# Indiana School Improvement Plan

# Fountain Central High School

## Southeast Fountain School Corp

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# Introduction

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

# Executive Summary

# Introduction

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

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

# Description of the School

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

Fountain Central is a rural school with an enrollment of 553 students, grades 7-12. We are located approximately 15 miles from the Indiana/Illinois border and are midway between Lafayette and Terre Haute. We serve students from the towns of Veedersburg, Hillsboro, Mellott, Yeddo, Kingman, Wallace, Newtown, and Stone Bluff. Over the past three years, we have seen an increase in our free/reduced lunch, Spanish-speaking, and special education populations while experiencing an overall decrease in student enrollment. Over the past three years, our school corporation has acquired a new Superintendent, and we are on our third building level administrative team.

# 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.**

Mission: Fountain Central collectively educates, develops, encourages, and protects our students.

Vision: Fountain Central will produce well-rounded, responsible, educated citizens who assume productive roles in their communities.

Beliefs: Fountain Central believes in the uniqueness and value of every student. We believe compassion and life skills are critical to building a successful society. We believe a safe, caring environment is essential to the motivation of students. We believe our variety of curricular offerings and extra-curricular activities offer students the opportunities to explore and grow.

We offer a variety of classes, including remediation and AP/dual college courses. Our staff maintains high expectations for students by challenging all learners with a variety of materials and teaching methods. We encourage students to pursue extra-curricular activities including athletics, academic teams, service organizations, and opportunities in the fine arts.

# 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.**

Our most notable achievements have been an increase in our graduation rate, a decrease in our drop-out rate, and a decline in the number of students missing 10 or more days of school for any reason. Our test scores do not indicate a consistent or significant improvement in language arts, so our school improvement goal is still to increase reading comprehension with an emphasis on vocabulary acquisition.

# Additional Information

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

We do not have any additional information at this time.

# Improvement Plan Stakeholder Involvement

# Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

# Improvement Planning Process

Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

We have included all teachers and a few non-certified staff members are also parents of students in our building. We ask parents to complete a survey. Beyond that we have not engaged a variety of stakeholders in the development of our improvement plan.

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

Standard one included a parent who is also our in-school suspension and credit recovery supervisor. He played an integral role in revising our mission, vision, and belief statements.

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

Our staff meets on a regular basis to work on the improvement plan. The final plan was printed out for each member, and an electronic version was sent to them via e-mail.

# 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: 2.33

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 1.1 | The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. | The 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. | •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)<br><br>•Minutes from meetings related to development of the school's purpose<br><br>•Purpose statements - past and present | 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<br><br>•Survey results<br><br>•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 continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available. | •The school data profile<br><br>•Agenda, minutes from continuous improvement planning meetings<br><br>•The school continuous improvement plan | Level 2 |

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

Our greatest strength is 1.2 - we are committed to shared values and beliefs about teaching and learning. Our mission and vision statements are included in every school newsletter, on our Veterans' Day program, and on our school website. We offer remediation as well as advanced placement and dual college credit courses to meet the needs of our students. Our school implements a response to intervention (RTI) time every day for every student. Students are offered opportunities to participate in athletics, fine arts, academic teams, and service organizations as extra curricular activities.We continue to look for course offerings and extra-curricular activities to motivate and interest our students. We foster collaboration among teachers.

Our area of improvement would be 1.3. Due to a rather constant turn over in administration over the past three years, we have not successfully implemented a continuous improvement process with clear direction. We hope to address this situation by maintaining consistency in our leadership and to work on this area during our staff development time.

# Standard 2: Governance and Leadership

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

Overall Rating:  2.33

| 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<br><br>•Governing body policies, procedures, and practices<br><br>•School handbooks<br><br>•course descriptions official contract fiscal hierarchy Hoofprints | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.2 | The governing body operates responsibly and functions effectively. | The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members.  The governing body complies with all policies, procedures, laws, and regulations. | •Governing body minutes relating to training<br><br>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest<br><br>•Governing code of ethics | Level 2 |

| 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 generally 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 usually maintains a distinction between its roles and responsibilities and those of school leadership. | •Communications regarding board actions<br><br>•Agendas and minutes of meetings | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.4 | Leadership and staff foster a culture consistent with the school's purpose and direction. | Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community. | •Survey results<br><br>•teacher effectiveness rubric Mustang Club Eval tool | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.5 | Leadership engages stakeholders effectively in support of the school's purpose and direction. | Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school. | •Survey responses <br><br> •building rep agenda - discussion faculty advisory | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.6 | Leadership and staff supervision and evaluation processes result in improved professional practice and student success. | The 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. | •Governing body policy on supervision and evaluation <br><br> •evaluation | Level 3 |

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

Areas of Strength: Standard 2.1 - Strong evidence is listed (course description handbook, contract, fiscal hierarchy, Hoofprints)

Standard 2.2 - We have faculty guidelines, school board minutes, and school board code of ethics. We need more concrete proof of data to support this substandard. Hoofprints will support communication to parents of legalities.

Standard 2.3 - Strong areas include school improvement plan, PLC minutes, monthly meetings (discussion building and corporation level), monthly faculty, teacher/parent surveys, board minutes, faculty advisory minutes.

Standard 2.4 - Strong areas are the Mustang Club, teacher websites, Harmony, evaluations, student recognition, Mustang mentors

Standard 2.5 - We need to have more parental/stakeholder involvement. Our parents are involved, yet are not part of planning.

Standard 2.6 - Given this is our first year with modified RISE evaluations, it should in the future provide more data for this standard.

# Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 2.33

| 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. | •Learning expectations for different courses<br><br>•Posted learning objectives<br><br>•Course schedules<br><br>•Enrollment patterns for various courses<br><br>•Course descriptions | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.2 | Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. | School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment. | •Curriculum guides<br><br>•Common assessments<br><br>•Products – scope and sequence, curriculum maps<br><br>•Lesson plans aligned to the curriculum | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.3 | Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. | Teachers 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<br><br>•Professional development focused on these strategies<br><br>•Examples of teacher use of technology as an instructional resource<br><br>•Examples of student use of technology as a learning tool | 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 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<br><br>•Documentation of collection of lesson plans and grade books<br><br>•Peer or mentoring opportunities and interactions<br><br>•Recognition of teachers with regard to these practices<br><br>•Surveys results | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.5 | Teachers participate in collaborative learning communities to improve instruction and student learning. | Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities. | •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project<br><br>•Common language, protocols and reporting tools<br><br>•Agendas and minutes of collaborative learning committees<br><br>•Calendar/schedule of learning community meetings<br><br>•Examples of improvements to content and instructional practice resulting from collaboration | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.6 | Teachers implement the school's instructional process in support of student learning. | Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning. | •Examples of learning expectations and standards of performance<br><br>•Examples of assessments that prompted modification in instruction<br><br>•Samples of exemplars used to guide and inform student learning | Level 2 |

| 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. | Few or no 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. Limited or no expectations for school personnel are included. | •Professional learning calendar with activities for instructional support of new staff | Level 1 |

| 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 their children's education are available. School personnel provide information about children's learning. | •Survey results<br><br>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days<br><br>•Calendar outlining when and how families are provided information on child's progress | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.9 | The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. | School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills. | •List of students matched to adult advocate<br><br>•Survey results<br><br>•Master schedule with time for formal adult advocate structure<br><br>•Description of formal adult advocate structures | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.10 | Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. | Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated. | •Survey results<br><br>•Sample report cards for each grade level and for all courses<br><br>•Sample communications to stakeholders about grading and reporting<br><br>•Policies, processes, and procedures on grading and reporting | Level 2 |

| 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. | •Survey results<br><br>•List o professional development (PLC) | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 3.12 | The school provides and coordinates learning support services to meet the unique learning needs of students. | School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations. | •Survey results<br><br>•List of learning support services and student population served by such services<br><br>•Labs, enrichment, honors courses, Wabash Valley, special education, ESL | Level 2 |

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

Standard 3 Narrative

As we collected data for standard we found we have strengths in the areas of using a formal structure whereby each student is well known by at least one adult advocate in the school (Standard 3.9) and all staff members participating in a continuous program of professional learning (Standard 3.11)

- 3.9: We feel we do a good job of building relationships with students. The main difference between a 2, 3, and 4 at this level is the number of students who participate in a structure of long term interaction. All of our students are assigned a teacher who is an advocate for that student. This teacher spends multiple days a week with a group of students and has individual conferences to discuss grades and any other issues with them.
- 3.11: Our school has a good program of professional learning. All teachers participate in weekly professional development meetings as well as attend conferences and workshops. Our weekly meetings include items such as technology training, evaluation training, new ideas on grading and classroom procedures, and classroom expectations.

We believe our weaknesses fall in the areas of school leaders monitoring and supporting the improvement of instructional practices (Standard 3.4) and mentoring, coaching and induction programs to support instructional improvements (Standard 3.7).

- Standard 3.4 We have experienced several different school leaders and evaluation tools in the past 5 years. The inconsistencies have caused us to honestly evaluate this area as a weakness. We have recently adopted the state RISE Model. With two new principals at the helm we feel this number "2" rating could change to a "3" by the end of the year, but the evaluation process is in the beginning stages. It is

too soon for us to be able to collect data to see real reform of teaching practices for ensuring student success.

- Standard 3.7 We have little to no formal mentoring program at Fountain Central at this time.  Although there are mentors that informally lead by example, character, and personality we see the shortfall, especially with the amount of new teachers that came into the building this year. The team plans to improve in this category by implementing the following changes

- Program for new teachers to be mentored (new teachers to the corporation and new individuals to teaching)

o First 2 years at a minimum required-relationship can be continued

o 2 mentors- department head and another teacher who has taught longer. Specific assignments to be determined on an individual basis

o Example criteria - experience in content and experience in building - effectiveness rating

o Mandatory check ins (once a month) and observations by mentor(4 times a year in a casual manner)

# 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:  2.43

| 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 are often but not always followed by school leaders to access, hire, place, and retain qualified professional and support staff. School leaders attempt to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources rarely are available to fund positions critical to achieve the purpose and direction of the school. | •School budgets for the last three years<br><br>•Survey results<br><br>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff<br><br>•Assessments of staffing needs<br><br>•Documentation of highly qualified staff | Level 1 |

| 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 sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction. | •Examples of efforts of school leaders to secure necessary material and fiscal resources<br><br>•Survey results<br><br>•School schedule<br><br>•Alignment of budget with school purpose and direction<br><br>•School calendar | Level 2 |

| 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. | •Documentation of compliance with local and state inspections requirements<br><br>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.<br><br>•System for maintenance requests<br><br>•Maintenance schedules | 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<br><br>•Survey results<br><br>•Data on media and information resources available to students and staff<br><br>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information | 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<br><br>•Survey results<br><br>•Policies relative to technology use | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 4.6 | The school provides support services to meet the physical, social, and emotional needs of the student population being served. | School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students. | •Student assessment system for identifying student needs<br><br>•Agreements with school community agencies for student-family support<br><br>•Schedule of family services, e.g., parent classes, survival skills<br><br>•Social classes and services, e.g., bullying, character education | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 4.7 | The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. | School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students. | •List of services available related to counseling, assessment, referral, educational, and career planning<br><br>•Budget for counseling, assessment, referral, educational and career planning<br><br>•Description of IEP process<br><br>•Description of referral process | Level 3 |

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

When considering resources and support systems, it is apparent that there are areas that need improvement.  Budget concerns have created larger classes and fewer course offerings for our students.  Some courses have also been eliminated due to inability to find appropriate staff for those positions.

Teachers are given adequate time for instruction and they utilize that time appropriately.  With the implementation of RTI remediation based on data collected in the areas of math, science and English, our students are receiving additional support in the areas of their specific needs.

The school corporation does have sufficient means to provide a safe and healthy environment for our students and staff.  There is not, however, sufficient documentation in this area due to a turnover in administration and inconsistent training in safety procedures.

Although support for social, emotional, and academic needs for students is rated above average, there is always room for growth.  We will continue to seek additional opportunities to support our students in these areas to help them develop into well rounded and contributing community members.

# Standard 5: Using Results for Continuous Improvement

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

Overall Rating:  2.4

| 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. | •Survey results<br><br>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance<br><br>•Evidence that assessments are reliable and bias free | 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. | Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans. | •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning<br><br>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 5.3 | Professional and support staff are trained in the evaluation, interpretation, and use of data. | Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data. | •Professional learning schedule specific to the use of data<br><br>•Documentation of attendance and training related to data use<br><br>•Training materials specific to the evaluation, interpretation, and use of data | Level 2 |

| 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. | •Agendas, minutes of meetings related to analysis of data<br><br>•Examples of use of results to evaluate continuous improvement action plans<br><br>•Evidence of student readiness for the next level<br><br>•Evidence of student growth<br><br>•Evidence of student success at the next level | 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 information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups. | •Minutes of board meetings regarding achievement of student learning goals<br><br>•Survey results<br><br>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals<br><br>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals | Level 2 |

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

In Standard 5, we as a group collectively agreed that we are strongest in the areas of establishing and maintaining a clearly defined and comprehensive student assessment system (Indicator 5.1) and engaging in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level (Indicator 5.4)

- 5.1: With new administration this year, we have adopted the RISE model for teacher evaluation. One of the pieces of this model includes using a school-based evaluation tool for teachers that requires administrative approval before administering to students for content and standards mastery levels. This process places all teachers in line with assessing academic standards and students on a level evaluation system, regardless of the instructor they have. That evaluation tool template is included in our evidence.
- 5.1: We believe we have administered diagnostic and predictive tests, end-of-course assessments, locally generated exams, and standardized tests in an effort to measure student growth and success, program (department) effectiveness, and school-wide strengths and weaknesses. We have included some documents in evidence, but some evidence lies within individual departments.

- 5.4:  With the aforementioned measurement tools, we believe we can identify our areas of strengths and weaknesses as a teacher staff. However, it is also good to receive feedback from students to find out how accurate those identifications are.  We have given a survey to past graduates that are currently in post-secondary education (or recently graduated) to find out how prepared they were after graduating from Fountain Central.  We have included results from the survey in evidence.

We claimed our weakest areas included training our professional and support staff in the evaluation, interpretation, and use of data (Indicator 5.3) and leadership monitoring and communicating comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders (Indicator 5.5).

- 5.3:  While training has taken place school-wide on numerous occasions, the low score in the area stems from the fact that the training didn't provide for sustained use of data analysis.  While teachers might know how to access scores, collaboration takes place in pockets (Jr. High), but not throughout the school.  Use of data depends more upon individual teachers rather than being utilized by all.
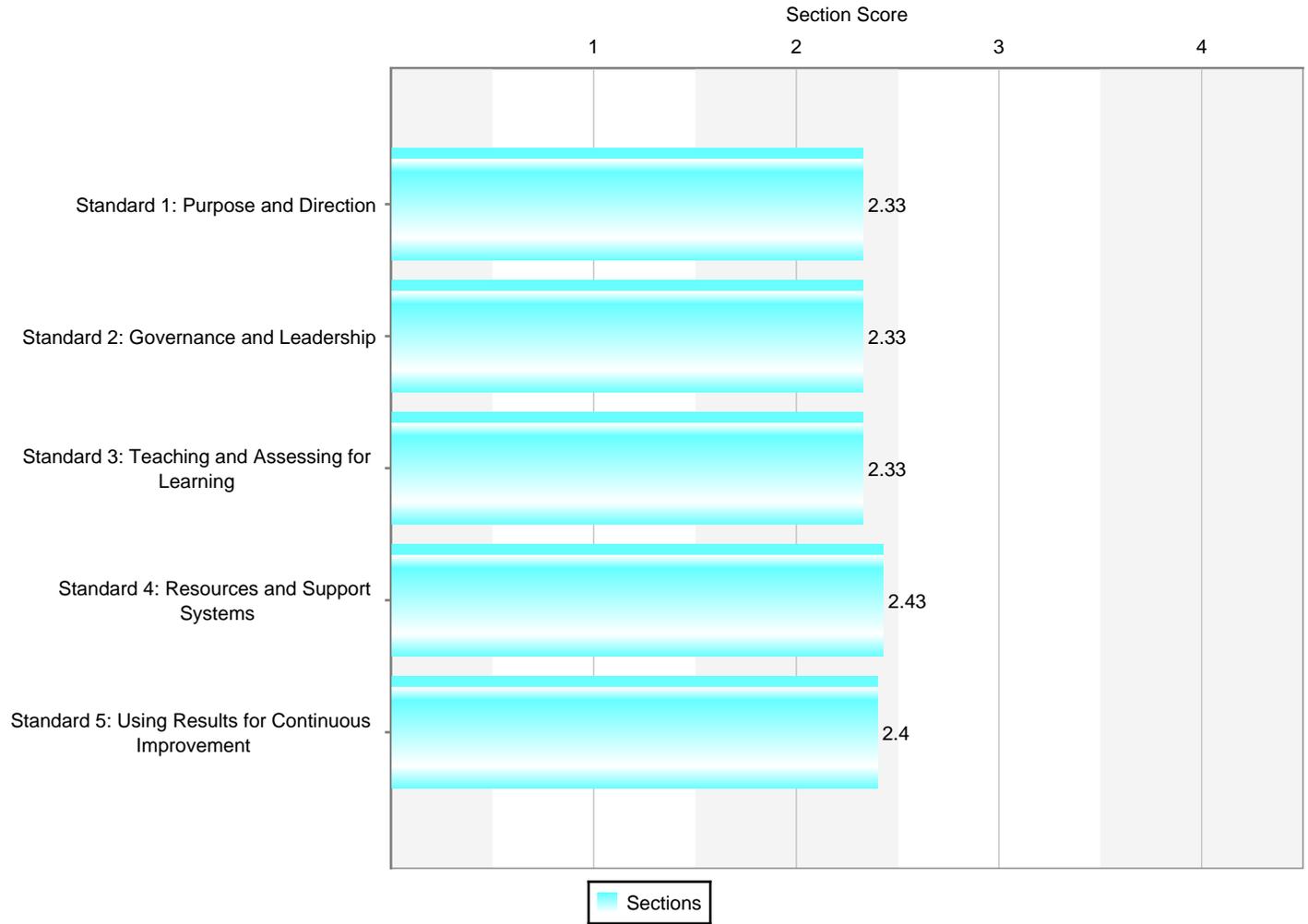- 5.5:  With large amounts of turn-over in both staff and administration (three new principals since our last visit), energies have not been directed toward communication to stakeholders regarding school improvement and student learning.  While efforts have been made to improve student learning, they have not been communicated on a regular or consistent basis.

With the new evaluation tools in place, teachers will become more effective in measuring student achievement on individual standards and setting and meeting specific goals based on student performance.  This will help our overall intent to meet student's most dire needs and deficiencies.  We will continue to evaluate success based on student surveys and recent graduate information.

In terms of communication, we will need to utilize email, text messaging, the school web-page, and Hoofprints newsletter to send out information regarding overall school successes and needs to stakeholders in our school system.  Consistent administration can begin to look at trends, communicate this to teachers, and address those needs in weekly PLC meetings.  Teachers can focus on individual student needs and deficiencies and communicate those to students and parents.  Communication to the community can come from many sources, once the needs are identified.

# Report Summary

## Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

Standard 1: Purpose and Direction — 2.33

Standard 2: Governance and Leadership — 2.33

Standard 3: Teaching and Assessing for Learning — 2.33

Standard 4: Resources and Support Systems — 2.43

Standard 5: Using Results for Continuous Improvement — 2.4

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? | Yes | The attached file attempts to justify our current goal through the evaluation of scores on various standardized tests, which are used to guide our decisions. | Student Performance Diagnostic Report 2014 |

# Evaluative Criteria and Rubrics

Overall Rating: 2.75

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

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **2.** | Test Administration | 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 indifferently analyzed and presented with little 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 below what would otherwise be expected. | Level 2 |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **4.** | Equity of Learning | Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline. | Level 2 |

# Areas of Notable Achievement

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

In recent years, we have noticed an increase in Algebra I ECA scores.  Despite the low scores in '12-'13, the overall trend is an increase in student achievement in this area.  This is further justified by the '13-'14 report card, citing a 23.8% in the ECA improvement category.  English/Language Arts noticed a drastic improvement in the same category, recording a 74.1% score.

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

We are noticing an increase in mathematics performance.  We can attribute this to additional assistance for students who fail the ECA or are identified entering their freshman year as students with mathematical challenges.  Math Lab and Algebra Enrichment provide additional support for these students.  We have also accomplished moderate levels of growth with all student levels in English/Language Arts, according to our School Report Card from 2012-2013 and 2013-2014.

**Which area(s) indicate the overall highest performance?**

According to our 2012-2013 Report Card, Graduation Rate and College and Career Readiness statistics show that these two areas would be our overall highest performing areas.  According to the 2013-2014 report card, the high school is showing improvement in both Algebra I and English 10 ECA pass percentages.

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

Since 2008, the Free & Reduced population has seen an increase in percent passing on the English/Language Arts portion of the ISTEP and ECA tests in four of the six comparison years.  In the same time frame, Math scores have gone from 50% passing to 70% passing for the same population group.

**Between which subgroups is the achievement gap closing?**

Referring to #4, the achievement gap for our free and reduced population is closing.

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

We believe that all of the findings are consistent with observations from other data sources.

# Areas in Need of Improvement

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

We believe student performance on standardized tests in the area of English/Language Arts and Mathematics are below expected levels of performance. Since the Algebra I and English 10 ECA tests are a graduation requirement, we feel this is an area of concern. While these areas are improving, we would like to continue to emphasize the importance of high expectations in these areas.

There is also concern over the fact that our Elementary/Middle School grade in the 2013-2014 report card is a D. English/Language Arts earned only 0.5 points, so our focus remains on increasing reading comprehension.

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

The 7th grade math ISTEP+ scores since '11-'12 have continued to decline. We are also noting a decline in the overall pass rate on AP tests, but this can also be attributed to the larger number of students that are taking AP exams.

**Which area(s) indicate the overall lowest performance?**

We contend that the overall performance in the area of English/Language Arts is our lowest areas, thus justifying our goal.

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

We have noted a decline in growth in some of our top math students. We have also noticed the paid lunch students are experiencing very little growth in both areas of Math and English/Language Arts.

**Between which subgroups is the achievement gap becoming greater?**

High Achieving Math students are not performing at the levels they should to show or maintain growth.

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

We believe all the reported findings are consistent with observations from all data sources.

# Report Summary

## Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 2.75
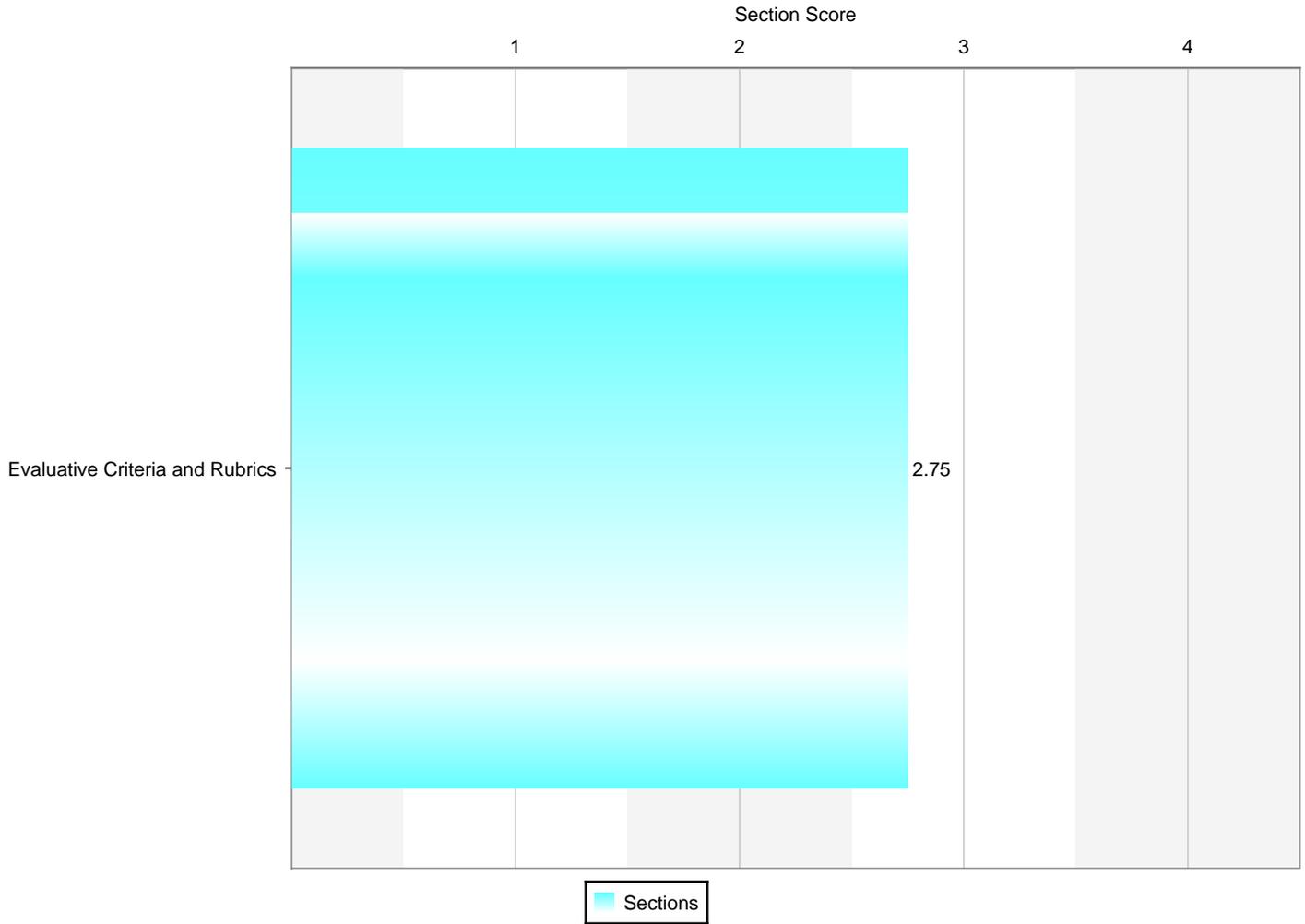
Sections

# 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? | Yes | | Stakeholder Feedback Data Document 2014 |

# Evaluative Criteria and Rubrics

Overall Rating: 3.0

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **1.** | Questionnaire Administration | Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants. | Level 3 |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **2.** | Stakeholder Feedback Results and Analysis | All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity. | Level 3 |

# Areas of Notable Achievement

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

According to the parent survey, parents feel their children know the expectations for learning in all classes, FC provides a safe learning environment, and activities are offered that interest their children.

According to staff, the school provides activities that interest students, school leaders hold all staff members accountable for student learning, the facilities are maintained at a level as to offer a safe environment for students, and related learning support services are provided based on the needs of students.

According to students, the curriculum, instruction, and assessments are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice, the school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success, and teachers implement the school's instructional process in support of student learning.

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

During the past five years (since our last accreditation visit), we have truly addressed the needs of all learners, especially those who struggle to perform at mastery levels.  Both the high school and junior high have adopted RTI time, and through identification of student needs, have separated students into various groups to address those learning deficiencies.  Junior high and high school math and English labs have been established to help students needing additional time and assistance in these subject areas.  It is noted that the survey responses this time did not state lack of addressing certain students' needs as a concern.

In addition, students noted the teacher attempts at guiding curriculum, instruction, and assessment toward student learning.

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

In previous years, parents have felt our school is safe (they continue to feel this way) and that communication about student needs, grading procedures, and how progress is monitored continues to be a concern.

# Areas in Need of Improvement

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

From the parent survey, communication about goals and activities, all teachers helping parents understand their child's progress, and receiving information regarding how their child is graded received the lowest marks.

From the staff survey, all teachers use common grading and reporting policies based on clearly defined criteria, all teachers trained to implement formal processes that promote decisions about learning, and formal processes in place to support new staff members in professional practice had the lowest level of approval.

The students felt that the governing body establishes policies and support practices that ensure effective administration of the school, leadership communicates and monitors comprehensive information about student learning and achievement of school goals, and teachers engage students in learning through instructional strategies that ensure achievement of learning expectations were at the lowest level of satisfaction.

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

Based on previous years results, the overall dissatisfaction with leadership communication and providing clear direction is a disturbing revelation.  Communication in general is believed to be poor from both parents and students.   It is also alarming that students feel a lack of engagement in the learning process.

From a staff perspective, the fact many feel that we are not being trained to implement formal processes to promote decisions about learning.

**What are the implications for these stakeholder perceptions?**

We, both administration and staff, need to communicate better with both students and parents about the educational goals, processes, and evaluations.  Also, new staff need to be better trained and mentored.  With the large amount of teacher turn-over we have seen in recent years, this is a crucial piece to the success of our school.

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

We have received poor marks in the past for the communication piece.

# Report Summary

## Scores By Section

Section Score
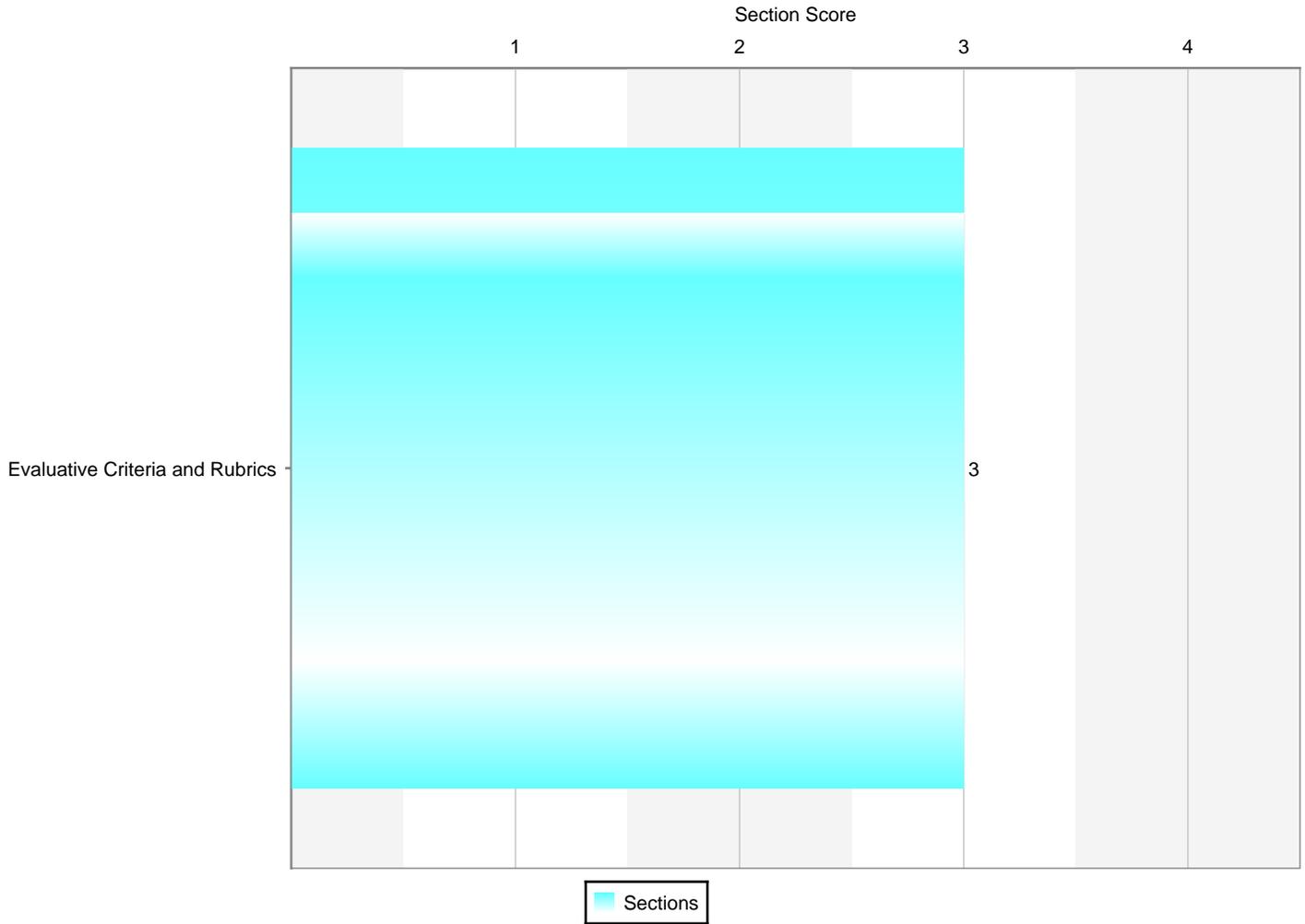
# Plan for Indiana School Improvement Plan

# Overview

**Plan Name**

Plan for Indiana School Improvement Plan

**Plan Description**

# Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|-----------|--------------|-----------|---------------|
| 1 | Create and implement a formal crisis management and security plan. | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Organizational | $0 |
| 2 | Develop and implement a formalized written mentoring, coaching and induction process that is aligned to school goals and instructional values and beliefs. | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Organizational | $0 |

# Goal 1: Create and implement a formal crisis management and security plan.

**Measurable Objective 1:**

collaborate to develop and implement an effective crisis management and school security plan. by 09/09/2015 as measured by periodic security drills to constantly monitor the effectiveness of the plan..

**Strategy 1:**

Crisis Management and School Security plan - Beginning with the 2015-16 school year, a new cri sis management plan will be implemented at Fountain Central Jr/Sr

High School.All students, faculty, and staff will be notified of the plan and participate in periodic drills to maintain efficiency and practice for an actual emergency.

Research Cited: N/A

Evidence of success: Students will participate in mass evacuaiton, fire, and tornado drills. Data will be gathered from these drills and used to measure success.

| Activity - Crisis Management and School Security plan | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Develop and implement a new school crisis and security plan. | Policy and Process | 02/20/2015 | 08/10/2015 | $0 | No Funding Required | Mr. BIll Chestnut - Principal |

# Goal 2: Develop and implement a formalized written mentoring, coaching and induction process that is aligned to school goals and instructional values and beliefs.

**Measurable Objective 1:**

collaborate to Develop and implement a formalized written mentoring, coaching and induction process that is aligned to school goals and instructional values and beliefs. by 08/10/2015 as measured by Making sure all new faculty have a mentor and will have periodic scheduled meetings with their mentors..

**Strategy 1:**

New Teacher Mentor Program - The strategy will be implemented at the beginning of the 2015-16 school year.

Research Cited: N/A

Evidence of success: N/A

| Activity - Teacher Mentor Program | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Develop and implement a formalized written mentoring, coaching and induction process that is aligned to school goals and instructional values and beliefs. | Other | 02/20/2015 | 08/11/2015 | $0 | No Funding Required | Mr. Bill Chestnut - Principal Mr. James Welter - Teacher |
|---|---|---|---|---|---|---|

# Activity Summary by Funding Source

**Below is a breakdown of your activities by funding source**

**No Funding Required**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Crisis Management and School Security plan | Develop and implement a new school crisis and security plan. | Policy and Process | 02/20/2015 | 08/10/2015 | $0 | Mr. BIll Chestnut - Principal |
| Teacher Mentor Program | Develop and implement a formalized written mentoring, coaching and induction process that is aligned to school goals and instructional values and beliefs. | Other | 02/20/2015 | 08/11/2015 | $0 | Mr. Bill Chestnut - Principal Mr. James Welter - Teacher |
| | | | | Total | $0 | |

# Conclusion

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.