricular activities. Other groups provide funding and support for "at-risk" students.

4.3 Heritage Hills maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. Policies are clearly defined in the NSCSC Administrative Guide and Teacher Handbook. HHHS has an emergency plan with strategies and plans for potential emergencies. Drills are conducted and escape routes are clearly posted in classrooms. The Safety Committee encourages collaborative input to ensure efficiency and conducts training. Building inspections are conducted annually by staff, state inspectors, the State Fire Marshall and the County Health Department. The head custodian maintains a custodial record to ensure the building is cleaned and inspected on a regular basis.

4.4 All students have access to an exceptional collection of media and informational resources necessary to achieve the educational goals of the school. All students have internet access through school-issued Chromebooks and building-wide wireless internet. Chromebooks have various types of programs and applications, which allow students to do research, presentations, and to interact with their community and beyond (all designed to improve technology literacy/interaction for the student body). NewsELA Pro and Achieve 3000 allow teachers and staff to offer students articles on current events that can be tiered for Lexile levels which supports school goals. Heritage Hills has qualified personnel in sufficient numbers available to assist students and staff with learning tools and information. Heritage Hills employs a full-time media specialist and a technology integration specialist coach. The building also has 3 support staff , one of whom is a certified Lenovo Chromebook technician who troubleshoots technology needs and trains students in his class to repair devices.

4.5 The technology infrastructure is modern, fully functional, and meets the teaching, learning and operational needs of all stakeholders. Stakeholders have access to Chromebooks, building-wide Wi-Fi, document cameras, scientific calculators, digital cameras, and various other modes of technology. Stakeholders have access to the Harmony online grade book, the Google platform/applications (Classroom), Heritage Hills website, NSCSC website, and individual teacher web pages. Technology assistance is provided, and support is present for maintenance problems. An active technology integration team evaluates the needs and equipment to keep Heritage Hills on track technologically and to maintain standards.

4.6 School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. The counseling staff meets with all students and implements learning and career goals. The senior class also commits to a community service day. The special education department oversees the implementation of IEPs that are designed to meet the needs of individual students (504 and ENL plans are present as well). Programs exist that assist life-skills students to help them integrate into society. The skills are geared to develop and enhance social communication skills for post-secondary success. Heritage Hills offers a variety of PLTW (Project Lead the Way) classes to support the academic and career goals of our student body. Additionally, numerous dual-credit and AP class, with HLC (Higher Learning Commission) certified teachers help prepare students for future school success. Heritage Hills will continue to support the social, emotional and educational needs of the student population.

Heritage Hills has resources and provides reflective services that support its purpose and direction to ensure success for all its students. The continued monitoring of facilities, materials, resources, and the evaluation of programs and services will ensure this success.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free •School personnel analyze data from many standard assessments including: AP, PSAT, SAT, ACT, and ISTEP. Local formative assessments include Acuity, Accuplacer and SRI and Achieve. Departments use common assessments and benchmarks to immediately guide instruction and student learning. All of this data is used by school personnel to guide instruction, provide additional support to students and focus curriculum.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Survey results •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •School personnel analyze data from many standard assessments including AP, PSAT, SAT, ACT, and ISTEP. Local formative assessments include Acuity, Accuplacer and SRI and Achieve. Departments use common assessments and benchmarks to immediately guide instruction and student learning. All of this data is used by school personnel to guide instruction, provide additional support to students and focus curriculum. NSSC Evaluation System requires teachers to identify student preparedness.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	•Policies specific to data training •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data •The North Spencer County School Corporation evaluation system requires all teachers to identify the level of preparedness for their students. Students are identified at a high, medium or low level of preparedness based on data from previous years' performance. Teachers are required to target students at the low level of preparedness level and come up with specific learning objectives for those students.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •Teachers meet in weekly department meetings, and student data is analyzed and instruction/curriculum is adjusted. Evaluation system directs teachers to analyze data for student preparedness and guide instruction. Teachers meet in monthly faculty meetings and school wide data is analyzed and instruction/curriculum is guided.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups •Leadership monitors and communicates comprehensive information to stakeholders about student learning, conditions supporting student learning, and the achievement of school improvement goals. Website info Staff Development meetings Newspaper articles Letters mailed home to parents on assessments Email information to parents Corporation meeting notes Harmony notifications by text/email to parents Family Log-in to Harmony to monitor student grades, discipline, attendance, lunch account, etc	Level 3

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

Indicator 5.1 The school establishes and maintains a clearly defined and comprehensive student assessment system.

Areas of strength:

School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses.

School personnel analyze data from a wide variety of sources. National and State standardized assessments, local formative assessments

and local department/classroom level assessments and benchmarks are used to guide instruction and monitor student learning.

Currently school personnel are working to implement a new reading comprehension assessment system using SRI and Achieve 3000. All Students will be tested 3 times a year to measure their lexile reading level. Data will be analyzed and intervention/reward programs will be established to provide additional support to students at lower lexile levels, and reward students who read at higher lexile levels or have a predetermined lexile growth from one assessment to the next.

Areas in need of improvement

School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance.

The area of improvement involves the data warehouse. The current data warehouse used by NSCSC is not user friendly and does not allow school personnel to efficiently analyze all of the various sources of data. School personnel must search for data in different locations and compute findings manually. Discussions are in process with the current data warehouse to improve usefulness of current system.

Indicator 5.2 Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.

Areas of Strength

All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.

The NSCSC Teacher Evaluation process requires all teachers to identify the level of preparedness of their students. Students are identified as high, medium or low in terms of preparedness. Teachers must target students in the low level of preparedness category and monitor their progress and work to improve their learning outcome.

Teachers meet in weekly department meetings to analyze data to improve student learning, guide instruction and evaluate effectiveness of programs.

The School Improvement Committee meets monthly. School wide data is analyzed and effectiveness of programs is evaluated.

Heritage Hills recently implemented an SAT preparation course in the spring and the fall to help prepare students for this exam.

Heritage Hills has recently added personnel in the area of remediation and ENL (English as a New Language) to provide support to students who are struggling based on assessment data.

Area in need of improvement

Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.

Area of improvement involves the effectiveness of programs.

Personnel understand that is a challenge to evaluate the effectiveness of a program. Heritage Hills is hopeful that the new reading comprehension program that is being implemented will provided consistent lexile data on students and allow for clear evaluation of practices used to improve student comprehension.

Indicator 5.3 Professional and support staff are trained in the evaluation, interpretation, and use of data.

All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data

Areas of Strength

The NSCSC Teacher Evaluation process requires all teachers to identify the level of preparedness of their students. Students are identified as high, medium or low in terms of preparedness. Teachers must target students in the low level of preparedness category and monitor their progress and work to improve their learning outcome. Each teacher meets with his/her administrator three times per year to discuss progress/ideas concerning the specific learning objective of his/her students.

Teachers meet in weekly department meetings and monthly faculty meetings to analyze, discuss assessment data. These discussions guide student learning, curriculum and instruction.

Advanced Placement teachers attend summer workshops to review Advanced Placement students performance and curriculum.

Areas in need of improvement

Teacher and administrator collaboration is very strong in the area of Student Learning Objectives related to the teacher evaluation. More training/discussion is needed in terms of school wide assessment data. Much of the problem lies with the data warehouse and the difficulty of efficiently using multiple pieces of data for students. A more user friendly data warehouse is a necessity to grow in this area.

Indicator 5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Areas of strength

Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.

Teachers meet weekly in department meetings to analyze data and discuss instructional practice.
Teachers meet monthly in faculty meetings to analyze data and guide instructional practice.
Teachers meet yearly to vertically align curriculum to ensure there are no gaps in content/curriculum.
Heritage Hills uses PSAT, and Accuplacer results to monitor student readiness for post secondary endeavors.

Students who do not meet readiness levels are provided remediation to strengthen their areas of deficiency.

Areas of weakness

It is more difficult to show verifiable improvement when using local assessments. Heritage Hills has developed a plan to use SRI and Achieve 3000 to monitor/improve reading comprehension. This plan using a local formative assessment will provide consistent data, and therefore show verifiable feedback to guide instruction/programming.

Indicator 5.5 Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.

Areas of Strength

Leaders use the following delivery methods to stakeholder groups
Heritage Hills Website and Twitter accounts
School Improvement Committee Minutes
Department meeting minutes
Newspaper articles
Letters mailed home to parents on assessments
Family Log-in to Harmony
Email information to parents
Corporation meeting notes
Face to face meeting with parents group/individual
Google classroom/teacher websites

Areas in need of improvement

Feedback from parents indicates that Heritage Hills needs to get parents more involved in decision making. It is an objective for Heritage Hills to generate more parent survey opportunities and respond to feedback in a timely manner.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 2.67

Standard 2: Governance and Leadership — 3

Standard 3: Teaching and Assessing for Learning — 3

Standard 4: Resources and Support Systems — 3.14

Standard 5: Using Results for Continuous Improvement — 3
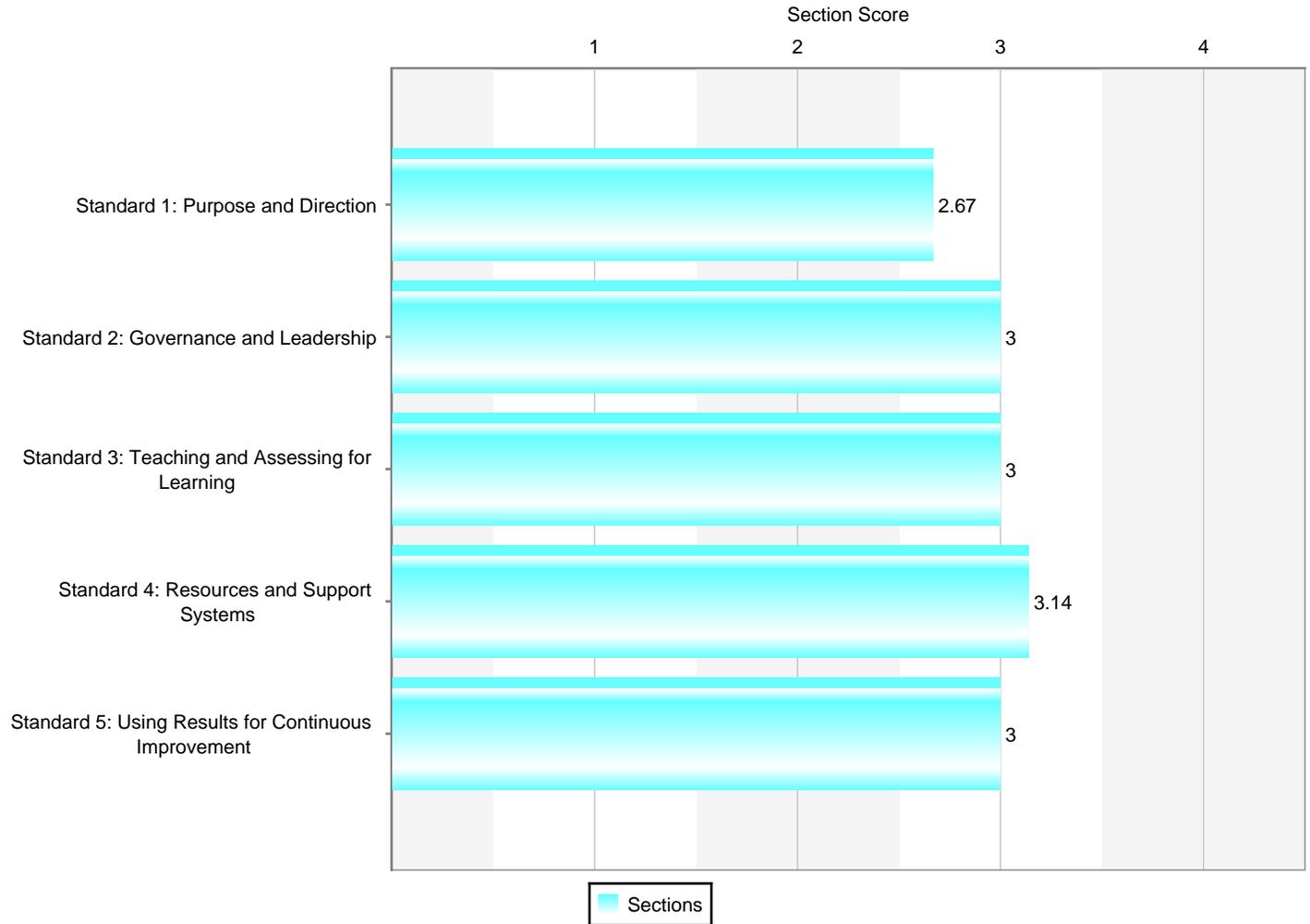
Sections

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	School did not utilize AdvEd surveys, but we did administer multiple surveys to stakeholders. A summary sheet may be found at the identified web address. https://docs.google.com/document/d/1Qyo1BGW88zkQFyumpGDFmeYSQp8okJXmcKfQkzN5MuI/edit?usp=sharing	

Evaluative Criteria and Rubrics

Overall Rating: 1.0

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of less than 3.2 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were poorly analyzed and presented unclearly.	Level 1

Areas of Notable Achievement

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

Areas notated on attached document "Stakeholder Survey Summary 2016", indicated the groups of stakeholders surveyed felt most satisfied about the following:
*Parents felt they were provided with academic and social support, were well informed about their child's progress, were able to contact school staff, and were able to understand academic information given to them about their child.
*Students felt positive about meeting with staff concerning their academic progress and discussing future plans.
*Staff felt they were able to focus on aspects within the school for which they are responsible, valued collaboration with colleagues on development of curriculum and instructional strategies.

(https://docs.google.com/document/d/1Qyo1BGW88zkQFyumpGDFmeYSQp8okJXmcKfQkzN5MuI/edit?usp=sharing)

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

Areas notated on attached document "Stakeholder Survey Summary 2016", indicated the groups of stakeholders surveyed felt most satisfied about the following:
*Parents felt that staff were warm and welcoming and more families from different backgrounds were becoming involved at the school.
*Staff collaborating on curriculum and "Curriculum-at-a-glance".
*Staff utilizing data to drive planning and differentiation of instruction.

(https://docs.google.com/document/d/1Qyo1BGW88zkQFyumpGDFmeYSQp8okJXmcKfQkzN5MuI/edit?usp=sharing)

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

We are continuing our work to expand and improve our communication and involvement of all stakeholders. Students identify that they enjoy being at school and feel safe in the environment. While the communication is improving, several groups of stakeholders feel they do not have a voice at the school. Efforts to increase involvement through committee work, student recognition programs, booster organizations, and volunteering will be a focus for the school year.

Areas in Need of Improvement

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

Areas notated on attached document "Stakeholder Survey Summary 2016", indicated the groups of stakeholders surveyed felt most satisfied about the following:

*Parents perception of their being a part of decision-making processes.

*Parents feeling ownership at this school

(https://docs.google.com/document/d/1Qyo1BGW88zkQFyumpGDFmeYSQp8okJXmcKfQkzN5MuI/edit?usp=sharing)

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

We will continue to work on the communication between the school and parents.

(https://docs.google.com/document/d/1Qyo1BGW88zkQFyumpGDFmeYSQp8okJXmcKfQkzN5MuI/edit?usp=sharing)

What are the implications for these stakeholder perceptions?

A perceived lack of inclusion in decision-making processes may lead to a disconnect between parents and the school. Staff realizes the value of having parental and community support in all aspects of the school.

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

The need to improve communication and to better utilize resources available to the school.

(https://docs.google.com/document/d/1Qyo1BGW88zkQFyumpGDFmeYSQp8okJXmcKfQkzN5MuI/edit?usp=sharing)

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 1

Sections
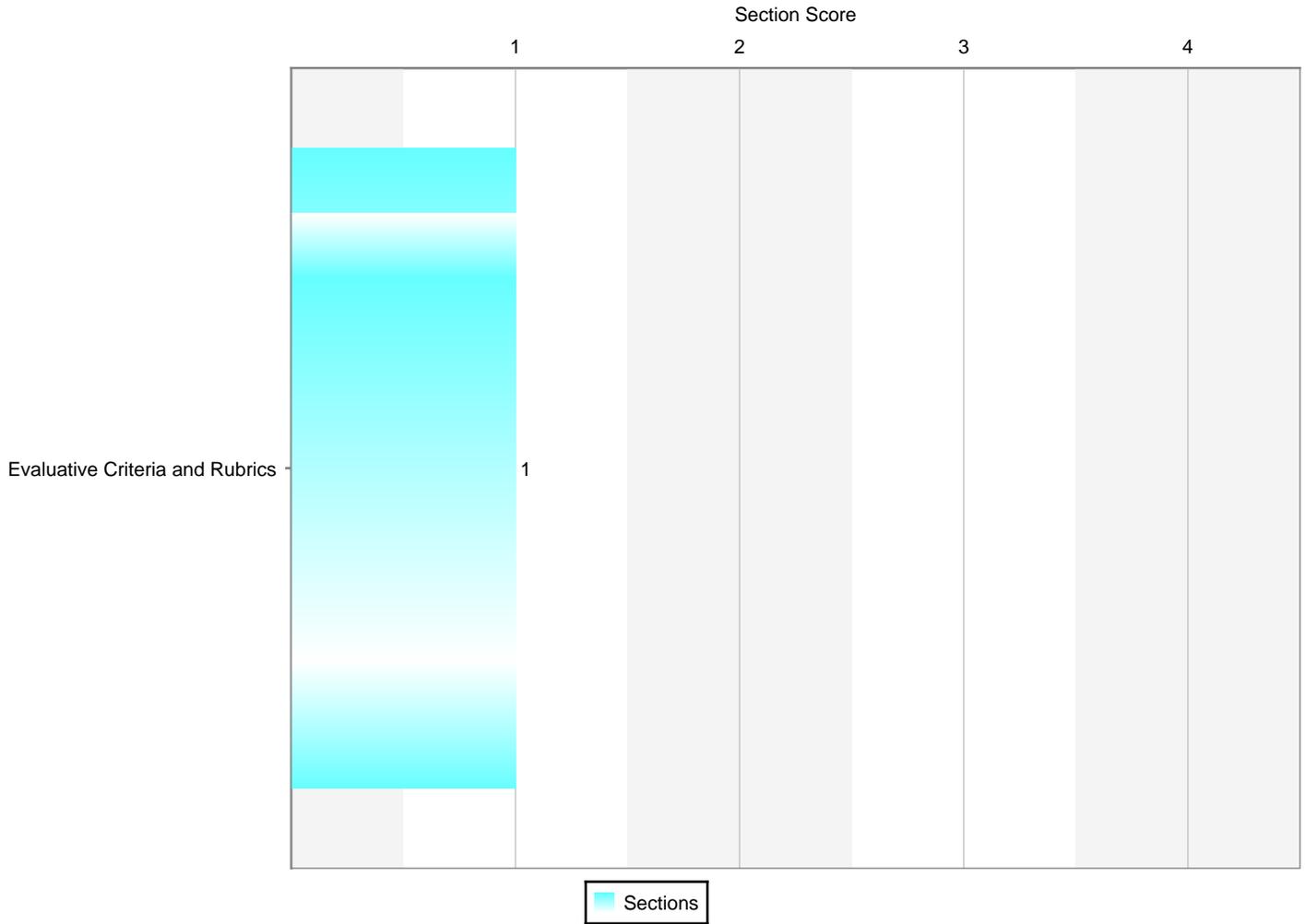
Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	No	School did not utilize AdvEd surveys, but we did administer multiple surveys to stakeholders. A summary sheet may be found at the identified web address: https://docs.google.com/document/d/1Qyo1BGW88zkQFyumpGDFmeYSQp8okJXmcKfQkzN5MuI/edit?usp=sharing	

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

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

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

Areas of Notable Achievement

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

State and local assessments indicate the following:

*College prep students consistently score above state averages.

*Math scores are frequently the highest assessment scores for the school.

*Overall scores on state assessments consistently score above state averages.

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

Scores showing a positive trend:

*Math scores on state assessments

*ELA scores on state assessments

*Math scores on national assessments

*Attendance rates

*Graduation rates

*Reading comprehension (Identifying Lexile scores)

Which area(s) indicate the overall highest performance?

*Math and ELA scores on state assessment

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

We did see English 10 ECA scores increase to be more consistent with our Algebra I ECA scores even though changes in this state test have caused baselines to be reestablished.

Reading comprehension as measured through SRI and Achieve 3000. When we tracked the percent of students reading at or above grade level from year to year, our 12th grade students improved by 20% compared to their freshman year.

Between which subgroups is the achievement gap closing?

Students with lower reading comprehension levels tend to come from lower income families. Efforts have been made to raise that group in comparison to other groups. Remediation opportunities are created for all student groups.

Also, our ENL population has scored poorly on the state ECAs and Accuplacer. Recently, we have focused remediation for this group with the help of a new ENL instructor to improve their performance.

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

PSAT, SAT, and ACT scores match the same trends that were evidenced in ECA and SRI lexiles scores. The critical reading (evidence based reading and writing) scores on PSAT and SAT improved over the past year to be more consistent with the math scores.

Areas in Need of Improvement

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

Our percent of students reading at their Lexile grade level band is low.

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

Our English 10 ECA scores (first time testers) have deceased by about 4% in the past three years.

When compared with state trends, our SAT Critical Reading scores have not increased at the same rate.

Which area(s) indicate the overall lowest performance?

Our percent of students reading at their Lexile grade level band is low.

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

Based on English 10 ECA scores, special ed., students on free and reduced lunch, and ENL populations have a decrease in their performance.

Between which subgroups is the achievement gap becoming greater?

The achievement gap has grown or remained the same between special ed and general ed students and the Hispanic and Non-Hispanic students.

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

 PSAT, SAT, and ACT scores match the same trends that were evidenced in ECA and SRI lexiles scores. The critical reading (evidence based reading and writing) scores on PSAT and SAT improved over the past year to be more consistent with the math scores.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5
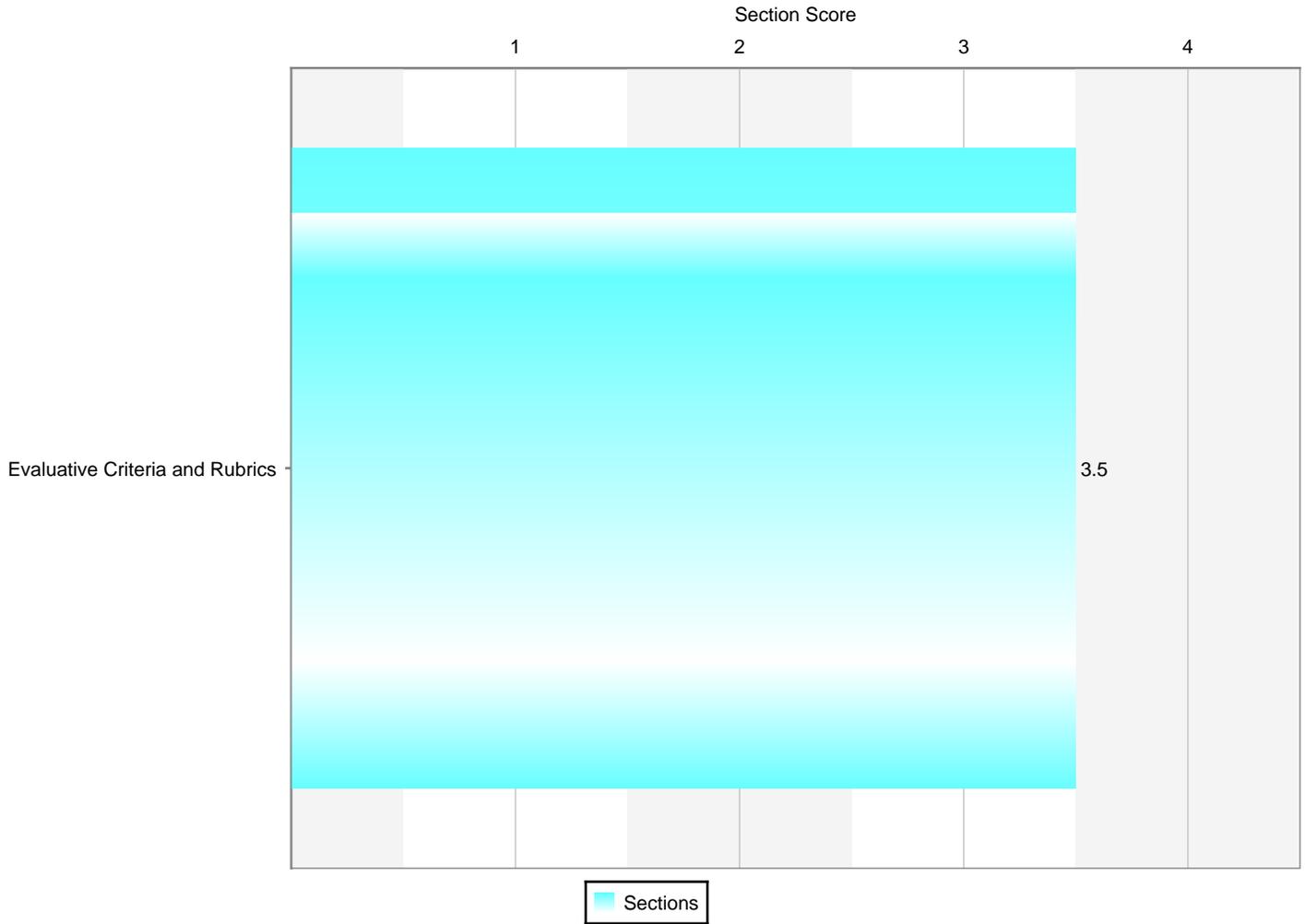
Sections

AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	Safety Plan (revised and distributed by Assistant Principal) Crisis Plan (revised and distributed by Guidance Counselor) Safe Schools Training (monitored and distributed by Central Office)	

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	We are utilizing the document created in ASSIST as our School Improvement Plan.	

Reading Comprehension

Overview

Plan Name

Reading Comprehension

Plan Description

The Reading Comprehension plan is to implement reading comprehension strategies across the curriculum using various resources to measure student Lexile growth.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Reading comprehension	Objectives: 1 Strategies: 1 Activities: 2	Academic	$250
2	Evidence based reading in content areas	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0

Goal 1: Reading comprehension

Measurable Objective 1:

65% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of reading at grade level Lexile. in Reading by 05/19/2017 as measured by Achieve 3000 for grade 9 and Scholastic Reading Inventory (SRI) for grades 10-12..

Strategy 1:

Reading Comprehension Strategies - Teachers are trained on reading comprehension strategies, as well as how to use and best implement these strategies in their content areas. Grade 9 students utilize an online reading program, Achieve3000, during their classes at a minimum of two times per week. Grades 9-12 also utilize an online reading program, Newsela, every Tuesday during the designated school-wide Read-In at the start of each day. Both programs provide students with on article to read along with comprehension questions with a goal of 75% accuracy on the first attempt. All teachers utilize close reading strategies in their content areas.

Research Cited: Research by Dr. Robert Marzano, Dr. Carol Ann Tomlinson states that an effective way to increase literacy is to meet students at their reading readiness level. Articles and comprehension questions that are targeted to students' specific areas of need allow teachers to target and intervene at crucial points of student learning. Annotating text and applying text to background knowledge are critical components to comprehension.

"Five Tips for Engaging Students in a Close Reading of Text - Marzano ..." 2014. 21 Sep. 2016 <http://www.marzanocenter.com/blog/article/five-tips-for-engaging-students-in-a-close-reading-of-text

"Illuminating Comprehension and Close Reading - Guilford Press." 2015. 21 Sep. 2016 <http://www.guilford.com/books/Illuminating-Comprehension-and-Close-Reading/Beck-Sandora/9781462524853

Evidence of success: Scholastic Reading Inventory (SRI) is administered four times per year in grades 10-12. Achieve3000 is used three times per year for grade 9 students. Both of these results will measure student Lexile growth and determine intervention, remediation or advancement of student reading and comprehension.

Activity - Close Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train 9-12 teachers on Close Reading Strategies using content literacy	Academic Support Program, Professional Learning	01/25/2017	01/30/2019	$250	Title II Part A	Instructional Coach

Activity - Monitor Implementation of Close Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation and effective use of Close Reading through the use of Newsela and Achieve 3000 by attending Department Meetings, walk throughs and fidelity checks. Training over Newsela and Achieve 3000 during faculty and department meetings.	Professional Learning, Technology	01/25/2017	01/16/2019	$0	No Funding Required	Instructional Coach, Technology Integration Specialist, Principal, Assistant Principal

Goal 2: Evidence based reading in content areas

Measurable Objective 1:

80% of Tenth grade students will demonstrate student proficiency (pass rate) on the reading portion of the ISTEP assessment in English 10 by 05/03/2019 as measured by the English 10 ISTEP passing rate.

Strategy 1:

Evidence Based Reading - All teachers are trained on how to implement evidence based reading strategies in their content areas. Part of this training will include

utilizing data and resources from formative assessments to guide instruction. Training and implementation of these strategies will be monitored in professional learning

committees and meetings. Teachers will also pull from their knowledge of close reading strategies to support evidence based reading.

Research Cited: Boyles, Nancy (2013). Closing in on Close Reading, Educational Leadership, Volume 70. supports the model and information teachers learned about

close reading and evidence based reading. http://www.doe.in.gov/sites/default/files/assessment/spring-2016-istep-released-items-and-scoring-notesgrade-10-

elafinal.pdf. This link shows the released test items which are used as research and evidence to support this strategy.

Evidence of success: Student formative and summative assessment results: All tenth grade students will take a formative assessment test from CTB McGraw Acuity

three times a year to measure readiness for the ISTEP test. Then the actual ISTEP test will be given each spring.

Activity - Training on Evidence Based Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to implement evidence based reading strategies in their content areas. Part of this training will include utilizing data and resources to guide instruction. These discussions are ongoing in monthly staff meetings and weekly department meetings.	Professional Learning	09/28/2016	04/24/2019	$0	No Funding Required	Instructional Coach, Principals

Activity - Teacher Training on Close Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train 9-12 teachers on Close Reading Strategies using content literacy.	Professional Learning	09/28/2016	04/24/2019	$0	Other	Instructional Coach, Principal

Activity - Instructional Resources based on Acuity scores	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete instructional resources on Acuity based on the formative test results so they can pass benchmarks that measure readiness on each standard.	Direct Instruction	09/28/2016	04/24/2019	$0	No Funding Required	Teachers, Instructional Coach, Principals

Activity - Applied Skills Items and Scoring Notes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Grade 10 teachers will share student samples of applied skills questions and discuss with them the explanation of scores. Then students will analyze and revise responses to make them "exemplary". They can practice answering questions like this which use evidence from the text.	Direct Instruction	09/28/2016	04/24/2019	$0	No Funding Required	Grade 10 teachers, Instructional Coach, Principals

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on Close Reading Strategies	Train 9-12 teachers on Close Reading Strategies using content literacy.	Professional Learning	09/28/2016	04/24/2019	$0	Instructional Coach, Principal
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of Close Reading Strategies	Monitor the implementation and effective use of Close Reading through the use of Newsela and Achieve 3000 by attending Department Meetings, walk throughs and fidelity checks. Training over Newsela and Achieve 3000 during faculty and department meetings.	Professional Learning, Technology	01/25/2017	01/16/2019	$0	Instructional Coach, Technology Integration Specialist, Principal, Assistant Principal
Applied Skills Items and Scoring Notes	Grade 10 teachers will share student samples of applied skills questions and discuss with them the explanation of scores. Then students will analyze and revise responses to make them "exemplary". They can practice answering questions like this which use evidence from the text.	Direct Instruction	09/28/2016	04/24/2019	$0	Grade 10 teachers, Instructional Coach, Principals
Training on Evidence Based Reading Strategies	Teachers will be trained on how to implement evidence based reading strategies in their content areas. Part of this training will include utilizing data and resources to guide instruction. These discussions are ongoing in monthly staff meetings and weekly department meetings.	Professional Learning	09/28/2016	04/24/2019	$0	Instructional Coach, Principals
Instructional Resources based on Acuity scores	Students will complete instructional resources on Acuity based on the formative test results so they can pass benchmarks that measure readiness on each standard.	Direct Instruction	09/28/2016	04/24/2019	$0	Teachers, Instructional Coach, Principals
				Total	$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Close Reading Strategies	Train 9-12 teachers on Close Reading Strategies using content literacy	Academic Support Program, Professional Learning	01/25/2017	01/30/2019	$250	Instructional Coach
				Total	$250	

Evidence Based Reading

Overview

Plan Name

Evidence Based Reading

Plan Description

According to ISTEP English 10 scores, students will improve their ability to use evidence based reading strategies.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Evidence based reading in content areas will improve with a combined passing rate of 80% for ELA on the new ISTEP (state assessment).	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0

Goal 1: Evidence based reading in content areas will improve with a combined passing rate of 80% for ELA on the new ISTEP (state assessment).

Measurable Objective 1:

80% of Tenth grade students will demonstrate student proficiency (pass rate) on the ISTEP assessment in English 10 by 05/03/2019 as measured by the English 10 ISTEP passing rate.

Strategy 1:

Evidence Based Reading - All teachers are trained on how to implement evidence based reading strategies in their content areas. Part of this training will include utilizing data and resources from formative assessments to guide instruction. Training and implementation of these strategies will be monitored in professional learning committees and meetings. Teachers will also pull from their knowledge of close reading strategies to support evidence based reading.

Research Cited: Boyles, Nancy (2013). Closing in on Close Reading, Educational Leadership, Volume 70. supports the model and information teachers learned about close reading and evidence based reading. http://www.doe.in.gov/sites/default/files/assessment/spring-2016-istep-released-items-and-scoring-notesgrade-10-elafinal.pdf. This link shows the released test items which are used as research and evidence to support this strategy.

Evidence of success: Student formative and summative assessment results: All tenth grade students will take a formative assessment test from CTB McGraw Acuity three times a year to measure readiness for the ISTEP test. Then the actual ISTEP test will be given each spring.

Activity - Training on Evidence Based Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to implement evidence based reading strategies in their content areas. Part of this training will include utilizing data and resources to guide instruction. These discussions are ongoing in monthly staff meetings and weekly department meetings.	Professional Learning	09/28/2016	04/24/2019	$0	No Funding Required	Instructional Coach, Principals

Activity - Teacher Training on Close Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train 9-12 teachers on Close Reading Strategies using content literacy.	Professional Learning	09/28/2016	04/24/2019	$0	Other	Instructional Coach, Principal

Activity - Instructional Resources based on Acuity scores	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete instructional resources on Acuity based on the formative test results so they can pass benchmarks that measure readiness on each standard.	Direct Instruction	09/28/2016	04/24/2019	$0	No Funding Required	Teachers, Instructional Coach, Principals

Activity - Applied Skills Items and Scoring Notes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Grade 10 teachers will share student samples of applied skills questions and discuss with them the explanation of scores. Then students will analyze and revise responses to make them "exemplary". They can practice answering questions like this which use evidence from the text. | Direct Instruction | 09/28/2016 | 04/24/2019 | $0 | No Funding Required | Grade 10 teachers, Instructional Coach, Principals |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on Close Reading Strategies	Train 9-12 teachers on Close Reading Strategies using content literacy.	Professional Learning	09/28/2016	04/24/2019	$0	Instructional Coach, Principal
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Applied Skills Items and Scoring Notes	Grade 10 teachers will share student samples of applied skills questions and discuss with them the explanation of scores. Then students will analyze and revise responses to make them "exemplary". They can practice answering questions like this which use evidence from the text.	Direct Instruction	09/28/2016	04/24/2019	$0	Grade 10 teachers, Instructional Coach, Principals
Training on Evidence Based Reading Strategies	Teachers will be trained on how to implement evidence based reading strategies in their content areas. Part of this training will include utilizing data and resources to guide instruction. These discussions are ongoing in monthly staff meetings and weekly department meetings.	Professional Learning	09/28/2016	04/24/2019	$0	Instructional Coach, Principals
Instructional Resources based on Acuity scores	Students will complete instructional resources on Acuity based on the formative test results so they can pass benchmarks that measure readiness on each standard.	Direct Instruction	09/28/2016	04/24/2019	$0	Teachers, Instructional Coach, Principals
				Total	$0	