Indiana School Improvement Plan

Crawford County High School

Crawford County Community School Corp

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Crawford County High School (CCHS) serves the educational needs of all students grades 9-12 in Crawford County. Enrollment is approximately 450 students. Located in Indiana's south-central region, 40 minutes west of Louisville, KY, our school district consists of one centrally located high school, one centrally located middle school, and three small community elementary schools. The demographics of Crawford County make it unique and add to the challenges of educating the young people of the community. Crawford County consists of 306 square miles in the hills of southern Indiana bordered on the south by the Ohio River. The county, rural in nature, deals with a significant lack of industry which results in a low socioeconomic status among its citizens. The two largest employers in the county are Crawford County Community School Corporation and Jasper Engines and Transmissions.

Crawford County consists of several small, rural communities with a population of approximately 10,483 (www.census.gov) and offers very few economic opportunities. National forest land covers about two-thirds of the area of Crawford County. The per capita income is $19,002 (www.census.gov). The poverty rate is 18% (www.census.gov); however, Crawford County currently ranks fourth out of 92 counties for the highest number of children living in poverty under the age of 18 in the state of Indiana. The annual unemployment rate is 6% (www.stats.indiana.edu). Nearly 20% of adults in the county have less than a high school education. Community, staff, and student populations are all approximately 98% white with a very low percentage of English Language Learners. Fifty-six percent of the students at Crawford County High School continue to participate in the free and reduced lunch program.

The size of the county and the scope of the necessary transportation system significantly influence our school system. Each day, buses in our system travel an average of 2066 miles round trip, with another 551 miles covered by shuttle buses to Prosser Career Education Center located in New Albany, IN outside the county. A student who lives in the western end of the county and goes to vocational school may ride a bus for nearly four hours a day. Obviously, every aspect of our school, from discipline procedures to extracurricular activities, is affected by these time and distance factors.

School's Purpose

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

Our vision and mission is as listed below:

Vision Statement
Growing Toward Greatness

Mission Statement
Crawford County High School and its local community work together to create a safe learning environment which encourages achievement at all levels through a rigorous curriculum that prepares and empowers students to be successful as positive members of society in an ever-changing world.

At CCHS, we believe:

Our curriculum is engaging, standards-based, and challenging.

Cooperative relationships exist between parents, school and community.

Collaborative leadership promotes continuous improvement.

Expectations for individual growth are clear and measurable.

All individuals are accepted.

Data-Driven instruction is measurable.

Learning environments are safe, caring, and structured.

Notable Achievements and Areas of Improvement

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

CCHS is most proud of their consistently high college-and-career readiness scores as reported by the Indiana Department of Education. A grant from a local bank's foundation supports all dual-credit costs of students, thereby paying their tuition for dual-credit courses. Another grant, administered through Notre Dame University, has supported our Advanced Placement Program. Through this grant, Crawford County High School was named the 2014 AP School of the Year in Indiana and has been on the CollegeBoard AP Honor Roll for 2014 and 2015.

Over the past four years, CCHS has improved safety protocol by equipping the entrances with cameras and intercom systems, installing bullet resistant glaze on the glass, upgrading the doors and keeping them locked at all times, and incorporating safety picture photo identification for all staff. We have three trained certified school safety specialists in the building: the Dean of Students, nurse, and a teacher.

Building improvements to CCHS include completed renovations to four science labs, the library media center, the art room, and the family and consumer science room; the horticultural greenhouse and lab are currently under renovation. Technology improvements include all students in grades 9-12 being equipped with a Chromebook beginning in January 2017. Bandwidth is being increased corporation wide.

In 2015, the Crawford County Marching Band placed 5th at the state competition for the first time.

Although positive changes are being made, the administration and staff of CCHS recognize the continuing challenges present in the system but adopt a "No Excuses" attitude when dealing with these challenges. CCHS plans to continue their efforts on improving rigor in the classroom to meet the requirements of the new Indiana College-and-Career Ready Standards. Though work has begun, there is still room to improve.

Additional Information

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

Crawford County High School continues to work on improving student engagement in the classroom. This, coupled with the additional rigor in the classroom, has been and will be a focus of our staff in order to best meet the needs of our students.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Stakeholders were selected from several different areas. We invited 2-3 parents who are not employees but are often involved in school activities. Individuals from partner organizations and county offices were invited to participate. The AdvancED co-chairs sent a letter to each volunteer describing the accreditation process and asking volunteers to lend their expertise in helping our school improve our practices. Meetings involving stakeholders were scheduled in the afternoons for about an hour in length.

The first meeting was scheduled for August 21, 2015. At this meeting, stakeholders rotated through five stations where CCHS leaders explained each AdvancED standard, described our efforts regarding the standard, and asked for input from each stakeholder's viewpoint. This information was documented by each group and recorded for use in the self-assessment.

The second meeting was scheduled for November 30, 2015. At this meeting, the stakeholders viewed a PowerPoint presentation developed to report our final scores on the self-assessment. Stakeholders were encouraged to ask questions and offer feedback regarding each standard.

The third meeting was scheduled for January 22, 2016 due to stakeholders requesting a third meeting to review our completed process and preparation for the AdvancED external review.

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

Stakeholders included parents from our school, our state representative, county prosecutor, local bank representative, local mental health agency representative, and local healthcare representative. Each stakeholder was asked to provide input from his/her perspective on the effectiveness of CCHS in meeting the AdvancED Standards of Quality.

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

Participating stakeholders were invited to a meeting reviewing the final improvement plan on January 22, 2016. The entire plan will be posted on the corporation website and available in print copy upon request. Stakeholders will be invited annually to review CCHS's progress toward school improvement goals.

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Documentation or description of the process for creating the school's purpose including the role of stakeholders	Level 3

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

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

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

CCHS engages in the process of creating and communicating a school purpose through the completion of the accreditation process. Although most stakeholder groups are represented in the process it is impossible to include all groups. Student success is the focus of the purpose statement as it encompasses teachers, learners, and all striving to get better every day. While all leaders and staff are committed to a culture of growth, the documentation of school culture does not reflect this. Although challenging programs are in place, performance goals and targets are not communicated effectively.

Standard 2: Governance and Leadership

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

Overall Rating: 2.5

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 generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •School handbooks	Level 2

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.	•Governing body minutes relating to training •Proof of legal counsel •Governing body training plan •Governing body policies on roles and responsibilities, conflict of interest	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•School improvement plan developed by the school •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.	•Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Involvement of stakeholders in a school improvement plan	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation	Level 3

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

The school board appears to be trusting of its administrators and staff to be properly and appropriately within their jobs. They do not "interfere" and try to micromanage - leaving the professionals to the tasks for which they are trained.

The RISE evaluation is properly administered. Teachers have input with their individual evaluations. Teachers are currently composing a list of concerns about aspects of the evaluating process. A meeting has been set to discuss these concerns with administrators. Communication is always positive!

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: 3.17

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 that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	•Lesson plans •Posted learning objectives •Course schedules •Enrollment patterns for various courses •Course descriptions •Descriptions of instructional techniques	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 and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •Surveys results •Curriculum writing process •Lesson plans aligned to the curriculum	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations •Surveys results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Peer coaching guidelines and procedures •Examples of improvements to content and instructional practice resulting from collaboration	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some 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.	•Records of meetings and walk thrus/feedback sessions •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	•Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress	Level 4

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 and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate •Survey results •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Evaluation process for grading and reporting practices •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Survey results •Brief explanation of alignment between professional learning and identified needs	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•Survey results •List of learning support services and student population served by such services •Data used to identify unique learning needs of students	Level 3

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

We believe CCHS has identified strengths that can be spoken to in Standard 3. We excel at engaging families in meaningful ways to keep them informed of their student's progress. Our school website has all upcoming events and numerous links for both students and parents. With Harmony, our data collection system, grades can be seen at any time throughout the nine weeks. Paper copies of progress reports also go out on a regular schedule. We utilize an all-call system that notifies parents of upcoming events and have various parent information nights including seventh and ninth grade orientations, open house, and junior and senior parent nights.

We also feel CCHS excels at advocating for our students. With the addition of our WIN (What I Need) program, all students meet with a teacher advocate once a week. Teachers check grades, communicate with parents, and help with the needs of students. This program has allowed the school to have a one-on-one relationship with every student, allowing them to be as successful as possible.

CCHS identified mentoring programs as one of our weaknesses. Our school has a transition program that has been put in place for both first year teachers and new teachers to the building. Due to the administrative turnover in our school over the past five years, the transition program was often not followed. This year, however, each new staff member has a mentor whom they meet with regularly and a transition program that has allowed them to become acclimated to their new school. We hope to see success in this program by the end of this school year.

CCHS also struggles with common assessments across the curriculum. Currently, our math and English departments are curriculum mapping and creating common assessments for their units. Each other discipline has pacing guides, but unit plans or common assessments are lacking. Some teachers have them, while others do not. CCHS is moving in the right direction, allowing professional development time for the creation of units and common assessments in English and math. However, we are not quite to that point in other disciplines. This could be remedied through professional development time to collaborate and develop units and assessments across the board.

Standard 4: Resources and Support Systems

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

Overall Rating: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	•School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	•Survey results •School schedule •School calendar	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	•Survey results •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Safety committee responsibilities, meeting schedules, and minutes	Level 2

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 limited media and information resources necessary to achieve most of the educational programs of the school. Limited assistance may be available for students and school personnel to learn about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Survey results •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process	Level 2

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

When funding is continually cut, creativity will only go so far. This truth leads CCHS to a lack of resources to serve students' needs. An

overarching issue is a lack of strategic planning. While personnel work diligently to provide resources and programming, we are limited in both funding and time. Staff for the most part effectively help students in need but lack the resources to be proactive in meeting all students' needs. For example, teachers and students lack media and informational resources. This is related to another area of weakness: a lack of "qualified professional and support staff" due to retired staff not being replaced, staff members RIFed, and the library/media specialist moved into the classroom 4/7 of the day. Additionally, we lack a sufficient number of counselors to meet the emotional, educational, and career planning needs of our students.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	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.	•Policies specific to data training •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Evidence of student growth	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	•Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.
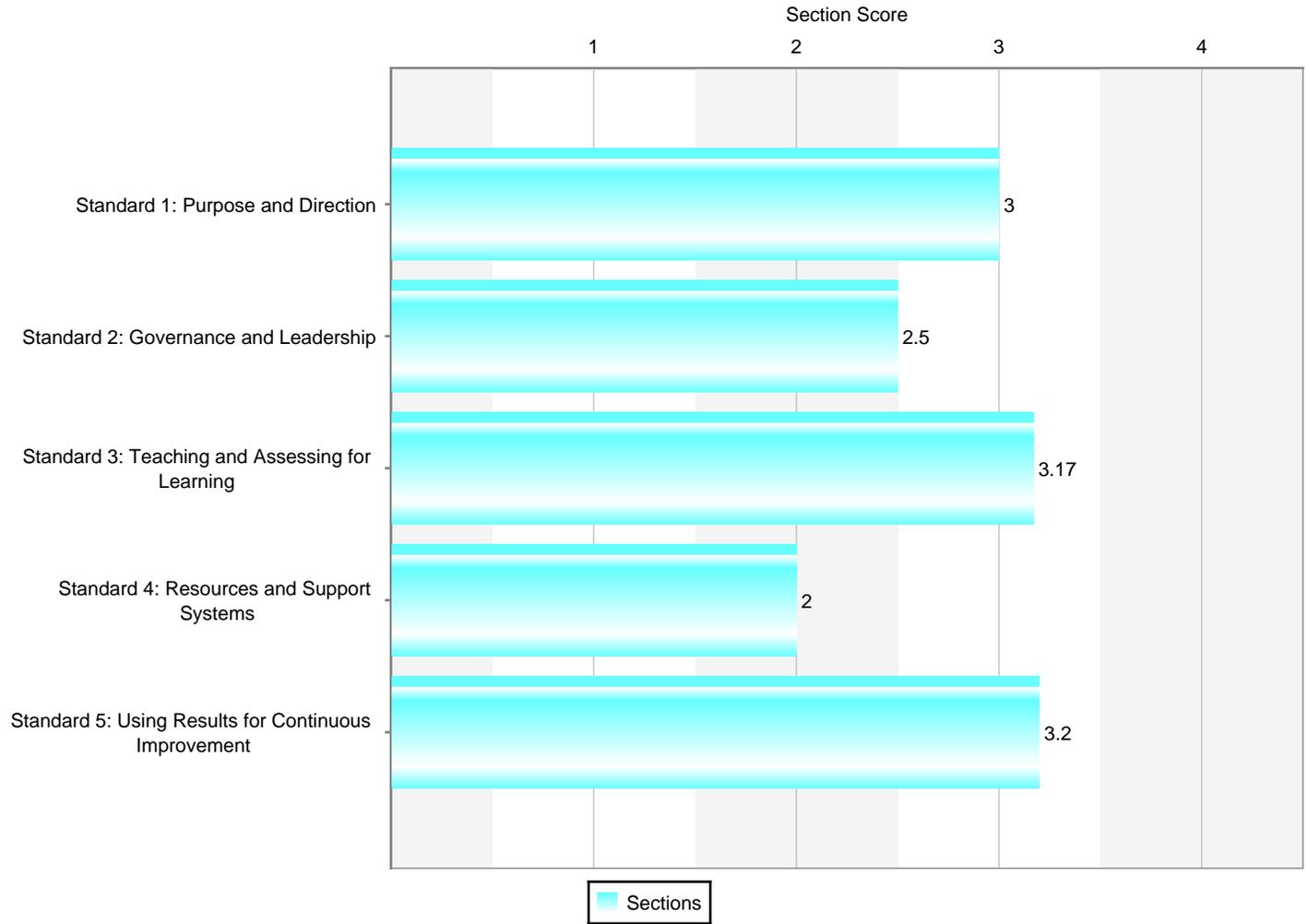
CCHS's greatest strength lies in the areas encompassed by indicators 5.4 and 5.5. The assessment results of CCHS students' have steadily improved for years. Data meetings have been implemented in our school to analyze data and work together to find ways to bring language arts and mathematics to other content areas. The school has made a concerted effort to make statewide assessments in language arts and math a priority in every classroom. It is not uncommon for the industrial tech teacher to be working with his students on literacy or a physical education teacher to be going over mathematical statistics with our students. Administrators share assessment results with stakeholders as shown by school board meetings, newspaper articles, and student testing reports sent home. Communication with stakeholders remains key to CCHS's success.

CCHS's need for improvement lies in the area encompassed by indicator 5.3. Administrators and most certified staff members have been trained on interpreting data and its use, while new staff members rely on a mentor or partner to help them learn the data analysis process. However, non-certified staff members have not been purposely, formally trained. Administrators interpret the data for the staff members in order to be more efficient with teachers' caseloads and time. To assist in our improvement, our school will begin to utilize the agenda and

template created by the Standard Five district team in order to analyze results purposefully.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 3

Standard 2: Governance and Leadership — 2.5

Standard 3: Teaching and Assessing for Learning — 3.17

Standard 4: Resources and Support Systems — 2

Standard 5: Using Results for Continuous Improvement — 3.2

Sections

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Document CCHS 2016-17

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

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

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

Spring 2016 ISTEP+ ELA and Math are both above the state average.

Graduation rate has also surpassed the state goal of 90% twice in the last few years.

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

Students taking and passing an Advanced Placement exam has increased dramatically (based on IDOE Compass).

Beginning with the new ISTEP exam in grade 10, sophomores have been performing above the state average on ISTEP+.

Which area(s) indicate the overall highest performance?

Our highest level of performance in 2015-2016 was ISTEP+ 10 ELA.

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

Approximately 57% of CCHS students qualify for free/reduced lunch. These students display a positive trend in performance based on ISTEP+ data.

Between which subgroups is the achievement gap closing?

The gap between paid-meal students and free/reduced students is closing based on ISTEP+ data.

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

ISTEP+ and Advanced Placement qualifying scores indicate similar trends in data.

AP scores have been consistently increasing in math and ELA over the past three years

Areas in Need of Improvement

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

SAT scores have been below state average.

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

SAT scores are consistently below state averages.

Which area(s) indicate the overall lowest performance?

Special education scores across all testing situations are our lowest performing areas.

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

None at this time

Between which subgroups is the achievement gap becoming greater?
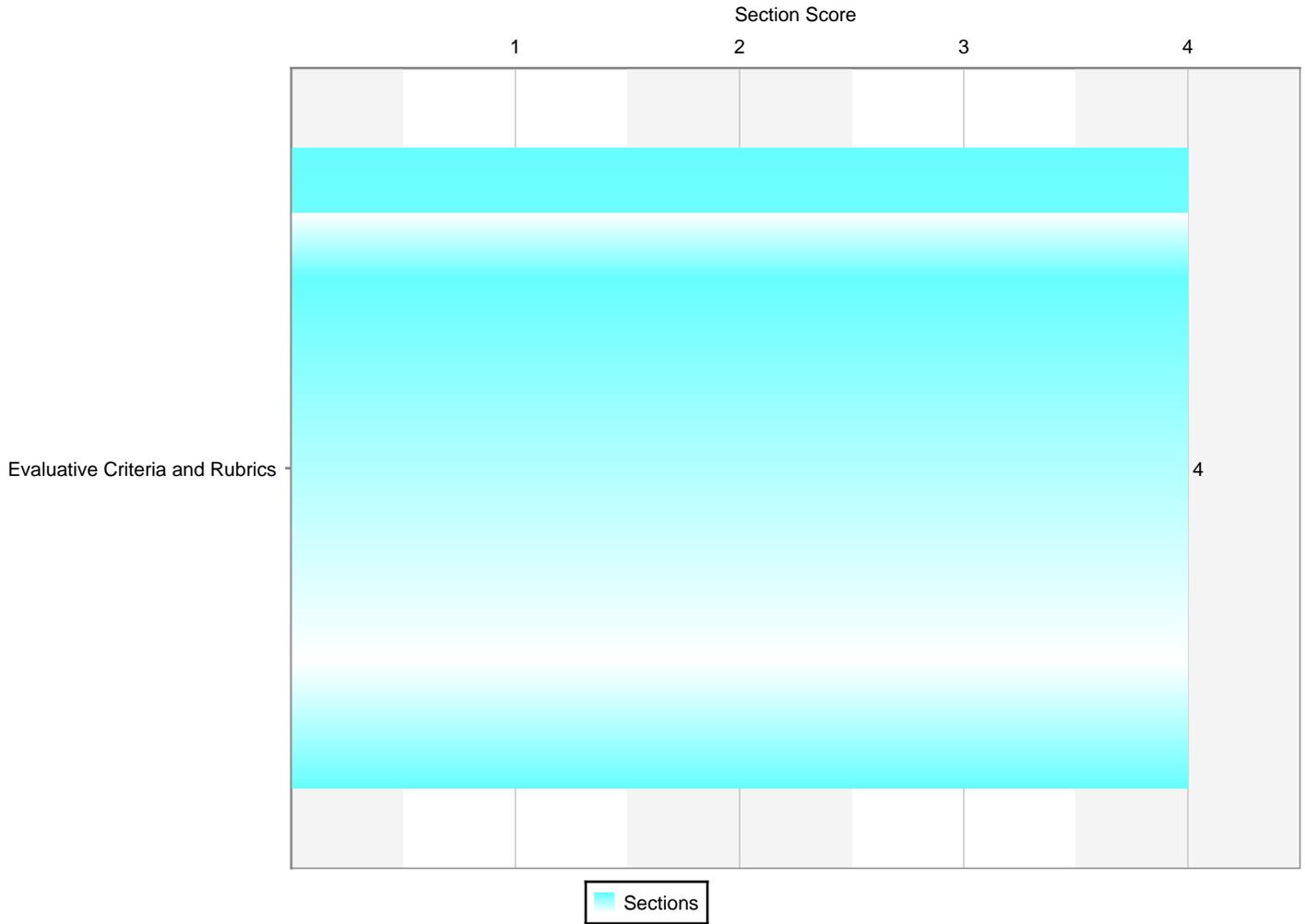
Special education has the largest achievement gap.

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

Acuity diagnostic scores show similar trends to ISTEP+ data.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 4

Sections

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		CCHS Stakeholder Feedback Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

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

Areas of Notable Achievement

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

Parents -- Overall, Domains 1 & 4 were rated the highest by parents.

Staff -- Overall, Domain 1 was rated highly by staff & 3.8 the school engages families in meaningful ways and keep them informed of their children's learning progress

Students -- 1.1 communicating school's vision to students & 3.6 teachers implement the school's instructional process to support student learning

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

Parents -- none

Staff -- 3.8 the school engages families in meaningful ways and keep them informed of their children's learning progress & 2.3 governing body ensures that school leaders have the autonomy to meet goals

Students -- none

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

All three stakeholder groups rated Domain 1 as a strength.

Areas in Need of Improvement

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

Parents -- 2.3 governing body ensures that school leaders have the autonomy to meet goals & 3.10 grading and reporting are based on clearly defined criteria and are consistent across grade level and courses

Staff -- 3.7 mentoring and coaching and induction program support instructional improvement & 4.2 instructional time, material resources, and fiscal resources are sufficient to support the purpose & direction of the school

Students -- 5.5 the school communicates achievement of school improvement goals & 2.1 the governing body establishes policies & support practices that ensure effective administration of the school

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

Parents -- all indicators decreased from 2014 to 2015

Staff -- Overall, Domain 4 trended downward from 2014 to 2015

Students -- all indicators decreased from 2014 to 2015

What are the implications for these stakeholder perceptions?

Parents -- the school needs to do a better job of communicating the school's goals to change the perception of the parents

Staff -- the school needs to do a better job of allocating funds for resources and formalizing a process to request such resources

Students -- the school needs to do a better job of ensuring discipline policies are equitable to all students and communicate goals to students in order to work together (staff and students) to meet these goals

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

There is a disparity in the perception of indicator 3.8 between all stakeholders. Staff rated 3.8 as a strength and an increasing trend in the school. Parents rated 3.8 as a weakness while students rated 3.8 as staying stagnant.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5

Sections
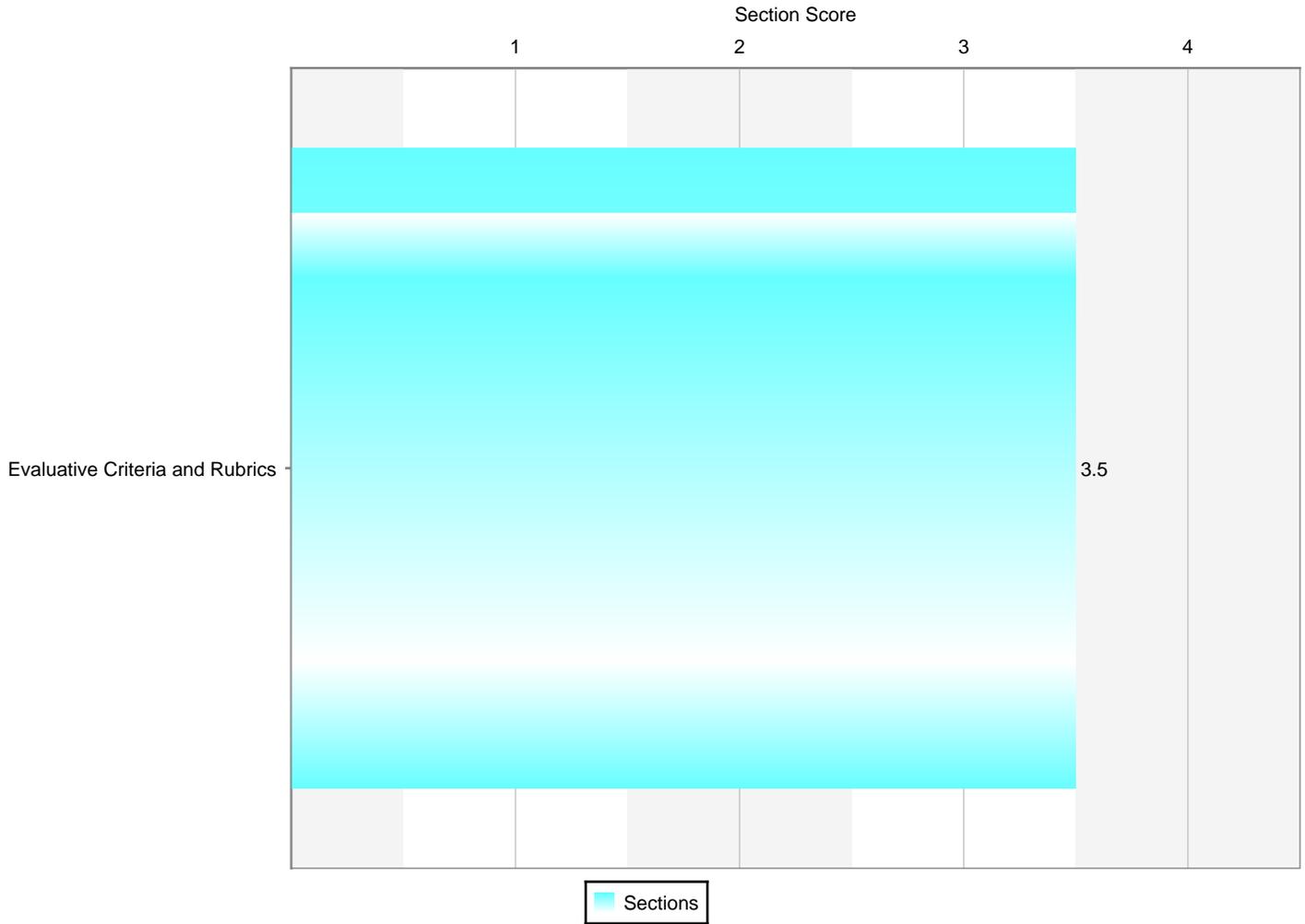
CCHS 2016 Indiana System Improvement Plan (INSIP)

Overview

Plan Name

CCHS 2016 Indiana System Improvement Plan (INSIP)

Plan Description

The following plan includes goals, objectives, strategies, and activities that CCHS plans to implement in order to improve the education of students of Crawford County.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All CCHS students will improve in mathematics.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$1000
2	All CCHS students will improve in English/Language Arts.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$2500
3	CCHS teachers will develop, align, and implement a comprehensive district curriculum to improve student achievement.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$7500

Goal 1: All CCHS students will improve in mathematics.

Measurable Objective 1:

100% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness by improving individual scores in Mathematics by 06/30/2017 as measured by standardized assessments.

Strategy 1:

Indiana Mathematical Process Standards - Teachers will receive professional development in order to improve and implement Indiana Mathematical Process Standards 7-12.

Research Cited: Indiana College & Career Readiness Standards

Evidence of success: student assessment results & data from classroom observations

Activity - Teacher Training on Indiana Mathematical Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will attend train-the-trainer sessions on implementation of Indiana Mathematical Practices.	Professional Learning	10/01/2015	06/30/2017	$1000	Title I Part A	District Leaders

Activity - Monitoring Implementation of Indiana Mathematical Process Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor implementation of Indiana Mathematical Process Standards through use of authentic performance tasks data.	Professional Learning	01/04/2016	06/30/2017	$0	No Funding Required	Administrators

Goal 2: All CCHS students will improve in English/Language Arts.

Measurable Objective 1:

100% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness by improving individual scores in English Language Arts by 06/30/2017 as measured by standardized assessments.

Strategy 1:

Indiana English Language Arts Learning Outcomes - Teachers will receive professional development in order to improve and implement Indiana English Language Arts Learning Outcomes 7-12.

Research Cited: Indiana College and Career Ready Standards

Evidence of success: student assessment results & data from classroom observations

Activity - Teacher Training in English Languge Arts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will attend train-the-trainer sessions on implementation of English Language Arts standards.	Professional Learning	01/04/2016	06/30/2017	$2500	Title I Part A	District Leaders

Activity - Performance Tasks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create authentic performance tasks that students must persevere through in order to reach higher level thinking.	Direct Instruction	01/04/2016	06/30/2017	$0	No Funding Required	Administrators and Teachers

Activity - Monitoring implementation of Indiana English Language Arts Learning Outcomes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor implementation of Indiana ELA Learning outcomes through use of authentic performance tasks data.	Professional Learning	01/04/2016	06/30/2017	$0	No Funding Required	Administrators

Goal 3: CCHS teachers will develop, align, and implement a comprehensive district curriculum to improve student achievement.

Measurable Objective 1:

collaborate to develop, align, and implement a comprehensive district curriculum by 06/30/2017 as measured by documentation of a curriculum developed with the Rigorous Curriculum Design process.

Strategy 1:

Rigorous Curriculum Design (RCD) - Staff will incorporate rigorous curriculum design processes during grade level/department meetings.

Research Cited: Larry Ainsworth's "Rigorous Curriculum Design"

Evidence of success: student assessment results & data from classroom observations

Activity - Develop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teachers will develop a written process for curriculum development.	Policy and Process	07/01/2015	06/30/2017	$2500	Title I Part A	Administrators and Teachers

Activity - Align	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teachers will develop pacing guides, unit plans, and common formative assessments across grade levels and departments with vertical alignment.	Professional Learning	07/01/2015	06/30/2017	$2500	General Fund	Administrators and Teachers

Activity - Implement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teachers will review developed curriculum and hold data review meetings to monitor student progress and initiate needed changes.	Professional Learning	07/01/2015	06/30/2017	$2500	General Fund	Administrators and Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement	Administrators and teachers will review developed curriculum and hold data review meetings to monitor student progress and initiate needed changes.	Professional Learning	07/01/2015	06/30/2017	$2500	Administrators and Teachers
Align	Administrators and teachers will develop pacing guides, unit plans, and common formative assessments across grade levels and departments with vertical alignment.	Professional Learning	07/01/2015	06/30/2017	$2500	Administrators and Teachers
				Total	$5000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training in English Langue Arts	Teachers and administrators will attend train-the-trainer sessions on implementation of English Language Arts standards.	Professional Learning	01/04/2016	06/30/2017	$2500	District Leaders
Teacher Training on Indiana Mathematical Practices	Teachers and administrators will attend train-the-trainer sessions on implementation of Indiana Mathematical Practices.	Professional Learning	10/01/2015	06/30/2017	$1000	District Leaders
Develop	Administrators and teachers will develop a written process for curriculum development.	Policy and Process	07/01/2015	06/30/2017	$2500	Administrators and Teachers
				Total	$6000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Performance Tasks	Teachers will create authentic performance tasks that students must persevere through in order to reach higher level thinking.	Direct Instruction	01/04/2016	06/30/2017	$0	Administrators and Teachers
Monitoring implementation of Indiana English Language Arts Learning Outcomes	Administrators will monitor implementation of Indiana ELA Learning outcomes through use of authentic performance tasks data.	Professional Learning	01/04/2016	06/30/2017	$0	Administrators

Monitoring Implementation of Indiana Mathematical Process Standards	Administrators will monitor implementation of Indiana Mathematical Process Standards through use of authentic performance tasks data.	Professional Learning	01/04/2016	06/30/2017	$0	Administrators
				Total	$0	

Conclusion

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