

**Knightstown Community High School  
School Improvement Plan**

**2022-2023**

C. A. Beard Memorial School Corporation

Mr. Steve Wherry, Principal  
8149 W US Highway 40  
Knightstown, IN 46148-9501

## Description of the School

Knightstown Community High School, a part of the Charles A. Beard Memorial School Corporation, is a rural, consolidated, public school corporation headquartered in Knightstown, Indiana, a small town approximately 30 miles due east of Indianapolis just south of Interstate 70. KHS is a 9-12 building with an enrollment of 337 (43% free and reduced lunch, 94.4% White). The student body is presently housed in a building built in 2003. Knightstown Community High School has twenty-four teachers, one guidance counselor, 4 rotating School Resource Officers, and nineteen support staff members. The administration consists of a principal, an assistant principal, and an athletic director.

The current student enrollment housed in the high school building, broken down by grade levels, is as follows:

Ninth	77
Tenth	87
Eleventh	100
Twelfth	73
Total	337

Knightstown Community High School has established a stable environment. The four-year average for student mobility at KHS is 14%. 83.3% of the teaching staff has stayed in their present positions for at least 3 years. Our 5-year graduation rate average is 93.8%, 95.8% of all graduates received at least a Core 40 diploma over the same period, and Knightstown High School has been designated an "A" school six of the past eight years while being a "B" school the other two years. The years in which the high school did not receive an "A", the final score was a very high "B". In 2015-2016, the school achieved Four-Star status.

Knightstown Community High School updates local curriculum with each curriculum adoption cycle to ensure full coordination with the Indiana Curriculum Standards. The local committee uses College and Career Readiness Standards and teacher-created and state-provided curriculum maps in developing curriculum; a focus on curriculum revisions, the state standards, and essential questions has been established.

Knightstown Community High School is also diligent in assessing student progress toward mastery of standards. In addition to ISTEP+ testing, the high school uses NWEA, ASVAB, USA Test Prep, SAT, PSAT, Advanced Placement, AccuPLACER, WIDA, and formative and end-of-course assessment data. These programs allow for frequent measurement of student progress through easily obtainable student data. The assessments provide solid data that allows our professional faculty to aggressively intervene to help students progress toward achieving their academic goal. The faculty also assesses its own progress in all disciplines as to the attainment of academic standards.

Knightstown Community High School faces many challenges due to the low socio-economic status of many of our local families and the lack of social and academic guidance provided at home. Many of our students live in single family households, and a large number live with a nonparent. Many parents also have little or no post-secondary training or education.

## School's Purpose

The primary purpose of any school is to maximize the growth and development of each student while attaining knowledge. This school works to maintain high standards of instruction from its teachers and high quality of workmanship from its students, limited only by their individual abilities.

### **Knightstown High School Mission Statement:**

Knightstown High School will provide a diverse curriculum through a safe, culturally aware environment for students to become responsible productive citizens and contribute in an ever-changing world with a focus on:

- Leadership
- Pride
- Respect
- Maximizing Potential
- Lifelong Learning

### **Charles A. Beard Memorial School Corporation Mission Statement:**

Students of all ages are empowered as lifelong learners to acquire knowledge to meet the new realities of the 21st century in a learning environment which promotes excellence and fosters mutual respect and the realization of the utmost potential.

Knightstown High School offers students a variety of dual credit and dual enrollment opportunities, provides a challenging curriculum for those students interested in pursuing post-secondary education, and provides vocational education through our local career center. KHS strives to offer education to a diverse group of students with a variety of interests.

## Notable Achievements and Areas of Improvement

Knightstown Community High School offers many ACP and AP courses as part of its advanced curriculum along with many remedial courses to serve those students who need skill-building opportunities. Approximately 60% of our students graduate with at least three collegiate credit hours. In the 2017-2021 graduating classes, 95.8% of the students earned at least a Core 40 diploma, and 43.1% graduated with an Academic Honors diploma, a Technical Honors diploma, or both. The school administration and staff are continuously reviewing the curriculum to enhance our course offerings to meet the changing needs of our students.

### **The school's notable achievements in the recent years include:**

- "A" school for five of the past seven years
- Four-Star School in 2015-2016
- Graduation rate – 93.8% average during the past 5 years
- Attendance rate - 95% or higher for each of the last 12 years
- A noticeable increase and stabilization in SAT English and Mathematics scores
- Algebra ECA - 2013 - 88.2% 2014 - 89.4% 2015 - 91.5%
- English ECA - 2013 - 82.8% 2014 - 84.6% 2015 - 84.5%

- College and Career Readiness - 2014 -- 53.3% 2015 -- 57.6% 2016 – 58.0% 2017 – 50.6% 2018 – 61.9% 2019 – 70.3% 2020 – 67.1% 2021 – 40.7%
- Lilly Scholars – 2001, 2003, 2005, 2006, 2008, 2009, 2010, 2013, 2015, 2017, 2020
- National Merit Scholars – 2000, 2010, 2013, 2016

**The school's focal areas of improvement during the past four years:**

- The use of Google Suites in planning and instruction and as a communication aid with students
- Changes in curricular requirements to address the Graduation Pathways and Next Level programs of Study graduation requirements
- Communicating with individual students and entire classes via virtual means: Zoom, Webex Teams, etc.
- Focus on dual credit opportunities through Indiana University, Ivy Tech, and vocational education
- Use of End-of-Course Assessments to pinpoint necessary curricular changes
- A focused and organized time allotment for ISTEP+ preparation and remediation
- Use of USA Test Prep to identify English 10 student needs
- A strong mindset change to the Core 40 diploma's (or Academic Honors/Technical Honors) being the primary option
- NWEA testing in English and Math to determine core strengths and areas for needed improvement for freshmen and sophomores
- Focused lesson planning by staff to improve the teaching of multi-cultural topics
- Increased and Focused Professional Development for Staff to address the areas above

At KHS, our graduation rate has improved immensely and is well above the state average as well as our attendance rate. Our student population graduates with far more college credits per pupil than the average high school in Indiana. The number of students graduating with Core 40 and Academic Honors/Technical Honors diplomas have increased immensely. Our overall school grade has improved over the last ten years and had been an "A" for six of the past eight years. Over the past decade, our SAT scores have shown drastic improvement even with more students taking the test.

**The school's areas for improvement in the next three years:**

- Necessary curricular changes to address the state testing changes from the ISTEP+ to the SAT
- Movement toward changing graduation requirements including Graduation Pathways and the Next Level Programs of Study
- A strong focus on NWEA testing and using the data to effectively identify curricular needs and student strengths and weaknesses.
- A focus on writing and critical thinking to address current student needs for SAT, PSAT, ISTEP+ testing, and college and career readiness along with professional development to support both areas
- Changes in the geometry curriculum with a focus on the SAT and PSAT tests
- A continued focus on lesson planning by staff to improve the teaching of multi-cultural topics
- A continued strong movement toward a 1-1 technology curriculum
- Continued use of Virtual Meeting applications and accompanying professional development
- Continued professional development with and increased school-wide use of Google Suites, and the purchasing of computer carts for daily classroom use
- Continued identification of methods to improve cultural competency of all students, staff, and parents, and a focus on professional development to meet this need.

## **Additional Information**

Knightstown High School has approximately 20% special services students. The school has two full-time special services teachers along with three special services resource aides. The school is continuously researching more efficient and effective means of providing resources to students with accommodations, and the staff attends professional development opportunities to better understand student disabilities.

## **Improvement Planning Process**

To select members of our School Improvement Committee, the administration met with the staff, stated the timeline, and requested interest on their part. The administrative staff selected those staff members who offered experience within our building, had experiences to share from other school corporations, had professional development experiences and knowledge to add to the document, and represented at least all core course departments. The group provides information to complete the Self-Assessment, identify all data information to be collected, identify strengths and areas for improvement, and further detail the timeline for completion. The administration and guidance department were placed in charge of collecting and breaking down the required data. Members of the team then meet with the administration to share additional input. Final decisions are then made as to the exact information that would be submitted in the School Improvement Plan.

Direct input from the entire school staff led to the completion of the 2021-2022 School Improvement Plan. Staff representing each core area, the administration, and other curricular departments provided input and were involved in direct conversation. Individuals met to define the focal areas of the plan and to decide the major decisions associated with the improvement plan. The administration served as a resource to these groups, and in collaboration, edited the final documents to be added to the plan.

Each year, the School Improvement Plan goals are presented to the entire staff during staff meetings on an on-going basis to clarify the areas of strength, the areas of needed improvement, and potential goals for the school. The plans and timeline for achieving the goals are also explained and discussed. The improvement plan is posted on the school website for students, parents, and other community members to view and provide feedback. During the second semester, once the goals and plans have been discussed among staff members, a review is completed to determine the need(s) for professional development, the exact stakeholders who will be involved, and the process for updating all stakeholders. During monthly department chair meetings throughout the school year, the administration discusses various focal areas within the plan with the department chairs and Guidance Director, provides updates, finalizes timelines, and decides what adjustments need to be made to the current plan as to whether or not its implementation has been both effective and efficient.

The process for evaluating certified staff includes a section focused on key elements of our improvement goals. The teaching staff is responsible for the implementation of strategies in the classroom required for meeting the school's improvement goals.

# Self Assessment

## Standard 1: Purpose and Direction

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

Overall Rating: 3.67 / 4.00

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

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong 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 hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> <li>•Many ACP Classes, Vocational Classes, Student Remediation opportunities, and Peer presentations at staff meetings to help improve instruction</li> <li>*A focus on improving the teacher evaluation process</li> </ul>	Level 4

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.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•The school data profile</li> <li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li> <li>•The school continuous improvement plan</li> <li>•Staff meeting agendas</li> <li>•Professional development opportunities/focus</li> <li>•Department Chair Meetings</li> <li>*Improving the teacher Evaluation Process</li> </ul>	Level 4

The strengths of Knightstown High School include: communication, academic programs, and leadership. Communication among stakeholders, including students, parents, and staff, is an asset to KHS. The school uses Twitter, email, and Facebook as means for electronic communication as well as using All-Calls and emailing to reach households. Class meetings are carried out at the beginning of each year to review rules and expectations, and the administration holds Freshmen Orientation for incoming students and parents as well as hosting an informative and structured 8<sup>th</sup>-Grade visit. In addition, students are given a handbook each year that communicates the mission of KHS. At KHS, we offer the JAG program to ensure workplace readiness. Our vocational program creates many outstanding opportunities for our students.

The administration at KHS holds each teacher accountable through evaluations, professional development, and the school improvement plan. These strengths are sustained by continuing to use multiple forms of communication, continuing to review all offered programs, and encouraging the promotion of professional development opportunities.

In the spring of 2016, a Community Involvement Committee was formed to help build community involvement and spirit and to receive more parental and community input from stakeholders pertaining to a wide-range of topics. This missions continues as we seek improvements at Knightstown High School.

## Standard 2: Governance and Leadership

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

Overall Rating: 3.67 / 4.00

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. Policies and practices are in place regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management. The necessary review and updating of policies is completed on an annual basis.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>*Pre-planned staff meetings</li> <li>•Communications to stakeholder about policy revisions</li> <li>•Regular policy review</li> <li>*Building Use Policies</li> <li>*Staff Evaluation Process</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> <li>•Governing body minutes relating to training</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•Proof of legal counsel</li> <li>•Assurances, certifications</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>*Discussions with the Classroom Teachers Association</li> </ul>	Level 4



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 consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Leadership Meetings</li> <li>•Staff Meetings</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•On-going support in student discipline matters</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> <li>•Collective Bargaining and Discussions Process</li> <li>*Fostering of positive relationships between the school leadership and staff</li> </ul>	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 most often 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.	<ul style="list-style-type: none"> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> <li>•Open line of communication between parents and administration</li> <li>•Community Involvement Committee</li> <li>*Leadership Meetings</li> <li>*Department Chair Meetings</li> <li>*Meetings with Parents</li> <li>*Use of Social Meeting</li> </ul>	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 primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Governing body policy on supervision and evaluation</li> <li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li> <li>•Job specific criteria</li> <li>•Representative supervision and evaluation reports</li> <li>*Modified Evaluation Process</li> <li>•End-of-Course Assessments</li> </ul>	Level 4

The leadership of KHS protects, supports, and respects the teachers as they accomplish goals for achievement through the evaluation process. An open line of communication exists between the superintendent, administration, and staff that promotes student achievement. Professional Development is also readily available to school staff.

A variety of social media tools are used to communicate with stakeholders; however, we could create more involvement from stakeholders in various meetings relating to school improvement.

The administration strongly supports the staff in manners concerning student discipline and holds students accountable for classroom behavior, which in turn, promotes an effective learning environment.

## **Staff Professional Development**

### ***Keragan Brown***

Best Practices in High School Math

### ***Jordan Chew***

Teaching the Declaration of Independence Workshop

My Big Campus - 1:1 Technology Training Seminars

Highly Effective Teaching Training

Understanding By Design: Common core; College and Career Readiness

IBCA Basketball Coaches Conference

Code Academy: Enrolled & learned to code in HTML

Indiana Studies Teacher Conference: Famous Hoosiers

### ***Ben Felver***

Teaching the Declaration of Independence Workshop

Teaching Lincoln and the Civil War Workshop

Indiana Council for Economics Education Economics Camps

Indiana Council for Social Studies Annual Conference

Understanding Financial Responsibility Conference

G Suite for Beginners Webinar

G Suite: Beyond Beginner Status Webinar

G Suite: Google Classroom Webinar

### ***Robin Gregory***

EIAL Academic Coaches Conference

### ***James Jahrsdoerfer***

RISE Training

Indiana Super Bowl Coaches Conference: Senior Division Art Presentation

Butler University AP Studio Art Training Workshops

USF School of Creative Arts Student & Teacher College Workshop

Understanding by Design: Common Core; College and Career Readiness

SOCA (School of Creative Arts) Professional Development Experience: AP Art

Herron School of Art: Teacher-Student workshops

AP Studio Art Workshop

Defiant, Manipulative Students Seminar

***Darren Kessler***

Indiana Business Education Association Conference

IHSBCA Clinic

IDOE STEM Computer Science for All SCRIPT Workshop

NGPF Financial Camp

***Neil Linville***

School Safety Specialist Training

RISE Teacher Evaluation Training

***Adam Lykens***

AP Biology New Teacher Workshop

***Erin Matheny***

Google Suite for Beginners

NWEA Map Growth: Applying Reports

ACP Conference: Information regarding the differences between ACP and AP and discussion of expectations of students and parents of students (annually)

ACP W131 Seminar

ACP 155 Review Seminar

Curriculum Development Workshop: Curriculum alignment for English grades 7-12

IDOE Common Core Standards Implementation Training

Understanding By Design: Common Core and College and Career Readiness

Indiana Academic Super Bowl Coaches' Conference

Creating a Depth of Knowledge and Strategic Thinking Classroom Workshop

Project Based Learning Workshop

ISTEP+ Curricula

***Nic Murray***

IHSBCA Clinic

***Alexa Myers***

IMEA Contest Judge Workshop

IMEA Professional Development Conference

Understanding By Design: Common core; College and Career Readiness

Off-Site Band Observation

***Katy Nelson***

NWEA Map Growth: Applying Reports

Addressing the Need to Raise ISTEP+ Grade 10 Math Scores

Asking the Right Questions in the Math Classroom

## Best Practices in High School Math

### **Angela Plank**

ECA webinar training: Discussion about the appropriate way to administer the ECA and policies.

G Suite for Beginners Webinar

G Suite: Beyond Beginner Status Webinar

G Suite: Google Classroom Webinar

G Suite: Bringing It All Together

G Suite: Google Certified Educator Training

STI training: Discussion about the new common core standards and implementation

Understanding By Design: Common core; College and Career Readiness

Advancing Differentiation Workshop

Emotional Poverty: Reducing Anger and Anxiety Workshop

### **Julie Roberts**

EIAL Academic Coaches Conference

G Suite for Beginners Webinar

G Suite: Beyond Beginner Status Webinar

### **Rana Rodeffer**

Teaching the Declaration of Independence Workshop

US History Teachers Association Workshop

ACP Conference

Indiana Council for Social Studies Annual Conference

Indiana University Advanced College Project (annually)

Graphic Representation Video/PD 360: Training on utilizing various forms of graphic organizers in the classroom.

STI Assessment Training: Training on the use of STI to produce online exams and quizzes.

Academic Coaches Conference: Training and information gathering session on the topic for the year's competition.

IDOE Common Core Training: Discussion about the new common core standards and how they will eventually be implemented; discussed the best ways to start implementing them in our classroom.

CPR Training: Training on CPR by the American Health Association.

Historic Knightstown: I delivered a presentation on Knightstown High School History Club and the social studies curriculum at the high school.

Understanding By Design: Common core; College and Career Readiness

Textbook Adoption Workshop: Textbook adoption meeting at the Muncie Horizon Center

Social Studies Literacy Standards Conference: Training on incorporating literacy in the social studies classroom.

Textbook In-Service: Training on how to use the new technology associated with our newly adopted textbooks.

Google Conference: Training on Google applications

Indiana Historic Society: Indiana History Teachers Association workshop on new ideas, technology, and sources to implement in the classroom.

Textbook Adoption Workshop with Pearson Publishing: Investigated what Pearson Publishing had to offer in the way of new textbooks for social studies.

Indiana Studies Teacher Conference: Famous Hoosiers

G Suite for Beginners Webinar

G Suite: Beyond Beginner Status Webinar

G Suite: Google Classroom Webinar

### ***Phillip Scholl***

Eastern Indiana Academic League Coordinators Conference

HASTI (Hoosier Association of Science Teachers Inc) Convention: Professional science companies present technology and lesson ideas to science teachers; Teachers share ideas and lessons that they use in their classroom.

Understanding By Design: Common Core and College and Career Readiness

RISE Training

### ***Rachael Shepherd***

Google Suite for Beginners

NWEA Map Growth: Applying Reports

IDOE Common Core Training: Discussion about the new common core standards and how they will eventually be implemented; discussed the best ways to start implementing them in our classroom.

Curriculum Development with Judy Valos: Curriculum alignment for English grades 7-12.

Understanding By Design: Common core; College and Career Readiness

ECA webinar training: Discussion about the appropriate way to administer the ECA and policies.

Text Dependent Questioning Workshop

### ***Shanna Smucker***

HASTI (Hoosier Association of Science Teachers, Inc.) Convention: Professional science companies present technology and lesson ideas to science teachers; teachers share ideas and lessons that they use in the classroom

Textbook Adoption Fair: Presentations on newest books offered for Indiana curriculum.

Dual Credit Training (Ivy Tech Anderson, IN): Conference on what dual credit is, how it is used, how it should be taught, and how students transfer credits from Ivy Tech to their college of choice.

Student Teacher Training (Ball State University): Trained on how to utilize, teach, and evaluate student teachers; seminar on co-teaching. Bullying/Cyberbullying Intervention Training: 1 hour live training, including on the spot surveying where questions and concerns were addressed

AP College Board Workshop for AP Chemistry: Provided information, ideas, and materials for the AP Chemistry exam, as well as detailed changes to the AP Chemistry curriculum

Harmony Training: Training on how to use the grading/planning software called Harmony.

Girls Volleyball Coaches Clinic: IHSAA rules interpretation and basic skills

Edmentum Training (Plato Courseware): How to use Plato and how to track student work, student time on task, and how to run reports

Understanding By Design: Common core; College and Career Readiness

### ***Josh Sorrell***

AP Calculus New Teacher Workshop

Creating a Mathematically Rich Classroom

Asking the Right Questions in the Math Classroom

***Pam Stigall***

G Suite for Beginners Webinar

G Suite: Beyond Beginner Status Webinar

G Suite: Google Classroom Webinar

G Suite: Bringing It All Together with G Suite and Classroom Webinar

***Jessica Stoten***

Proficiency Grading

IAAE Workshop

***Jill Tully***

Foreign Language International Teachers Conference

IFLTA Annual Conference

Best Strategies for Teaching World Language Workshop

Strengthen Students' Communicative Proficiency in Your World Language Classroom: Using Google Tools

World Languages Teachers Summit

G Suite for Beginners Webinar

Distance Learning: Strengthening World Language Instruction

***Steve Wherry***

Next Level programs of Study Webinar

IASP Graduation Pathways Workshop

Advanced School Safety Specialist Training

Henry County School Safety Commission Meetings

PLATO Software Training

Willsub Administration Training

College and Career Readiness High School Remediation Requirements Training

Indiana School Grading System Updates Training

RISE Evaluation Workshop: "What is Evidence?"

Henry County School Safety Commission Meetings

Google Applications Workshops

Advanced College Project Conferences

IASP Principals Fall Conference

Standards for Success Regional Training

Indiana Legal Standards Workshops

HECC Technology Conference

ICAP Training

Edgenuity Virtual Instruction Training

**Mike York**

Hawkins Communications  
Broadcast Electronics Transmitter Remote Operations  
JK Audio Phone Interface Training  
Arbitron P.P.M. Encoder/Decoder  
Inovonics RDS Encoder Software Training  
Woods Technologies  
Pop Messenger: Peer to Peer Messaging Software  
Remote Computer Operations: VPN (Virtual Private Network)  
Website Streaming: EZ Stream Software  
Website RSS/Data Feed Software  
Terra Station Backup Server  
Adobe Audition CS6 Software  
RDS Encoding Unit: Radio Data System  
Website Design  
Microsoft Expression Software

**Renee York**

IIEP Workshops  
IDOE Common Core Training: Discussion about the implementation of the common core standards  
Curriculum Development: Curriculum alignment for English grades 7-12.  
Understanding by Design: Common Core and College and Career Readiness  
East Central Transition Cadre for IU



### 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: 3.58 / 4.00

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Curricular Reviews</li> <li>•Diverse Curriculum</li> <li>•Learning Labs</li> <li>•Graduate follow-up surveys</li> <li>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> <li>•ACP, AP, and Vocational offerings</li> <li>•Enrollment patterns for various courses</li> <li>•Course descriptions</li> <li>•Multi-level offerings</li> <li>•Life Skills offerings</li> </ul>	Level 4
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 with the school's goals for achievement and instruction. A process is 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.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•Common assessments</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> <li>•End-of-Course Assessments</li> <li>•Curricular Reviews</li> <li>•Master Scheduling</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers are consistent and deliberate in planning and using 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 each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Teacher evaluation criteria</li> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> <li>•Interdisciplinary projects</li> <li>*Google Suites</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Curriculum maps</li> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> <li>•Evaluation Review Process</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration 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 occur among school personnel.	<ul style="list-style-type: none"> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Professional Development Workshops</li> <li>*Vertical Alignment</li> <li>*Discussions Meetings</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Measurable Lesson Objectives</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> <li>•End-of-Course Assessments</li> </ul>	Level 4

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 school personnel.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> <li>*Department Chair/Staff Meetings</li> <li>*Teacher Handbook</li> <li>*Professional Development</li> </ul>	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 their children's education are available. School personnel provide information about children's learning.	<ul style="list-style-type: none"> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, all-calls, academic nights, Freshmen Orientation, early release days</li> <li>•Email Contact</li> <li>•Phone Calls / All Calls</li> <li>•Online Parent Portal</li> <li>•Tutoring</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•New Student Assistant Principal Meetings</li> <li>•Freshmen Orientation</li> <li>•Class Meetings</li> <li>•New Student Counselor Meetings</li> <li>•8<sup>th</sup>-Grade Visit</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> <li>•Evaluation process for grading and reporting practices</li> <li>•Sample report cards for each grade level and for all courses</li> <li>•Email communications to stakeholders about student grades</li> <li>•Policies, processes, and procedures on grading and reporting</li> <li>•Online Gradebooks for Parent Access</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Evaluation tools for professional learning</li> <li>•Brief explanation of alignment between professional learning and identified needs</li> <li>•Connections between professional development and school purpose and goals</li> <li>•Multiple Professional Development Opportunities for Staff</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> <li>•List of learning support services and student population served by such services</li> <li>•Training and professional learning related to research on unique characteristics of learning</li> <li>•Data used to identify unique learning needs of students</li> <li>•Assessment Data</li> <li>•Remediation Opportunities</li> <li>•Tutoring Offerings</li> <li>•Resource Offerings</li> </ul>	Level 4

Teachers at Knightstown High School engage students through student collaboration, self-reflection, and development of critical thinking skills. A variety of learning strategies are used to address individual learning needs through the use of student collaboration opportunities and technology to generate critical thinking skills. The staff creates interdisciplinary opportunities as well to assist student learning. In addition, teachers provide individualized instruction and resources for special needs students. Our small school environment allows teachers to create personal relationships with students and provide effective accommodations for all students where required. Every student has at least one, if not multiple, adult advocates that interact with them daily. Our school and staff utilize a common grading scale and reporting procedure across all grade levels and courses to effectively track quality learning by students. KHS will continue to build on our strengths and seek feedback from all stakeholders to increase improvement in this area.

Because of our small school size, our curriculum offerings are more limited, but are very thorough compared to surrounding schools our size. Further, the opportunities for staff collaborative learning communities during the school day are also less available due to our size. However, the staff works diligently to share ideas before and after school and while attending professional workshops.

## **Parent Involvement**

Parents are involved in our school in the following activities

- Field trips
- Sending in lab supplies, or donating class items
- Extracurricular events such as Disney on Ice or IMAX
- Football and basketball parents make pre-game meals for every game during the season
- Building props for classroom activities
- Homecoming floats and/or hallway decorations
- Community Involvement Committee
- Building props for school plays and musicals
- Guest speakers in classrooms
- Athletic Event Support Staff
- Volunteer/Lay Coaches
- Drinks and snacks for cross country meets
- Helping at National Honor Society inductions
- Band Boosters raise funds and chaperone field trips; assist with summer band program; chaperone overnight trips; feed band members before football games; take pictures of events; and help with spring awards program
- Serve as Judges for FFA competitions
- Parental contact for student scholarship information
- FFA parent booster club (fundraisers, scholarships, coaching teams, driving bus and chaperones )
- Planning and supervising the junior and senior prom
- Robotics team mentors
- Remind 101 Parent/Teacher Contact App
- Home projects
- Concerts
- Textbook adoption committees
- Community Involvement Committee
- Special gifts to cheerleaders during competition season
- Volunteer to help clubs run the concession stands during events
- Homecoming Dance Supervision
- Class sponsors
- Wrestling chili dinner fund-raiser
- Prepare the senior breakfast before graduation practice

## 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: 3.71 / 4.00

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.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> <li>•Master Schedule Meetings with Staff</li> <li>*Instructional Aides</li> </ul>	Level 4
Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> <li>•Department Budgets</li> <li>*Teacher budget requests</li> <li>*Title II Grant</li> <li>*ESSA Grant</li> </ul>	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 collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> <li>•Records of depreciation of equipment</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> <li>•Custodial Work Orders</li> <li>•Technology Work Orders</li> <li>•School Safety Specialists and safety audits</li> <li>•Safety Compliance Video Training</li> </ul>	Level 4
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. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Budget related to media and information resource acquisition</li> <li>•Data on media and information resources available to students and staff</li> <li>•Chromebook Carts</li> <li>•Multiple Computer Labs</li> <li>•Google Suites available to students</li> <li>•Wifi availability to all students and staff</li> <li>•Local Media Outlets</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Assessments to inform development of technology plan</li> <li>•Policies relative to technology use</li> <li>•Updated building Wifi available for all staff and students</li> <li>•Chromebook for all students: 1-1</li> <li>•Google Suites</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> <li>•Extended counseling services</li> <li>•Large range of clubs, activities, and athletic teams</li> <li>•Extremely supportive staff</li> </ul>	Level 4

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.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Budget for counseling, assessment, referral, educational and career planning</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> <li>•Member of New Castle Special Services Cooperative</li> <li>•College recruiter visits</li> <li>•Military recruiter visits</li> <li>•JAG and ICE Programs</li> </ul>	Level 4

Knightstown High School takes the safety of all students and staff very seriously and invests much time, money, and effort in creating a safe environment that supports student achievement. Ongoing safety improvements have been made available through the 2013-2021 Homeland Security grants which has allowed KHS to update our school security systems. We will also continue to improve safety infrastructure through future grants, administrative professional development, and the training of School Safety Specialists. Further, the technology that our school uses daily has been updated in order to meet our school's vision and goals. A sophisticated technological plan was completed to improve the technology infrastructure of the school. We will continue to improve this through researching grant opportunities to improve our technology infrastructure and to put further technology in the hands of our students; KHS is continuing to implement 1-to-1 technology in our school. Chromebooks have been purchased to help teach and enhance our students' experience with Google Suite. Teachers have and will continue to be trained to efficiently and effectively use the technology to best enhance the student learning experience.

Teachers have many instructional materials available at Knightstown Community High School. Each classroom has at least one laptop, a television, a projector and sound system, and a DVD/VCR combination. Most classrooms are equipped with conversion units to display the computer screen on the television. All students are assigned a Chromebook and Google Suite access. Teachers also use the following technology for instructional purposes:

- PowerSchool Student Information System
- Laptop computers
- Projection video systems
- Surround sound
- PowerPoint presentations
- Smartboards

- document cameras
- Scientific calculators
- Overhead projectors
- Boom boxes (language labs )
- Software: photoshop, printmaster, puzzlemaker, textbook software, word, turn-it-in program (checks for plagiarism), Microsoft Office
- MIDI keyboard and accompanying software
- Stereo playback equipment
- Internet
- Videos and DVDs
- Graphing calculators
- Internet School "Classroom" website facebook
- Broadcast electronics
- Adobe Audition Digital Editing Software
- Radio Concepts System
- Mosley
- Smart Technologies
- Lead Mind
- Homestead Technologies
- Engrade
- OMT Technologies
- TFT, Inc (emergency alerting system )
- Marti
- Inovonics, Inc
- Flip Cameras
- Plato Learning Software
- Inventor Software for Engineering Education - Fisher techniques for Engineering Education
- Wireless Access
- Touch Screen Wide Screen Computers for Journalism
- Blogging Sites on Web-Site
- Plagiarism Software
- Prezi Presentations
- Twitter
- Digital audioboards
- Remind 101
- Personal websites
- Kahn Academy

- Microscopes
- Electronic balances
- Soundproof rooms
- iPads
- Kindle Fires
- KUTA Math Software
- Power microscopes
- USA TestPrep
- Schoolwide Google Suite
- Chromebooks
- Photoshop
- Student Wifi Access
- Parent and Student Portal to access grades
- Virtual Reality Headsets

### 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: 3.4 / 4.00

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable</li> <li>•INOW Chalkable online SIS and Grading system</li> <li>•Parent and Student Portals for online grade checks</li> </ul>	Level 4

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.	<ul style="list-style-type: none"> <li>•NWEA Testing Data</li> <li>•ISTEP+ results data</li> <li>•Formative Assessment data</li> <li>•USA TestPrep data</li> <li>•End-of-Course Assessments</li> <li>*SAT, PSAT, ASVAB results</li> </ul>	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.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Training specific to the evaluation, interpretation, and use of data – NWEA, ISTEP+, USA TestPrep</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>•Evidence of student readiness for the next level</li> <li>•SAT/ACT/PSAT test results</li> <li>•Evidence of student success at the next level</li> <li>•Dual Credit offerings</li> <li>•AccuPLACER results</li> <li>*ASVAB results</li> <li>*Post-secondary placement</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•Executive summaries of testing results – NWEA, ISTEP+, PSAT, ASVAB, graduation data</li> <li>•School Letter Grade</li> <li>•School Board Meeting Presentations</li> <li>•District Assessment Committee</li> </ul>	Level 3

Teachers and administrators use a variety of assessments including SAT, ACT, PSAT, NWEA, USA TestPrep, ASVAB, AccuPLACER, and WIDA to provide data that will help in generating changes and continuous improvement in student achievement. We also have established a district committee to ensure that end-of-course assessments cover all course standards and maintain an appropriate depth of knowledge. To sustain this area of strength, we offer remediation to give students a better opportunity for success.

An area in need of improvement is a lack of systematic processes used to analyze data. To improve this area, a focus has been placed on professional development to more accurately collect and analyze data used in student performance. Administrators and teachers have also been trained for better data organization and more efficient data retrieval.

## Standard 6: Evaluative Criteria and Rubrics

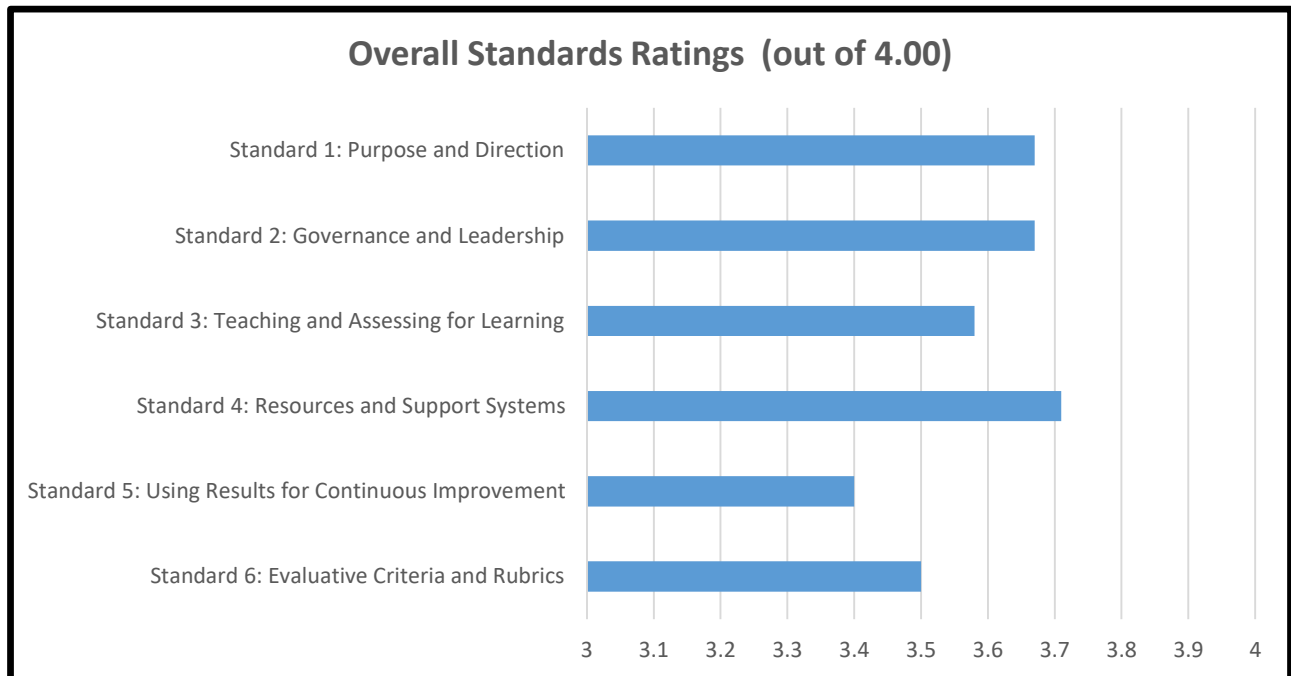
Overall Rating: 3.50 / 4.00

Indicator	Statement or Question	Response	Evidence	Rating
6.1	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.	<ul style="list-style-type: none"> <li>•District evaluation committee for End-of-Course Assessments</li> <li>--Depth of Knowledge</li> <li>--Content Standards</li> <li>•Evaluation Rubric includes assessment tools and a Student Learning Objective</li> <li>•NWEA Testing results</li> </ul>	Level 4
Indicator	Statement or Question	Response	Evidence	Rating
6.2	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	<ul style="list-style-type: none"> <li>•District Test Coordinator</li> <li>•IDOE training/webinars</li> <li>•Staff testing security</li> <li>•Accommodations provided appropriately</li> </ul>	Level 4
Indicator	Statement or Question	Response	Evidence	Rating
6.3	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.	<ul style="list-style-type: none"> <li>•Graduation data</li> <li>•School letter grade data</li> <li>•Dual credit data</li> <li>•Post-secondary pursuits</li> <li>*ISTEP+ Growth Data</li> <li>*SAT and AP Scores</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
6.4	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	<ul style="list-style-type: none"> <li>• Graduation Data</li> <li>• Diploma Tracks</li> <li>• Resource availability</li> <li>• Tutoring Opportunities</li> <li>• Multiple scheduling tracks</li> </ul>	Level 3

Our corporation has a district testing coordinator who works very closely with our school testing coordinator to create fidelity with our testing structure and to ensure that testing security is followed. Knightstown High School takes great pride in creating an equitable learning environment for all students which is displayed in our graduation data.

## Report Summary





## Knightstown Community High School Parent Survey (83 Responses from December, 2020)

<b>1) Parents/guardians and other visitors are greeted warmly when they call or visit Knightstown High School.</b>		
Answer Options	Response Percent	Response Count
Strongly Agree	45.9%	38
Agree	54.1%	45
I Don't Know	0.0%	0
Disagree	0.0%	0
Strongly Disagree	0.0%	0
<b>2) At Knightstown High School, my student is safe.</b>		
Answer Options	Response Percent	Response Count
Strongly Agree	37.7%	31
Agree	59.0%	49
I Don't Know	3.3%	3
3Disagree	0.0%	0
Strongly Disagree	0.0%	0
<b>3) Knightstown High School is kept clean.</b>		
Answer Options	Response Percent	Response Count
Strongly Agree	65.6%	55
Agree	27.9%	23
I Don't Know	6.6%	5
Disagree	0.0%	0
Strongly Disagree	0.0%	0
<b>4) A safe and respectful environment is promoted at Knightstown High School.</b>		
Answer Options	Response Percent	Response Count
Strongly Agree	41.0%	34
Agree	47.5%	40
I Don't Know	6.6%	5
Disagree	4.9%	4
Strongly Disagree	0.0%	0
<b>5) Staff members at Knightstown High School work hard to build trusting relationships with parents/guardians.</b>		
Answer Options	Response Percent	Response Count
Strongly Agree	19.7%	16
Agree	52.5%	44
I Don't Know	16.4%	14
Disagree	11.5%	9
Strongly Disagree	0.0%	0

<b>6) I feel respected by the high school principal.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly Agree	45.9%	38
Agree	39.8%	33
I Don't Know	13.3%	11
Disagree	1.2%	1
Strongly Disagree	0.0%	0

<b>7) The high school principal is an effective manager who makes the school run smoothly.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly Agree	54.1%	45
Agree	37.3%	31
I Don't Know	8.4%	7
Disagree	0.0%	0
Strongly Disagree	0.0%	0

<b>8) The high school principal works to create a sense of community in the school.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly Agree	36.1%	30
Agree	55.4%	46
I Don't Know	7.2%	6
Disagree	1.2%	1
Strongly Disagree	0.0%	0

<b>9) Discipline is fairly applied at Knightstown High School.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly Agree	13.1%	11
Agree	45.9%	38
I Don't Know	39.3%	33
Disagree	1.2%	1
Strongly Disagree	0.0%	0

<b>10) My student clearly understands the expectations set forth by Knightstown High School.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly Agree	57.4%	48
Agree	34.4%	29
I Don't Know	7.2%	6
Disagree	0.0%	0
Strongly Disagree	0.0%	0

<b>11) Knightstown High School works diligently to discourage and diminish instances involving harassment, bullying, and intimidation of students.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly Agree	36.1%	30
Agree	30.1%	25
I Don't Know	28.9%	24
Disagree	3.6%	3
Strongly Disagree	1.2%	1

<b>12) Teachers at Knightstown High School treat my student with respect.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly Agree	25.3%	21
Agree	57.8%	48
I Don't Know	10.8%	9
Disagree	6.0%	5
Strongly Disagree	0.0%	0

<b>13) I feel respected by my student's teachers.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly Agree	25.3%	21
Agree	53.0%	44
I Don't Know	15.7%	13
Disagree	6.0%	5
Strongly Disagree	0.0%	0

<b>14) Teachers at Knightstown High School work closely with my family to meet our student's needs.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly Agree	20.5%	17
Agree	59.0%	49
I Don't Know	14.5%	12
Disagree	6.0%	5
Strongly Disagree	0.0%	0

<b>15) Teachers at Knightstown High School communicate regularly with parents/guardians.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly Agree	21.7%	18
Agree	53.0%	44
I Don't Know	18.1%	15
Disagree	7.2%	6
Strongly Disagree	0.0%	0

**16) Teachers at Knightstown High School provide additional help when my student is behind or having difficulty in a course.**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly Agree	18.1%	15
Agree	49.4%	41
I Don't Know	21.7%	18
Disagree	8.4%	7
Strongly Disagree	2.4%	2

**17) Teachers at Knightstown High School provide appropriate course feedback that helps to improve my student's level of understanding.**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly Agree	21.7%	18
Agree	24.1%	20
I Don't Know	42.2%	35
Disagree	9.6%	8
Strongly Disagree	2.4%	2

**18) I am satisfied with the education my student is receiving at Knightstown High School.**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly Agree	37.3%	31
Agree	54.2%	45
I Don't Know	7.2%	6
Disagree	0.0%	0
Strongly Disagree	1.2%	1

**19) I feel that my student is challenged in the courses offered by Knightstown High School.**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly Agree	34.9%	29
Agree	43.4%	36
I Don't Know	20.5%	17
Disagree	1.2%	1
Strongly Disagree	0.0%	0

**20) Knightstown High School offers a wide variety of courses, extra-curricular activities, and services to keep my student interested in school.**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly Agree	26.5%	22
Agree	60.2%	50
I Don't Know	12.0%	10
Disagree	0.0%	0
Strongly Disagree	1.2%	1

**21) I am able to find needed information on the Knightstown High School website.**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly Agree	0.0%	0
Agree	34.9%	29
I Don't Know	42.2%	35
Disagree	16.9%	14
Strongly Disagree	6.0%	5

**22) The staff at Knightstown High School provides resources to me and my student to help in preparing my child for college, career, and success in life after high school.**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly Agree	34.9%	29
Agree	22.9%	19
I Don't Know	42.2%	35
Disagree	0.0%	0
Strongly Disagree	0.0%	0

**23) My student has staff members to confide in when needed.**

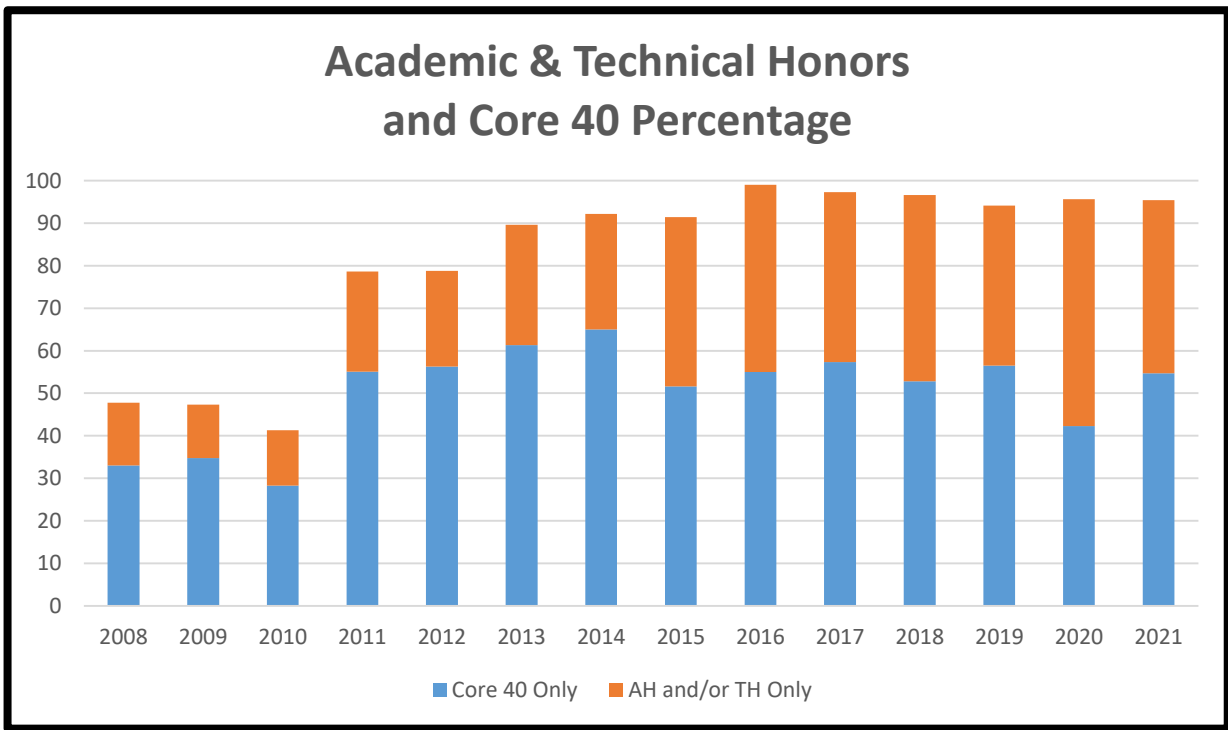
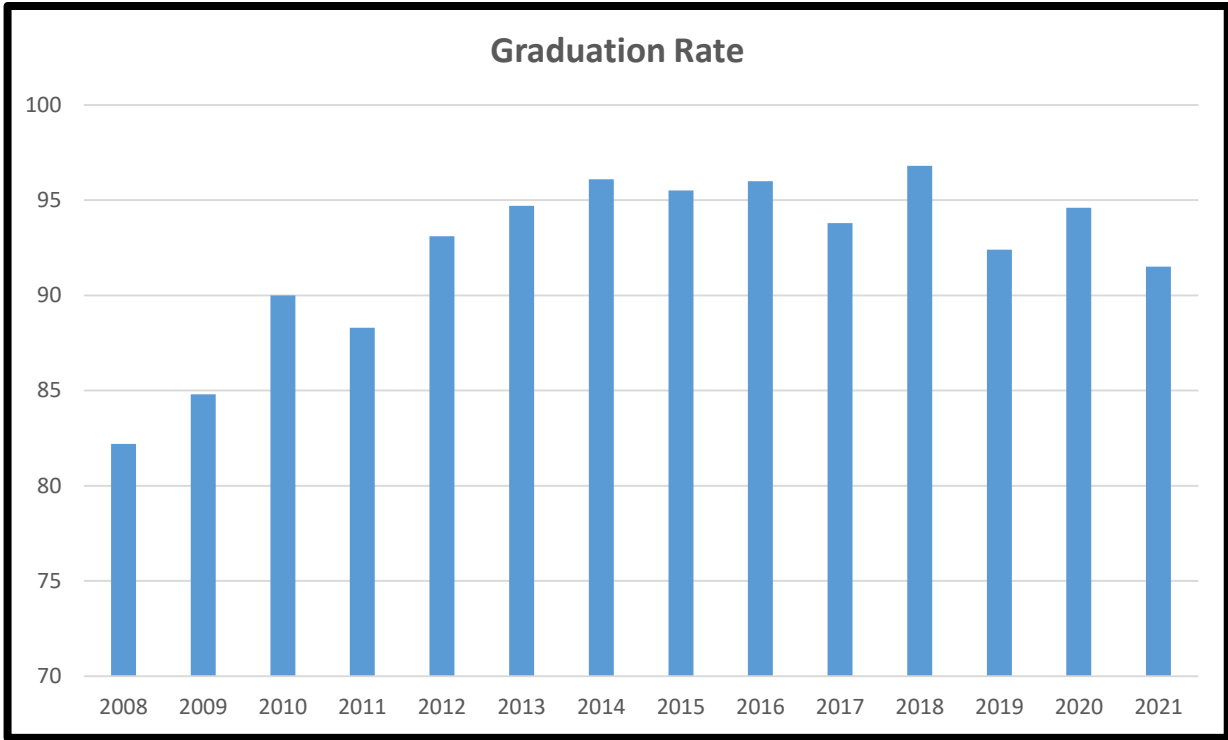
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly Agree	60.3%	50
Agree	25.3%	21
I Don't Know	14.5%	12
Disagree	0.0%	0
Strongly Disagree	0.0%	0

**24) I am comfortable using the online Parent Portal to access my student's grades, attendance, and discipline.**

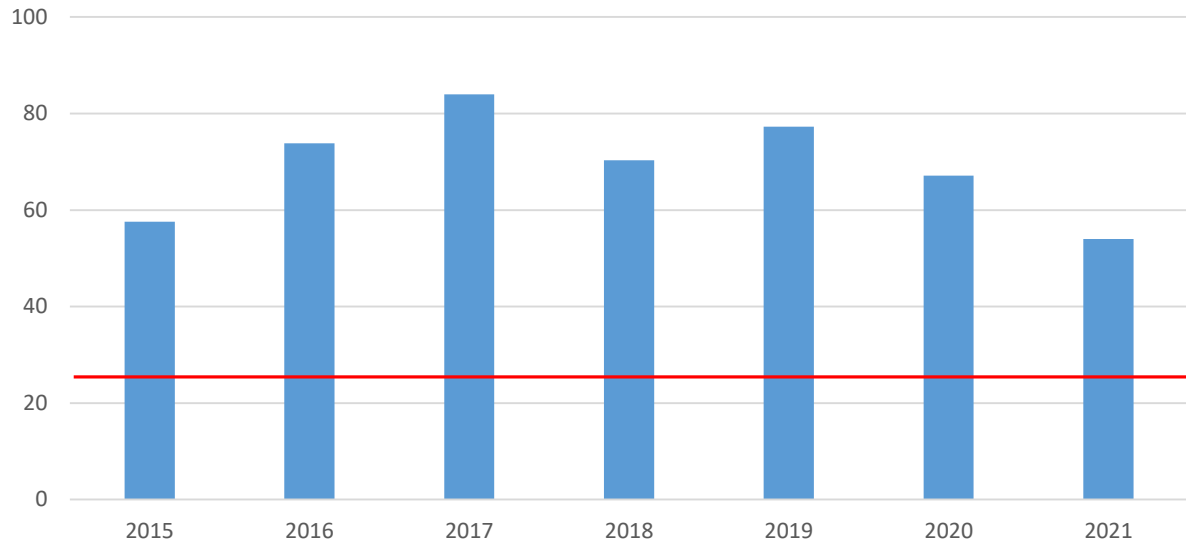
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly Agree	66.3%	55
Agree	19.3%	16
I Don't Know	1.2%	1
Disagree	9.6%	8
Strongly Disagree	3.6%	3

**25) As a parent/guardian of a Knightstown High School student, I would recommend the high school to others who might consider attending.**

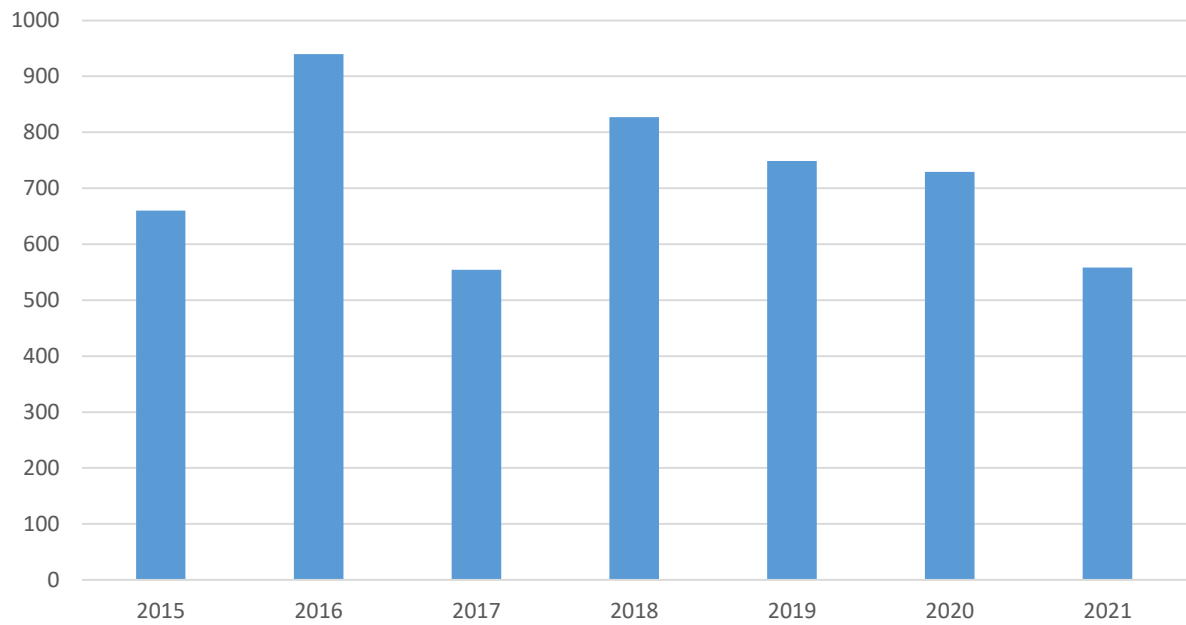
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Strongly Agree	50.6%	42
Agree	43.4%	36
I Don't Know	4.8%	4
Disagree	1.2%	1
Strongly Disagree	0.0%	0



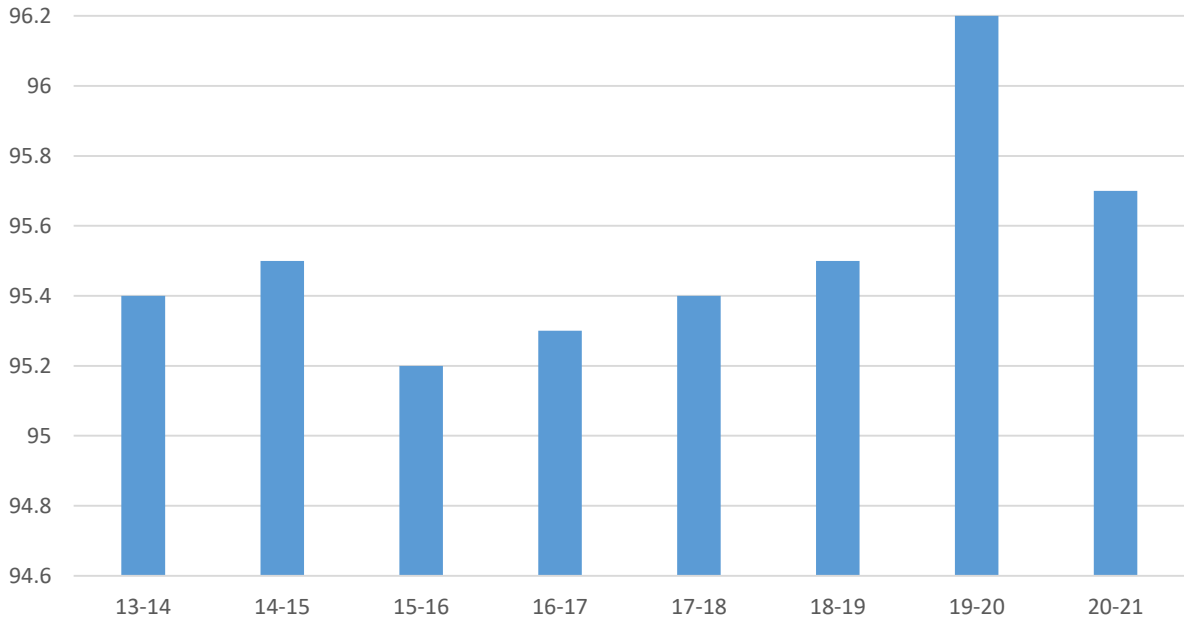
### College & Career Readiness Achievement Rate (State Goal = 25%)



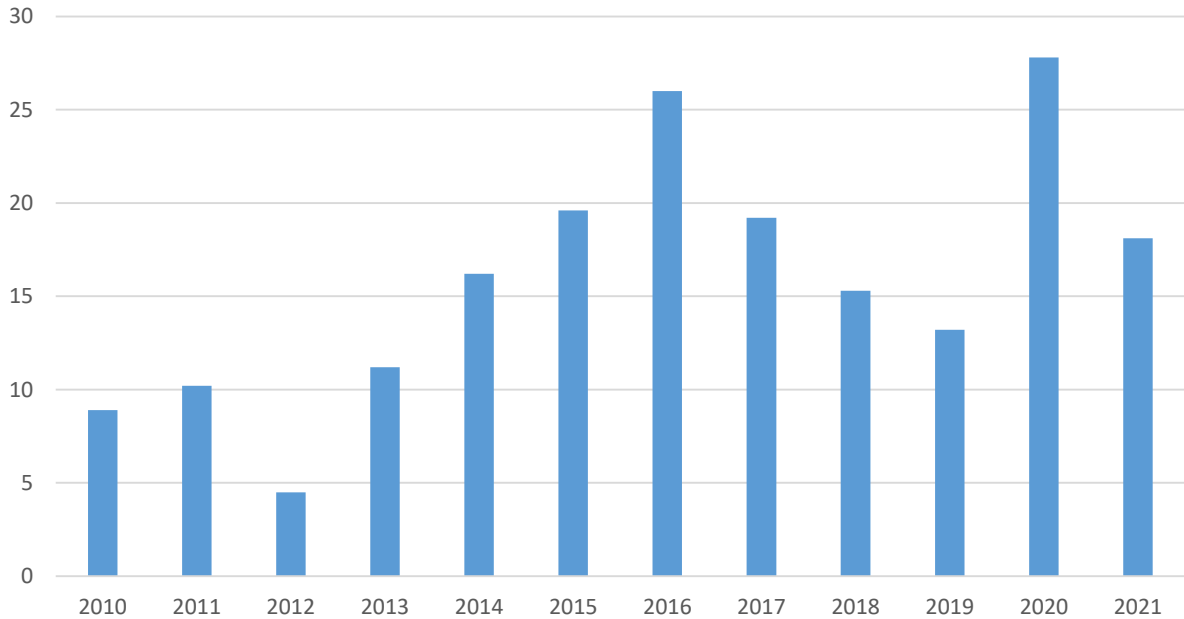
### Total Dual Credits Earned



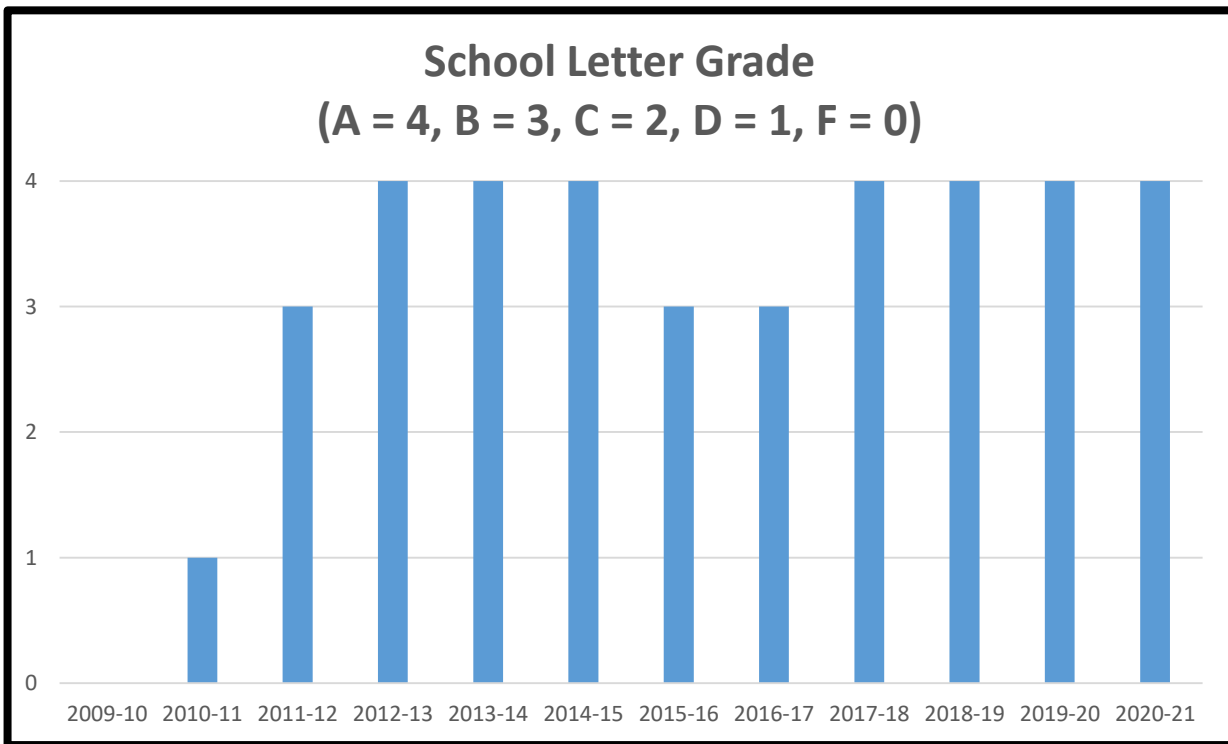
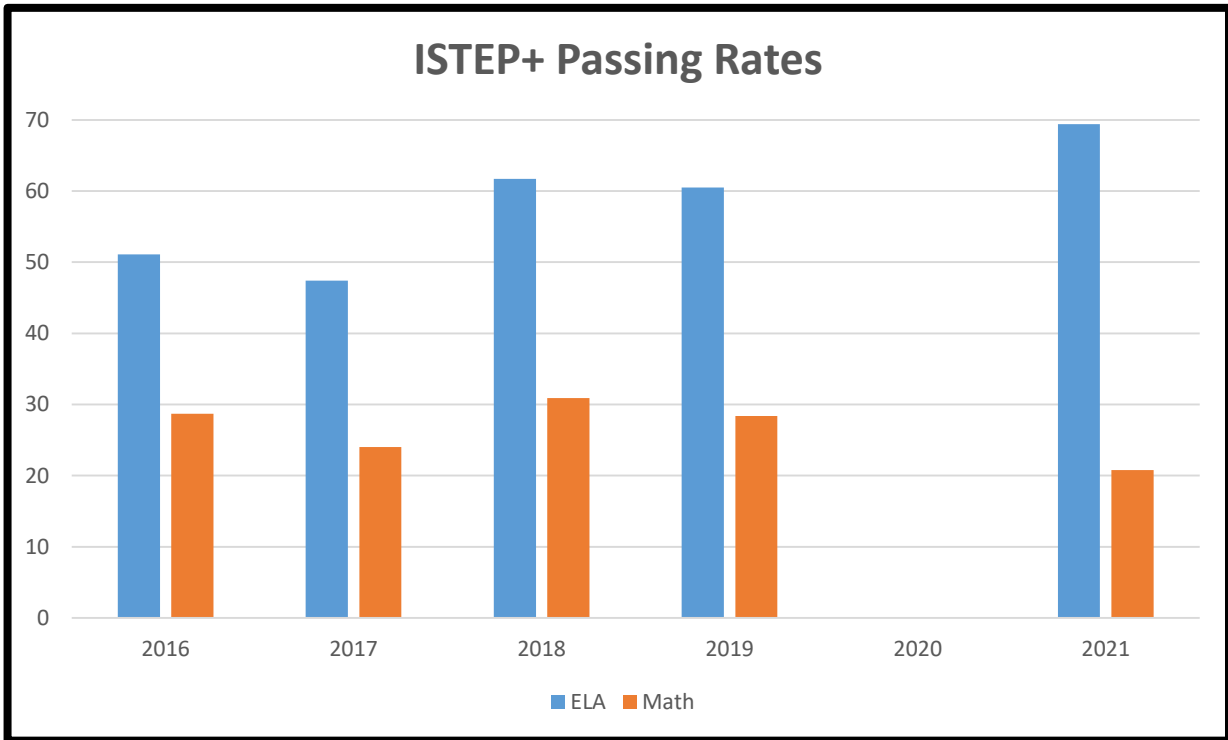
### Attendance Rate



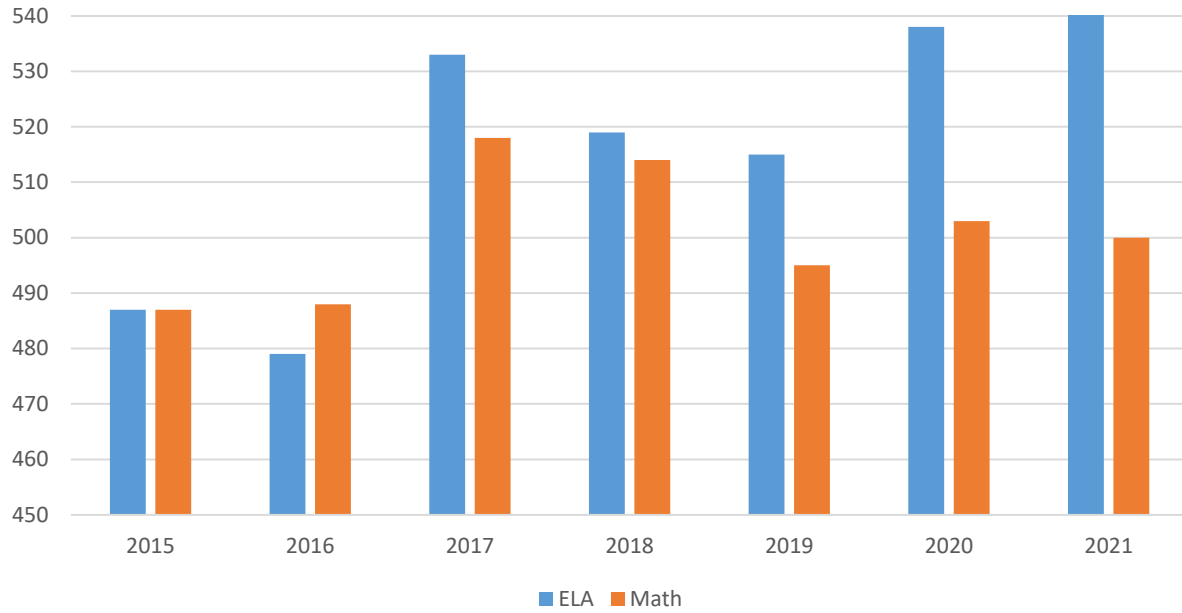
### Advanced Placement Passing Rate



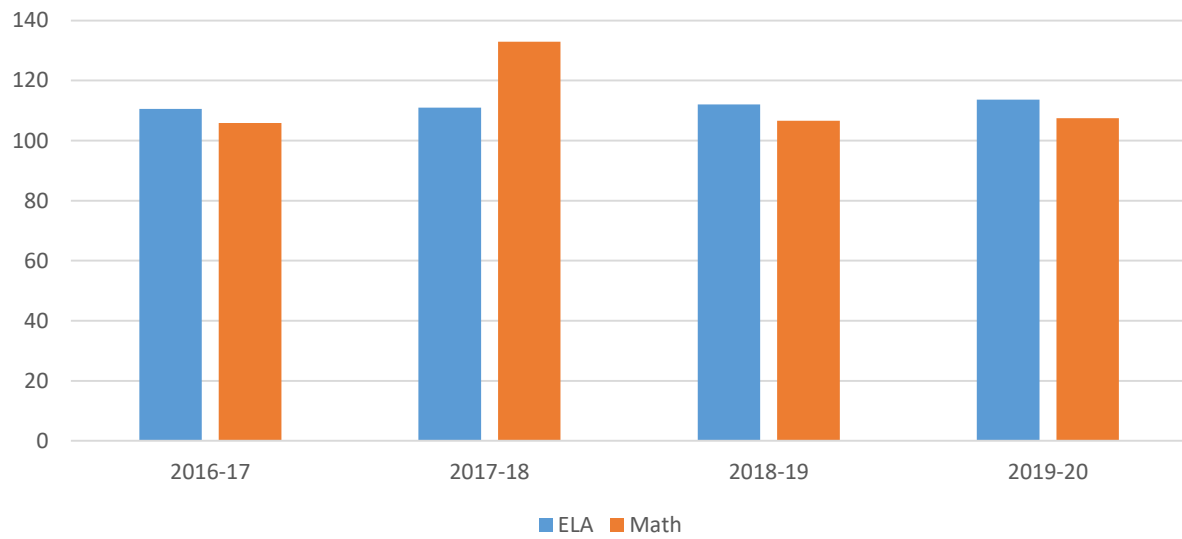




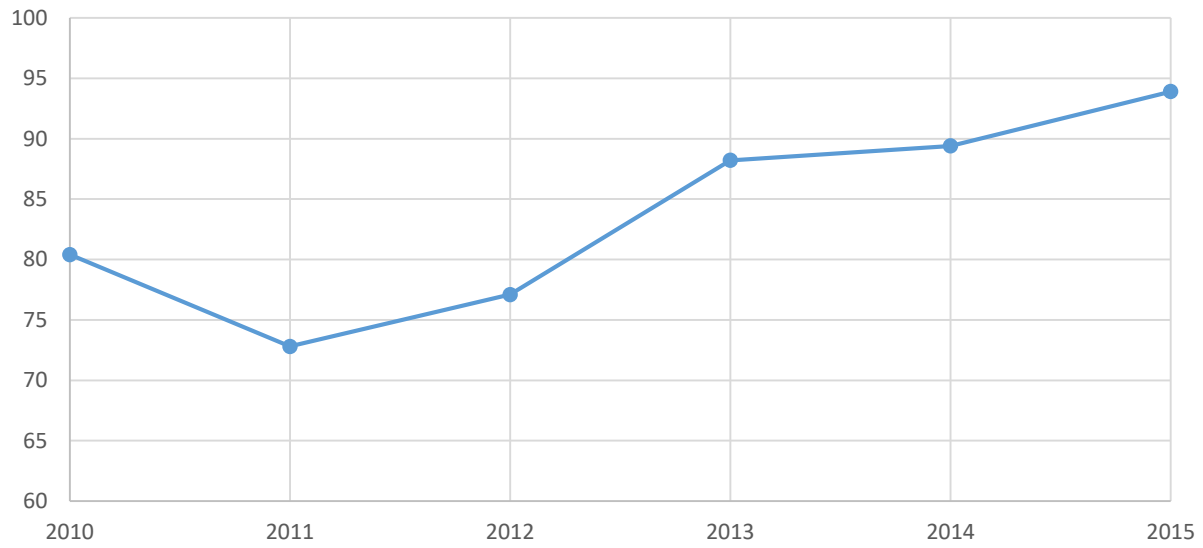
### Average SAT Scores



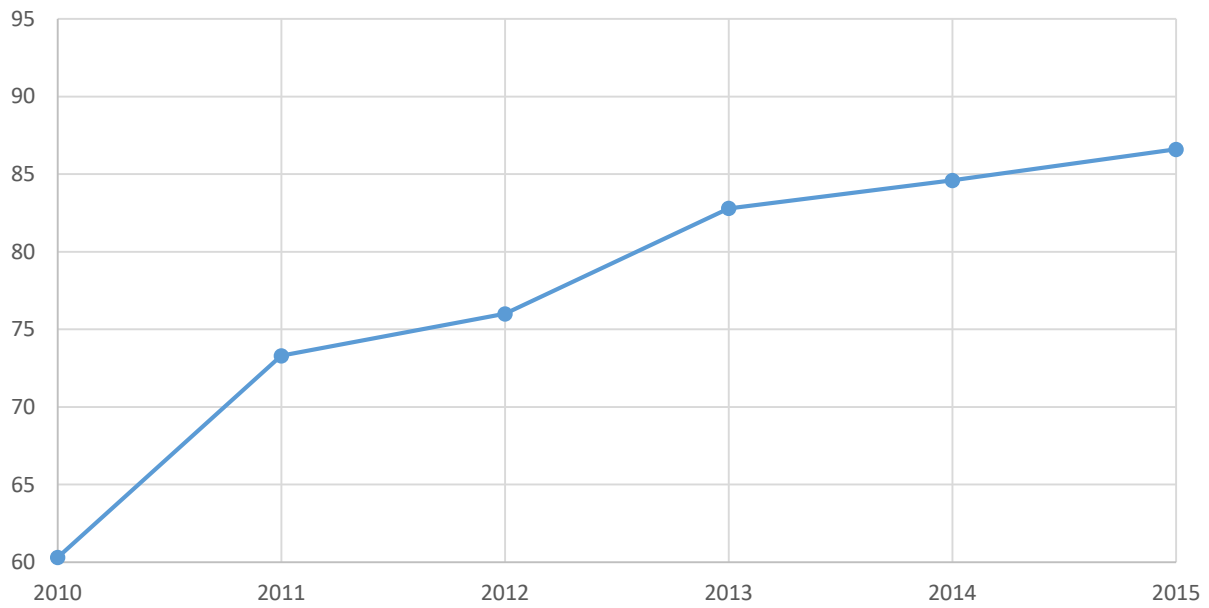
### ISTEP+ Student Improvement Score from 8th-grade to 10th-grade (out of 100)



### Algebra 1 ECA Passing Rate



### English 10 ECA Passing Rate



## **Areas of Notable Achievement**

### **Areas above the expected levels of performance**

- Graduation Rate
- Percentage of graduates earning a Core 40 and Academic Honors and/or a Technical Honors diplomas
- Total Dual Credits earned by graduates (College and Career Readiness)
- Percentage of Students earning Dual Credits
- Percentage of graduates earning a Core 40 and Academic Honors and/or Technical Honors diplomas
- Attendance Rate
- School Letter Grade
- ISTEP+ Student Improvement Rate from 8<sup>th</sup>-grade to 10<sup>th</sup>-grade
- Passing rate for the Algebra 1 ECA
- Passing rate for the English 10 ECA

### **Areas showing a noticeable positive trend in performance**

- Dual credits earned by graduates (College and Career Readiness )
- Graduation Rate
- Percentage of graduates earning a Core 40 and Academic Honors and/or a Technical Honors diplomas
- SAT Scores
- ISTEP+ Student Improvement Rate from 8<sup>th</sup>-grade to 10<sup>th</sup>-grade

### **Areas indicating the overall highest performance**

- Dual credits earned by graduates (College and Career Readiness )
- Graduation Rate
- Percentage of graduates earning a Core 40 and Academic Honors and/or a Technical Honors diplomas

### **Subgroup showing a trend toward increasing performance**

#### Special Services Students:

The Student Improvement Rate, Graduation Rate, and the Core 40 Diploma Rate have increased due to the increased expectations and increased resources for our special services students. The school has done a better job of identifying accommodations that lead to improved performance, and the staff has effectively implemented these accommodations. Increased tutoring opportunities have been created that allow students to get help on homework and with test preparation. The success rate for special services students in core courses has increased immensely resulting in an overall improvement in these categories. In 2018, of the 4 special services students who were general diploma students or drop-outs, 3 graduated and received a general diploma, and 1 received his Indiana High School Equivalency Diploma during his junior year of high school upon turning 18 years old.

### **Subgroups between which the achievement gap is closing**

Of the students who enrolled at Knightstown High School in the 2014 and 2015 cohorts, special services students made up 37.5% of those students who received a general diploma or dropped-out. In 2014, of the 8 students who comprised this group, 3 were categorized as special services. In 2015, of the 16 students who comprised this group, 6 were categorized as special services. In 2016, a strong improvement in performance occurred as only one special services student did not receive a Core 40 diploma. The one student did graduate on time and earned a General Diploma. However, due to the extremely small sample size, the small numbers speak to the overall strength of our graduation rate as represented in 2016-2018.; only 8 special services students received a general diploma or dropped-out during this three year period. In 2020, 4 special services students either received a General Diploma or dropped out; however, only 1 of the 4 was a drop-out. All special services students in the Class of 2020, except for one, graduated from high school in 4 years.

	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Total Number of General Diploma Recipients or Drop-outs:	8	16	4	7	6	12	9	5
Number of Special Services Students who were General Diploma Recipients or Drop-outs:	3	6	1	3	4	6	4	13

### **Reported findings that are consistent with findings from other data sources**

The low number of students (sample size) present in this data is consistent with Knightstown High School's high graduation rate and high percentage of Core 40 recipients supported by IDOE data.

## Areas in Need of Improvement

### Area below the expected levels of performance?

- ISTEP+ Mathematics Scores
- AP Passing Test Scores

### Areas showing a negative trend in performance

Although the trends are not purely negative, the following areas have a mix of positive and negative trends:

- ISTEP+ Mathematics Scores
- AP Passing Test Scores (However, data displays a very large increase in 2020 after a downward trend in 2017-2019)

### Area indicating the overall lowest performance?

- ISTEP+ Mathematics Scores
- AP Passing Test Scores (Data from 2017-2019 displays a very low performance)

### Subgroup showing a trend toward decreasing performance

At this time, there are no subgroups that are displaying a strictly decreasing performance. Due to the smaller size of many of our subgroups and the overall positive trends in our categories, we are not identifying negative trends in the subgroups. However, we identified goals to stabilize these trends or maintain our positive trends.

### Subgroups between which the achievement gap is becoming greater?

We have minimally increasing achievement gap among our special services students that can be found in our students who do not graduate with their cohort or receive a General Diploma although a difference exists between special services students and non-special services students. In 2014, 33.3% (1 out of 3) of our non-graduating seniors or General Diploma recipients were special services students. In 2015, 37.5% (3 out of 8) of our non-graduating seniors were special services students. In 2021, the number was 5 out of 13 (38.5%). However, this trend is only supported by a very small sample size and approximately 75% of all special services students have earned at least a Core 40 diploma over this time period.

### Reported findings that are consistent with findings from other data sources

Data taken from the IDOE and College Board supports our below state average ISTEP+ Math Scores and our below state average AP Exam passing rate.

## Methods to Improve Cultural Competency

### I. Curriculum

**U.S. History:** Teaching about discrimination either of the late 1800s or 1950s: When students enter the class, each is given a playing card. Those with red cards sit in the front. Those with black cards sit in the back. Then, those with the red card are given an assignment that is very difficult and is due at the end of the period. Those with a black card are told to relax, take a nap, are given an automatic "A", and are given a piece of candy. Those students sitting in the front are told to get busy and to quit complaining. They have an assignment to do. After several moments, a discussion occurs about how students felt about being given work while others didn't have any, and how the color of your card determined whether you got work or not. Finally, a lesson on either Plessy v. Ferguson (1889) or the Civil Rights Movement follows..

**English 10:** A unit features the Soto novel, *Buried Onions*. The protagonist is a Latino living in Fresno, California. It is a portrait of barrio (Spanish Speaking Quarter of a City) life, and the protagonist Eddie is trying to figure a way out of it. Themes/Issues of poverty, crime, discrimination, stereotyping, bullying, gang life, immigrant life, unfulfilled dreams, education, or lack-there-of, loyalty, honor, honesty, and perseverance and determination are all addressed in this novel. It is a great multi-cultural/cultural literacy piece.

**Introduction to 3-D Art:** Students complete a Native American Pinch Pottery Lesson.

**World History:** Students learn about Islam & how the fundamentals of it are similar to Judaism & Christianity. The students decipher regular religious Muslims from radical terrorists and compare this to how a radical Christian organization, such as the Westboro Baptist Church, is an outlier & not indicative of millions of other people who worship in a non-inflammatory way.

**French 4:** When learning about the Acadians being evicted from Canada and how they created a French settlement in Louisiana, immigration and its effect on the diversity of the American culture is discussed.

**Applied Basic Skills:** Students review previously learned and add new ASL signs. In addition, students watch the movie, Mr. Holland's Opus, to learn of the difficulties of the hearing impaired and the importance of ASL.

**Algebra I:** Two movies are shown during the school year that highlight the accomplishments of minorities in mathematics. The movies are Hidden Figures and Stand and Deliver. The students complete study guides throughout the films and we discuss why the stories in these films are important for the advancement of minorities in the field of mathematics.

**English 9:** A unit is taught about Civil Rights and another about the 1930's and migrants.

**US History:** Korematsu – Lesson is covered pertaining to Japanese internment and Korematsu v. US. Students discuss the issues of personal liberties vs. national security.

**English 11:** The students study Elie Wiesel's, *Night*. The lesson focuses heavily on understanding cultural differences (Jewish culture & how their faith affected their decisions in the Holocaust) as well as racial and ethnic bigotry while studying the novel. The students also study the other "minority groups" that Hitler targeted- those with "exceptionalities" that he saw clearly as disability and weakness. The final project/ assessment is a project that dives into "modern day genocides"- and why they are still happening. Their next book is Friday Night Lights -- which focuses heavily on race issues.

### II. Professional Development

- a. Cultural Competency Workshops
- b. Faculty Meetings

### III. Recognition of Culture

- a. Foreign language courses
- b. Black History Month

### IV. School Policy on Bullying and non-Discriminatory Behavior/Comments

- a. Anti-Bullying Convocations
- b. Suicide Prevention Education

### V. Fund-Raising and Community Service

- a. Soup Kitchen Volunteering
- b. Christmas toy donations
- c. Nursing Home Visitations

# Goals and Strategies

## Goal 1: Students will improve their Critical Thinking Skills

**Measurable Objective:**

All Teachers will use activities, questioning techniques, and formal assessments to push critical thinking throughout the curriculum. Teacher effectiveness and integration will be noted in evaluation results over the next 3 years.

**Strategy:**

Teachers will continue to attend professional development opportunities focused on learning methods for improving critical thinking in the classroom and to more fully understand critical thinking processes.

**Evidence of Success:** Data based on Teacher Evaluation results and formative assessments results.

## Goal 2: Students will gain vast experience using Google Suite

**Measurable Objective:**

Teachers will use Google Classroom with their students for communication and assignment purposes.

**Strategy:**

Multiple teachers will attend Google Suite focused professional development at outside workshops, and training will also be provided in our building after school. The school has purchased Chromebooks for all students and all teachers were required to implement increased technology in the classroom via Google Classroom.

**Evidence of Success:** As measured by observing teachers during Extended Observations and through surveys completed by students and teachers.

## Goal 3: Students will improve on Advanced Placement Testing in order to reach the passing score

**Measurable Objective:**

25% of all students enrolled in an Advanced Placement course will earn a score of a 3 or better.

**Strategy:**

Advanced Placement teachers will reassess their curriculums and daily plans to determine what changes need to be made in accordance with the AP testing requirements in order to better prepare students for the AP tests. Also, professional development will be provided to AP teachers; AP teachers will attend AP workshops to obtain any necessary updated testing and preparation information.

**Evidence of Success:** The combined passing rate on the AP tests in AP Chemistry, AP Studio Art, AP Literature, AP Physics, AP Biology, AP US History, and AP Calculus.



## Goal 4: Informing Stakeholders

**Measurable Objective:**

To update and reformat the school website's main page to contain important upcoming student, parent, staff, and community information in an appealing and easily readable format.

To more efficiently share information with students, parents, and guardians via newsletters, emails, and all-calls.

**Strategy:**

Collaboration: The administration with the help of the school staff will collaborate to provide information, ideas, and the manpower necessary to train users and then update assigned areas of the website.

**Evidence of Success:** All staff and club pages will be completed by February 1, 2021, and updated as needed to maintain the objective.