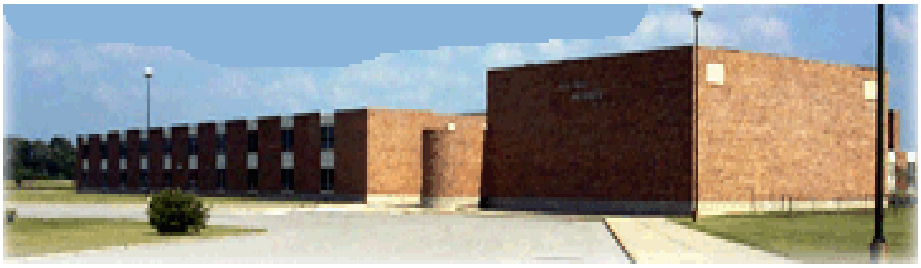
School Improvement Plan

for

Heritage Junior-Senior High School



13608 Monroeville Road
Monroeville, IN 46773
260-446-0140

Heritage Junior Senior High School
2020-2021

School Leadership Team Members

Matt Widenhoefer, Principal
Diane Dikeolakos, Assistant Principal
Tim Burton, Assistant Principal
Gail Alexander
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School Improvement Plan Team Members

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Tim Burton, Assistant Principal_____

Gail Alexander, English Dept. Head_____

Sharla Hoting, Special Education Teacher _____

Jennifer Hunter, Director of Guidance_____

Kameron Meyer, Business Teacher_____

Natalie Whitacre, Parent_____

Erica Shovlin, Internship Coordinator_____

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Purpose Statement

The purpose of Heritage Jr/Sr High School is to provide a comprehensive program of instruction to enable our students to obtain maximum growth and development so they can achieve post-secondary success. As part of this process, we are responsible for identifying individual student strengths and weaknesses through data analysis, for building an instructional framework to meet those needs, and for providing this information to our stakeholders.

Vision Statement

Excellence….Everyone….Everyday

Mission Statement

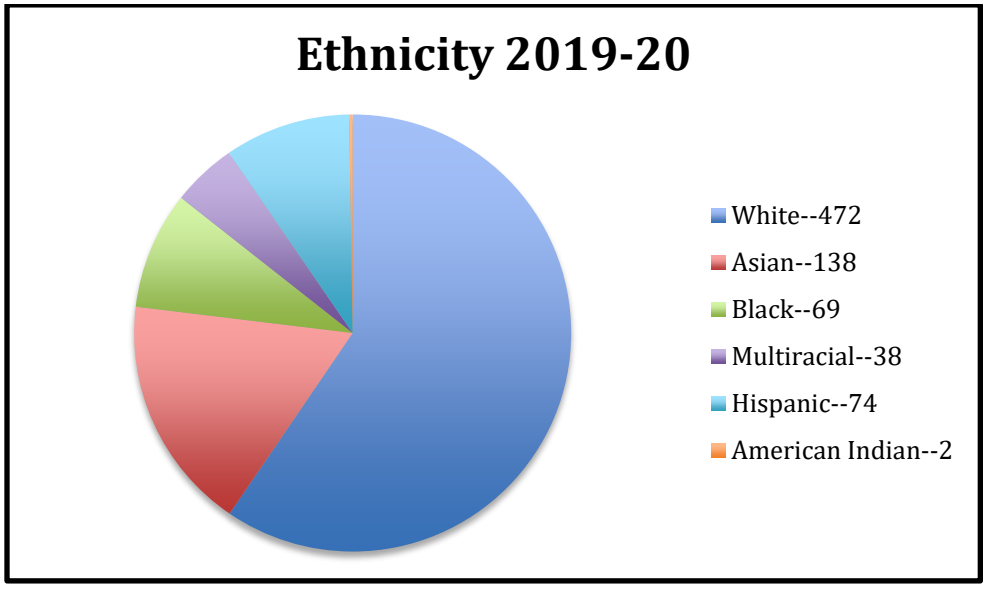
Our mission is to inspire a student's passion for learning, knowledge, and skills while building character and responsible citizenship.

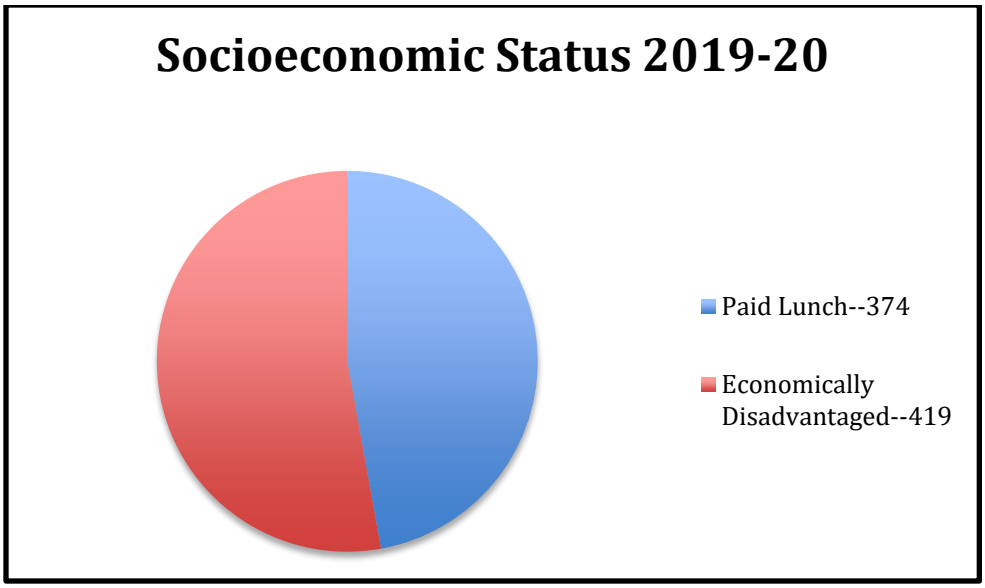
Belief Statements

- Students are unique individuals with special talents, strengths and needs and should be challenged to reach their maximum potential.
- Students should be prepared as productive and contributing members in a diverse, global society.
- Students have a shared responsibility for learning with family, school, and community.
- Staff members, as mentors and facilitators, should strive for continual improvement and diversification of student-driven strategies.
- Decisions affecting education stakeholders should be informative and data-based.
- Schools should advocate responsible citizenship, ethical behavior and diversity.
- Schools should encourage stakeholder involvement as a positive contribution and necessary component in the education process.

School Profile Description

Heritage Junior/Senior High School is one of five high schools in the East Allen County Schools Corporation. The school campus serves grades K through 12, with the junior/senior high serving grades 7-12. Heritage has the largest attendance area in the corporation located in a rural setting between the towns of Monroeville and Hoagland. Current student enrollment is 804 students. Of these, 703 are in person students and 101 are virtual. Heritage employs 47 full time teachers, including seven special education teachers and two EL teachers. The staff also contains five special education paraprofessionals, two office paraprofessionals, one EL paraprofessional, and one translator. Heritage has two full time guidance counselors, a graduation pathways coordinator, and three administrators. In 2020, Heritage graduated 129 students.





Heritage has realized the challenges facing us over the past few years. The school continues to be impacted by the major influx of non-English (Burmese/Karin) speaking students. The students notably affect the EL, Asian, and free/reduced categories. Extensive research has led to the implementation of programs that have been initiated and will continue to strengthen student achievement. Teachers are trained in strategies and assessments that will lead to positive student achievement. The district curriculum bundles contain activities to meet the needs of EL students. There is a need for continuity and cohesiveness among the staff to embed these strategies as a part of our daily practices.

Due to the Spring 2020 shutdown, there are no 2020 standardized test results. Our 2019 data shows that 37% of students in grades 7 and 8 passed both Math and ELA ILEARN. Free/Reduced lunch students had a 29.6% pass rate in combined ELA and math. Our 10th grade ISTEP+ scores show that 20.3% passed both tests. Tenth grade free/reduced lunch students passed the both portions of the ISTEP+ at a rate of 13% .

Community Profile

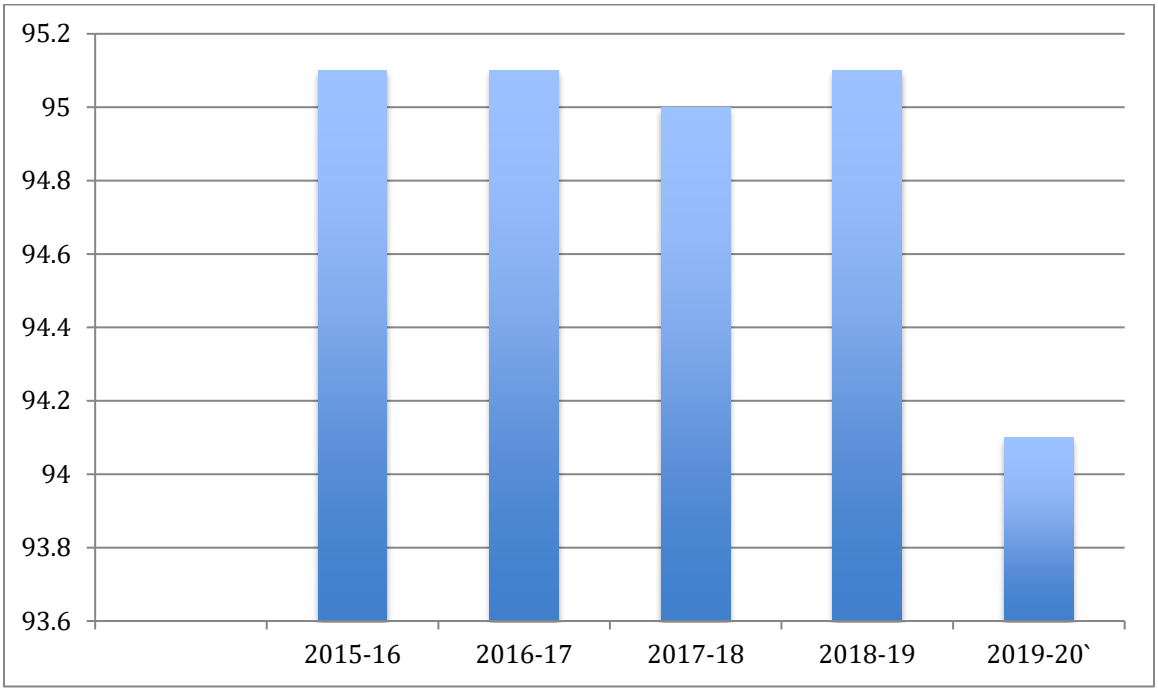
Heritage attendance area is part of East Allen County Schools (EACS) which is a dynamic school corporation located on the eastern side of the Fort Wayne metropolitan area. EACS is Indiana's 27th largest school district by population and serves the entire eastern half of Allen County. The 9,900+ students who attend EACS reside in a 343-square mile area which includes the communities of Grabill, Harlan, Hoagland, Leo-Cedarville, Monroeville, New Haven, Woodburn, and portions of the City of Fort Wayne. Allen County is the largest Indiana County. The EACS district is culturally diverse. Rich

farmland joins the district's urban and suburban areas. Each community maintains a small-town, tranquil atmosphere while offering convenience to city, churches/worship centers, shopping malls, social and civic organizations, leisure, entertainment, and cultural opportunities.

Student Data

Heritage students come from diverse community settings including small communities (population of 1200 or less), rural farms, subdivisions, multiple mobile home parks, and urban housing. The ethnicity of the student population is: 60% white, 40% minority (9% Black**,** 9% Hispanic, 5% Multiracial, 17% Asian and <1% Indian). Forty-seven percent of the student population pays for lunch, while 53% are considered economically disadvantaged. However, beginning with the 2019-20 school year, Heritage has qualified for a grant that allows all Heritage students to receive lunch at no charge. Heritage is located in a rural setting between Monroeville and Hoagland; therefore, 100% of students ride the bus or provide their own transportation.

Attendance Rates



As evidenced above, Heritage Junior-Senior High School saw a decline in our attendance rate last year. We speculate that this is due to sporadic attendance by a few students during last year's e-learning.

Graduation Rates

Year	State Average	Heritage
2015-16	89.1	92.4
2016-17	88.9	92.4
2017-18	88.1	93%
2018-19	87.29	92%
2019-20	TBD	87.3%

Our graduation rate had been on a steady decline. For the past five years, our graduation rate has been above 90%; however, this year, we dropped to 87%.

Safe and Disciplined Learning Environment

Heritage maintains a safe and disciplined learning environment. Security cameras are placed strategically throughout the interior and exterior of the building. Monitors are located in the main office, and videotapes are regularly made of all activities. All exterior doors are locked during the day and a new safe entrance brings visitors in through the main office. Visitors are required to check in at the main office, have their picture taken, and display a visitor's badge at all times. All Heritage staff and substitute teachers are required to display identification badges at all times during normal school hours. Due to Covid 19 restrictions, very few visitors are allowed in the building.

All teachers and staff members have participated in the ALICE training that began in the spring of 2014. We continue to offer training and practice drills throughout the school year. The ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training instructor program certifies local representatives to teach proactive survival strategies in violent intruder or active shooter situations. This helps save lives by providing training that will bridge the gap between the time a violent event begins and law enforcement arrives. A comprehensive crisis intervention plan includes procedures for emergency situations. Each teacher retains a copy of the plan, along with safeguards maintaining accountability of all students in a crisis.

To promote diversity, Heritage has implemented a school-wide Positive Behavioral Interventions and Support (PBIS) program which is used to address challenging behaviors. PBIS consists of students, teachers & administrators who create, promote, and reward positive student behavior expectations.

Special education and at-risk students use the Why Try and the Life Centered Career Education programs to help develop social and decision-making skills and assist with the transition to life after high school.

Documentation of office referrals for Monday Schools, In-school suspensions, Out-of-school suspensions, and Expulsions are maintained by the school administration. Student bus misbehaviors are processed by the transportation office and seldom affect classroom performance.

Suspension and Expulsions

	In School Suspensions	**Out of School Suspensions**	**Expulsions**
2015-2016	212	109	14
2016-2017	120.5	221.5	10
2017-2018	455	202	9
2018-2019	449	190	6
2019-2020	201	148	2

Comprehensive Needs Assessment

Math: In 2018-19, the 10th graders had a 20.1% pass rate on the Algebra I ISTEP. Our Asian population had a pass rate of 4.9%. On Math ILEARN, our 8th grade students had a 52% pass rate, and our 7th grade students had a 44.8% pass rate. To address the math achievement gap, East Allen County Schools has implemented a core curriculum based on differentiating instruction to meet the needs of all students. Seventh and eighth grade students with low math scores have been placed in blocked math classes that meet for an extra 30 min.

Language Arts: In 2018-19, the 10th graders had a 49.3% pass rate on the English 10 ISTEP. Our Asian population had a pass rate of 15.9%. To address the learning gaps between the Asian population and the general education students, East Allen County schools has a bundled curriculum for all grade levels. All high school EL students with a WIDA score lower than 4 are placed in an English class taught by a teacher certified in both English and EL. We have a full-time instructional coach available to assist in all classrooms. In addition, we launched the 8 Step process during the 2014-15 school year, which includes a half hour success time four times per week. During this time, students who show low English achievement are placed in English remediation groups lead by English teachers.

Economically Disadvantaged: Our economically disadvantaged population has been increasing steadily. This would account for some of the growth in the performance gap between the general population and those who are economically disadvantaged. In 2018-19, 40.7% of our economically disadvantaged middle school students passed the ELA ILEARN, compared to 60.3% of our non-economically disadvantaged students. Similarly, 34.3% of our economically disadvantaged middle school students passed the Math ILEARN, compared to 52.1% of those who were not economically disadvantaged. At 10th grade, 13% of economically disadvantaged students passed both Math and ELA ISTEP, compared to our overall score of 49.3%

Special Education: For the ISTEP administered during the 2018-19 school year, middle school students at Heritage who were in the special education program had a 5.9% pass rate on the English portion of ISTEP+, and an 8.8% pass rate on the math portion. Tenth graders in the special education program had a 18.5% pass rate in English and 0% pass rate in math.

Disability	Number of Students
Learning Disability	60
Autism Spectrum Disorder	7
Cognitive Disability	15
Other Health Impaired	30
Emotional Disability	36
Hearing Impairment	1
Traumatic Brain Injury	1
Total	150

Immediate Improvement Needs Language Arts and Math:

Academic Needs:

- ***EL (Burmese) students*** show the greatest need in achieving grade level material.

- ***Low math areas***: Computation, problem solving, number sense, algebra functions, data analysis and probability

- ***Low reading / language areas:*** Point of view, theme/main idea, literal figurative meaning, and citing textual evidence

- ***Applied skills:*** Key errors made by students not meeting standards across grades and assessment tools are reading comprehension and math computation.

As our areas of concern are reading comprehension and computation with real numbers, Heritage needs to refocus its staff to become "reading" and "math" teachers across the curriculum. We cannot assume that most students come to the secondary level with the literacy skills necessary to accomplish the curriculum goals. All students can benefit from reading comprehension strategies and programs that promote better literacy skills. Resources need to be allocated for staff development in this area and for student resources such as Success Time, My Virtual Reading Coach, 6+1 Writing Traits, Power Up, and Edgenuity. A common math goal will also support areas needing most improvement based on ISTEP+ and Core 40 test results. Response to Intervention training will be utilized to assess and remediate struggling students in both academics and behavior.

Due to the transitional process of East Allen County Schools, Heritage will continue to look at English Learner (EL) scores from the WIDA test. Heritage will continue to address the needs of the growing EL population through curriculum and resource development. Staff training will also be a major focus in regards to the growing EL population.

Additional Concerns for 2020-21

- ***Virtual Learning***: For the first time, students have the option to learn as in-person students or virtual students. Heritage currently has 703 in-person students and 101 virtual students. Most teachers are teaching both populations concurrently.
- ***Student suspensions/expulsions:*** During the 2019-20 school year, there were 201 in-school suspensions, 148 out-of school suspensions, and 2 expulsions. These numbers are lower than prior years. However, this drop can be partially attributed to our shortened in-person school year last year.

- ***Attendance rate*** in 2019-20 it was 94.1. We speculate that the drop is due to sporadic attendance by a few students during elearning.

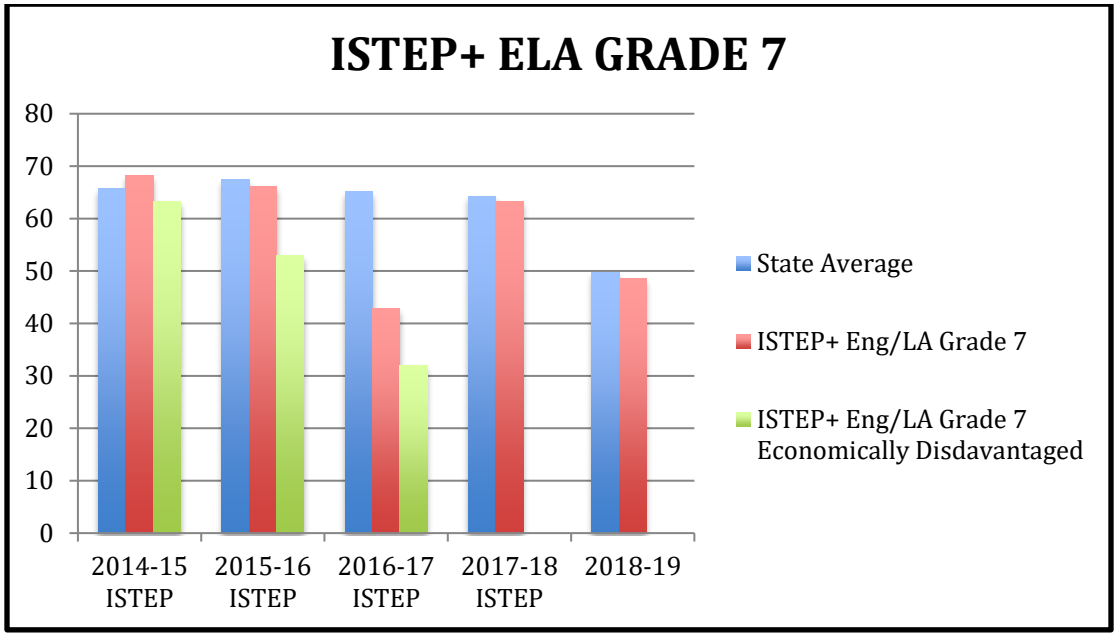
- ***Teacher Mobility Rates:*** In 2020-21, 14% of the certified staff were assigned to new positions or are new to the school.

- ***Professional Development Opportunities:*** Teachers participated in professional development workshops throughout the year. Professional Development was offered in literacy, technology, math, ESL, NWEA, and data analysis, as well as strategies to improve instruction. Additional professional development in EL Instruction and virtual learning instruction would be beneficial.

- ***Parent Involvement:*** There was 33% participation in 2019 Fall Parent-Teacher conferences.

- ***Graduation Rate:*** Our graduation rate has dropped from the low 90s to 87%. This can be attributed in part to our high mobility and EL rates. Increased support for the low ability and EL students will help improve our graduation rates.

ISTEP+ Data


ISTEP+ ELA GRADE 7
80
70
60
50
40
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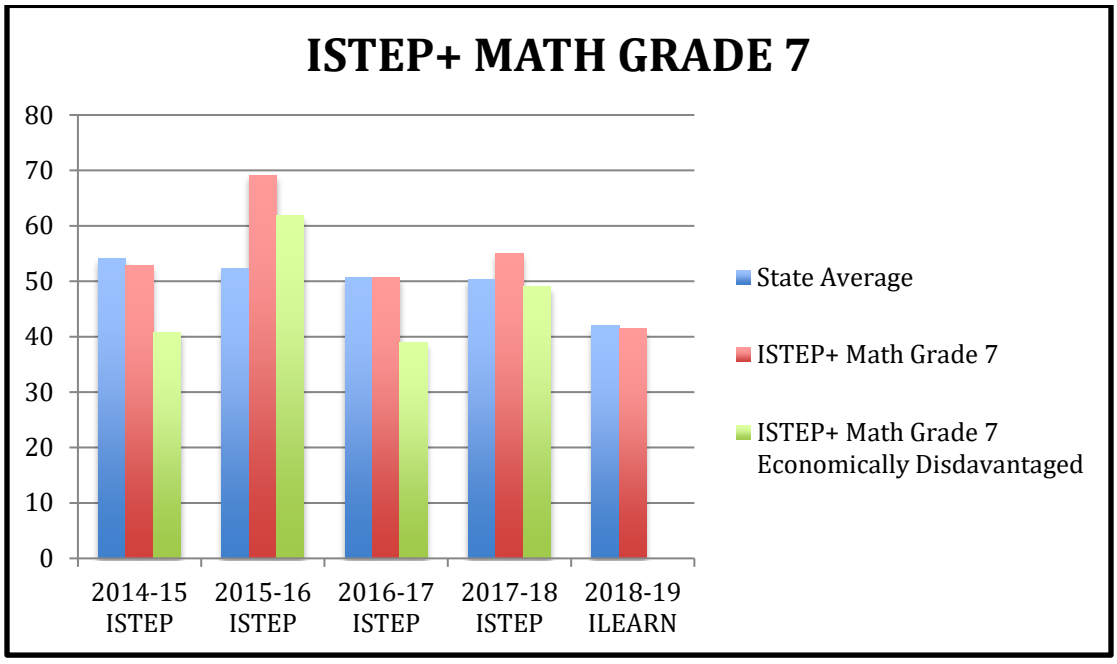
10
0
2014-15 ISTEP
2015-16 ISTEP
2016-17 ISTEP
2017-18 ISTEP
2018-19
State Average
ISTEP+ Eng/LA Grade 7
ISTEP+ Eng/LA Grade 7 Economically Disdavantaged


ISTEP+ MATH GRADE 7
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2015-16 ISTEP
2016-17 ISTEP
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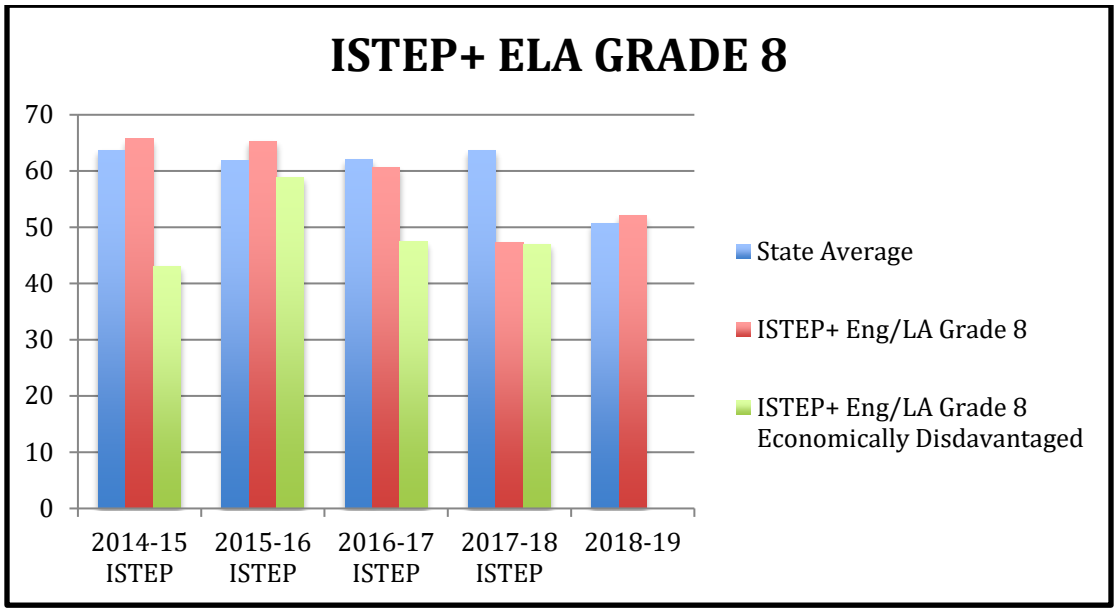
2018-19 ILEARN
State Average
ISTEP+ Math Grade 7
ISTEP+ Math Grade 7 Economically Disdavantaged

ISTEP+ Data


ISTEP+ ELA GRADE 8
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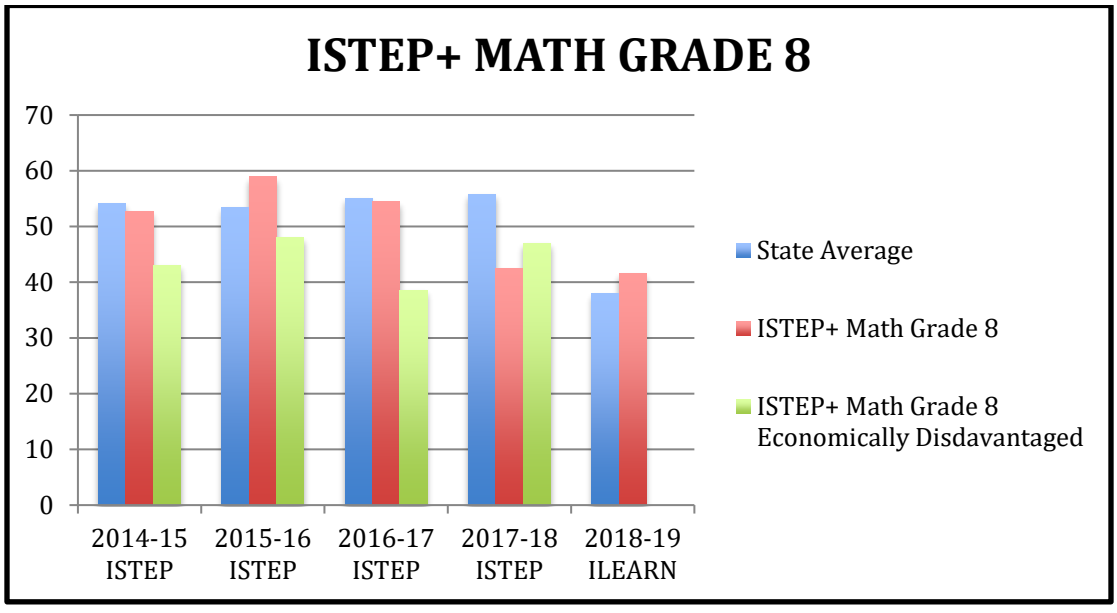
ISTEP+ MATH GRADE 8
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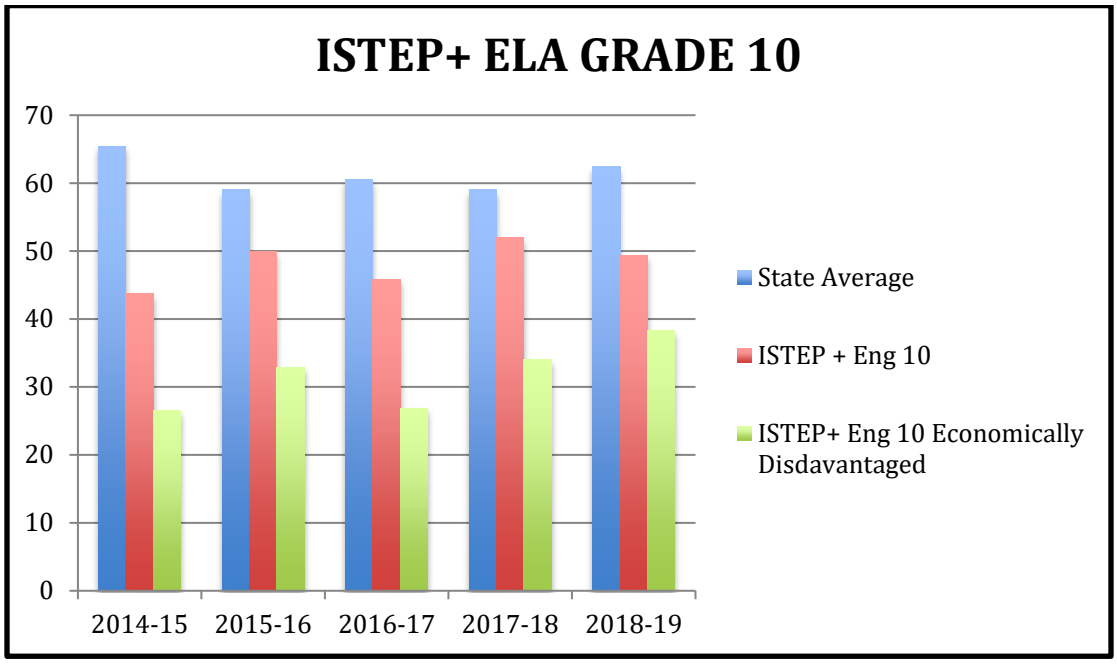
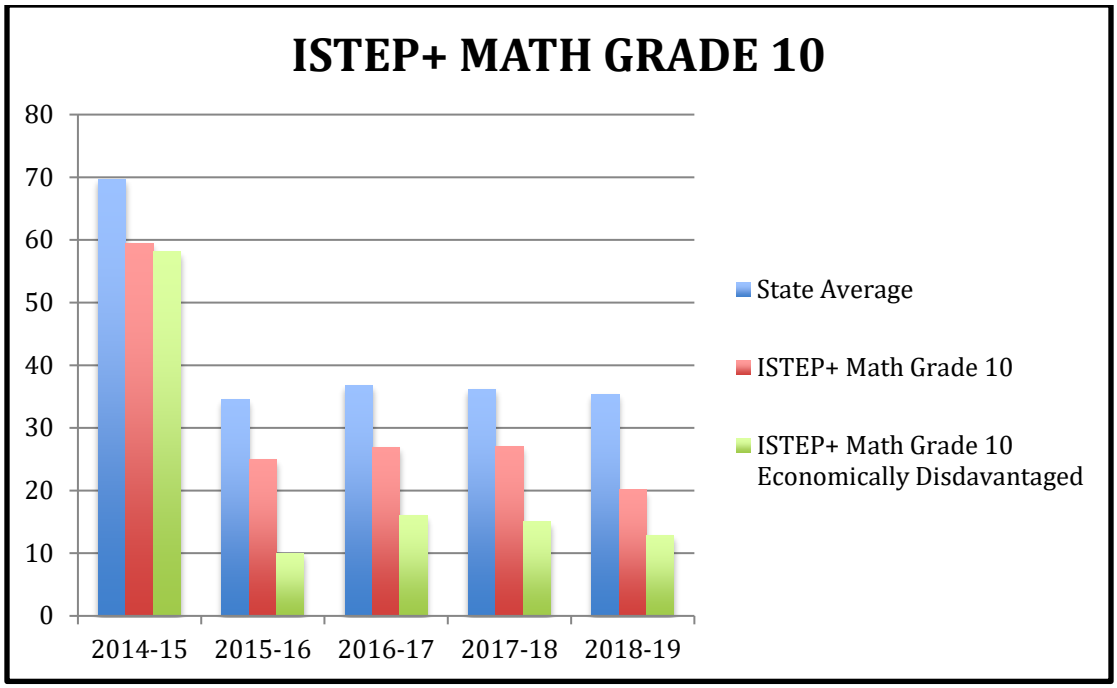
2015-16 ISTEP
2016-17 ISTEP
2017-18 ISTEP
2018-19 ILEARN
State Average
ISTEP+ Math Grade 8
ISTEP+ Math Grade 8 Economically Disdavantaged

ISTEP+/ECA Data





Research-Based Principles for Comprehensive Reform

Based on our comprehensive needs assessment, it is clear that we must utilize a myriad of programs and interventions. We know that we need a clear, detailed plan to move our school forward and in turn have a positive effect on student performance. The following is a detailed description of the research-based practices that Heritage will utilize during the school year:

Bundled Curriculum: East Allen County Schools uses a district-wide, bundled curriculum for all English and Math classes. These bundles include essential questions for each unit and are correlated to the College and Career Ready Indiana Academic Standards. The bundles are reviewed and revised each summer. The bundles are embedded with WIDA standards & MPI's, as well as strategies and resources to help meet the needs of our EL population. Bundles can be found on the EACS shared server and on Canvas.

RTI or Response-to-Intervention: RtI includes a school-wide, multi-level instructional and behavioral system for preventing school failure through screening, progress monitoring, and data-based decision making for instruction, movement within the multi-level system, and disability identification.

Edgenuity/Moby Max: Edgenuity is used in grades 9-12, and Moby Max is used for grades 7 & 8. Both deliver standards-aligned curricula that provide interactive, self-paced, challenging, engaging activities. Activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. These programs apply current and confirmed research about how students think and learn. Edgenuity is also used as a credit recovery measure at the high school level.

Technology: Smart boards equipped with Apple TV are located in most classrooms for teacher and student use. In addition, all students have Ipads that are used for classroom activities and homework. Many subject areas have their textbooks and entire curriculum available on the IPads. Teachers use Zoom, Canvas, Google Classroom, and other forms of communication to provide lessons for our virtual students.

6+1 Writing Traits: Used in all English classes, 6+1 Writing Traits instruction is a district-wide initiative designed to help teachers understand the skills students need to become better writers and develop powerful lessons for creating a writing environment. In addition, the lessons and vocabulary used to develop these skills allow teachers and students to communicate and understand writing using a common language. Students develop a better understanding of the traits needed for good writing and begin to develop those skills over time. The assessment tools used by the district are based on ILearn, ISTEP+, and the Six Traits writing rubrics.

A.L.I.C.E: All teachers and staff members have participated in the ALICE training that began in the spring of 2014. We continue to offer training and practice drill throughout the school year. The ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training instructor program certifies local representatives to teach proactive survival strategies in violent intruder or active shooter situations.

Math DMR: Used to develop mathematical reasoning and problem solving abilities, build computational skills, and deepen conceptual understanding. Every math class starts with Daily Math Review (DMR). This is used to review math skills that have already been taught but students have yet to master. Each DMR includes math review and mental math.

Power Up: Power Up is a comprehensive system of instruction that helps identify and address gaps in literacy skills, focusing on comprehension, analysis, and evaluation. Power Up is used in conjunction with our district curriculum to help build skills in our special education population.

Character Counts: Character Counts is a character education program that improves classroom management, academic achievement, and school climate.

PBIS: Positive Behavioral Interventions and Supports is a method that provides program models appropriate behaviors and rewards students who exhibit those behaviors.

Texts and Lessons for Content Area Reading: The book authored by Daniels and Steineke helps support content area teachers and language arts teachers alike by pairing more than 75 short, kid-tested reproducible non-fiction texts with 33 simple, ready-to-go lessens that deepen comprehension and support effective collaboration.

8-Step: The *8-Step Process* was developed by teachers who were having success with all of their students, as evidenced by State testing achievement scores, particularly with at-risk students—those labeled as special education students, English language learners and students of poverty. It works because it is a *process*—not a *program*—and teachers manage it through the use of quality tools and specific process strategies. Implementation of this process addresses both equity and excellence for teaching and for learning.

Visible Learning**:** Visible Learning is a method developed by John Hattie that promotes the idea that both learning and teaching should be "visible" to both the teacher and the students. Through this method, teachers learn to better evaluate themselves and students learn to become their own teachers. As a result, teachers begin to focus more on the impact of learning.

Support for "low" and "high" achieving students

Special Education: Heritage offers many levels of support for children identified through the RTI process who have special education needs. Autism Spectrum Disorder, Communication Disorder, Learning Disability, Mental Disability, Hearing Impairment, Vision Impairment, Emotional Disability, Multiple Disability, Orthopedic Impairment, Traumatic Brain Injury, and Other Health Impairments are areas in which licensed teachers and highly qualified paraprofessionals provide services. These individuals serve on the RtI committee.

Resource Services: A licensed, highly qualified teacher provides instruction for students who have been identified through the RtI model as needing academic support but do not qualify for special services. They provide building level support to educators. They serve as members of the RtI committee.

Curriculum Bundles: Teachers have created district-wide curriculum bundles for all English and math classes. Included in each bundle is a performance task that meets the needs of a variety of learning styles. Each performance task also includes MPI's to help teachers adapt lessons for EL students. Bundles are updated each summer.

English Blocks: All junior high language arts classes are 2 periods long. One period is used for literature and one period is used for grammar/writing.

Math Blocks: Junior high students and Algebra I students with low ISTEP+ math scores are placed in a blocked math class that meets for an extra 30 min.

Power Up is an intervention for students who are reading below grade level. The teacher and the literacy coach receive on-going training in the Power Up process.

LCCE is an educational system designed to provide individuals with the important skills that they need to function successfully as productive workers and independent, fulfilled individuals. LCCE is used with our special education students.

EACS AMAO Improvement Plan—Heritage is working with district leaders to help LEP students achieve learning goals. These goals include increasing the number of LEP students who reach an overall Level 5 and increasing the LEP subgroup pass rate for ISTEP+ in grades 7-10.

Links (Linking Assessment and Instruction for Independence) is an evidence-based, comprehensive, web-based curriculum to teach upper elementary, secondary and postsecondary students with autism and other developmental disabilities to be independent across school, community and vocational routines.

JAG: Jobs for America's Graduates is a school-to-career program that has a mission to keep young people in school through graduation. The focus is on providing work-based learning experiences that will lead to career advancement opportunities or to enrollment in a post-secondary institution.

Co-Teaching: Techniques are utilized to integrate and assist Special Education students with their instruction in the general education classroom. Math and English classes that contain multiple Special Ed students are co-taught with the Special Ed teacher and the content teacher.

Success Time: Four times per week, students meet in success time groups. Students in grades 7-10 receive remediation in English and/or math. Junior and senior students receive ASVAB and/or SAT preparation practice.

ICE/OSI Programs: Students have the opportunity to intern or work in career fields of interest outside of the school environment. These real-world placements give students the opportunity to connect academics to the world of work.

EACS Career Center: The EACS Career Center offers students training to meet the needs of the 21st Century workforce. Programs include manufacturing, health care, cyber security, and construction trades.

Dual Credit and Collegiate Connection: Heritage offers 5 dual credit courses. Dual credit programs offer PFW and Ivy Tech college credit while still in high school. EACS students also have an opportunity to earn college credit for coursework taken and earned via Anthis Career Center. Students are enrolled in dual credit courses totaling 720 college credits for the 2020-21 school year.

Advanced Placement/Honors Classes: Heritage offers 6 Advanced Placement courses. These are courses with college-level rigor. Upon completion of the course, students who score at least a 3 out of 5 on the corresponding AP test may receive college credit for that course. Heritage also offers honors classes for English 9 and English 10.

EACS High Ability Plan: EACS offers high ability programs for grades k-12 to provide educational choices that engage and challenge high ability learners.

School-Wide Reform Strategies

Goal Submission

Upon evaluation of achievement data over the past three years through staff in-service meetings and School Improvement Committee Meetings, Heritage has chosen the following goals for their school improvement plan:

Goal #1

All students will improve reading comprehension skills across the curriculum.

- ISTEP+ Reading Comprehension and Writing Scores (grades 7-10)
- NWEA
- Scantron Bundle Assessments
- End-of-Course Assessment

Goal #2

All students will improve in adding, subtracting, multiplying and dividing real numbers (decimals, fractions and integers) without a calculator.

- ISTEP+ Computation Scores (Grade 7 and 8)
- NWEA
- Scantron Bundle Assessments
- End-Of-Course Assessments

Goal #3

English Learner (EL) students will increase their average reading and writing scores by .5+.

- NWEA
- Scantron Bundle Assessments
- WIDA Access Assessments

Goal #4

Heritage student attendance will improve across all grade levels.

- Skyward Attendance Data
- Check & Connect Logs

Instruction by Highly Qualified Teachers

All of the teachers at Heritage Jr./Sr. High School are highly qualified and many hold a master's degree.

Teacher	Subject Area	HQ by:	Masters
Albietz, Deena	Librarian	24 credit hours	X
Alexander, David	Spanish/English	PRAXIS	
Alexander, Gail	Language Arts	24 credit hours	X
Barker, Kelsey	Mathematics	REPA	
Bultemeier, Eric	Science	24 credit hours	
Bunnell, Joel	Language Arts	PRAXIS	
Church, Deena	Visual Arts	PRAXIS	
Donahue, Tonya	Language Arts	24 credit hours	X
Easterday, Jeff	Science	PRAXIS	X
Edholm, Kelsey	Science	PRAXIS	
Emrah, Tori	Special Education	PRAXIS	
Flood, Molly	Language Arts	24 credit hours	
Fuelling, Jonathan	Science	24 credit hours	X
Gray, Rachel	Special Education	24 credit hours	
Gray, Adam	PE	REPA	
Gray, Shaun	Special Education	REPA	
Green, Breana	Music	REPA	
Habisch, Jason	Social Studies	24 credit hours	X
Harris, Katie	Language Arts	PRAXIS	X
Hoting, Sharla	Special Education	PRAXIS	X
Huelskamp, Maria	Special Education	REPA	
Jeremy Hullinger	Credit Recovery/Careers		
Johns, Ken	Agriculture	24 credit hours	
Johnson, Allison	Language Arts	24 credit hours	
Kirby, Keri	Special Education	REPA	
Kleinschmidt, Chad	Science	24 credit hours	
Kolkman, Casey	PE	24 credit hours	
Kosmoski, Andra	Mathematics	24 credit hours	
Laycock, Keegan	Visual Arts	PRAXIS	X
Luginbill, Angela	Mathematics	24 credit hours	X
Martin, Ryan	Special Education	PRAXIS	
Meintel, Norm	Social Studies	24 credit hours	X
Meyer, Kameron	Business/Social Studies	PRAXIS	X
Minchski, Amanda	Business	PRAXIS	X
Parr, Matthew	Mathematics	PRAXIS	X
Pierce-Sims, Katie	English	24 credit hours	X
Pollock, Kathy	Curriculum Coach	PRAXIS	X
Roller, Kimberley	Language Arts	24 credit hours	X
See, Ashley	Spanish	REPA	
Shirey, Michael	Agriculture	24 credit hours	X
Shovlin, Erica	Business	PRAXIS	X
Sisson, Nicole	Health/PE	PRAXIS	
Smith, Matthew	Mathematics	24 credit hours	X
Sutherland, Ben	Mathematics	24 credit hours	
Tigulis, Abby	Social Studies	24 credit hours	X
Tigulis, Nico	PE	24 credit hours	X
Whitacre, Natalie	Social Studies	PRAXIS	

High Quality and On-Going Professional Development

Heritage's school improvement goals, student testing data, and district initiatives guide our scheduling for staff development. The focus of professional development at Heritage is reading/language arts, student behavior/management, and math. All teachers and instructional staff at Heritage take part in professional development throughout the year. This training is ongoing and job embedded. The following professional development has supported Heritage teachers in preparing students.

- ***The Instructional Coach*** attends all professional development that deals with all disciplines so as to support staff members in their efforts of implementation. She is a trainer within our building and district level. The instructional coach provides instruction to students, using student data analysis. Dialogic conversations and observations take place with teachers. A large part of the professional development for the building is provided by her, including professional development for the English and math departments.
- ***Crisis Prevention Intervention*** is training provided to selected staff members to provide assistance for students who need behavioral interventions.
- ***Paraprofessional Training*** is an ongoing offering of topics to focus on supporting teachers' efforts and student development.
- ***Focused observations and "walk-throughs"*** are used to determine the effectiveness of staff development. Feedback from outside technical assistants, our coach, and school administrators will also be considered to determine strategic areas for improvement. Plans for future staff development will reflect the identified strategies as recommended by the evaluation.
- ***6+1 Writing Traits*** is a writing method used in junior high English classrooms. All junior high writing teachers have been trained in this method.
- ***Data Analysis:*** Math and English Teachers have been allocated 4 days to spend analyzing ISTEP/ECA data, NWEA data, and 4 ½ week assessments and developing techniques to better meet the needs of students.
- ***EL Training:*** English, math, science, and social studies teachers have been trained to help EL students better develop their vocabulary. This training also included the use of MPIs to modify EL assignments.
- ***Virtual Learning Training:*** Teachers receive instruction in Zoom, Canvas, online textbooks, and Skyward to better prepare for instructing our virtual students.

High Quality Teachers to High Need Schools

Heritage Jr/Sr High School attracts high-quality teachers in the following ways:

- When Heritage is given the opportunity to hire teachers, substitutes who have displayed exemplary skills, developed positive relationships with both students and staff, and enriched the culture are given due consideration.
- Heritage is close in proximity to several universities that offer teacher-education programs, including Purdue University Fort Wayne, the University of Saint Francis, and Indiana Wesleyan University. PFW works closely with our school in developing future leaders through observations, student teaching, and substituting.
- The East Allen County School district offers and funds professional development for teachers.

Strategies to Promote Effective Parental Involvement

Heritage Jr/Sr High School encourages its stakeholders to stay informed with reference to issues and initiatives taking place within the building.

Our parents are involved in various meaningful, relationship building activities that support their children's learning.

- During the 2019-20 school year, parents attended "Back to School Night" and scheduled Parent /Teacher Conferences. Translators were available for those parents who needed language support.
- A district provided translator has been assigned to Heritage to help with language needs of the EL students and parents. This translator travels to the EL students' homes for parent teacher conferences to provide student-specific information to non-English speaking parents.
- Parent volunteers are active in organizations such as Band Boosters and various sports booster groups.
- Parents have up-to-date access to student grades via Skyward. Parents can receive notifications of missing assignments and overall grade deficiency via Skyward.
- Assessment reports are sent home throughout the year after testing information is gathered and disaggregated. This data describes the students' current abilities, growth they have made, and where they should be for their current age and grade in school.
- Telephone conferences, informal parent/teacher conferences, and Individual Education Plan meetings are held with parent attendance, when appropriate. Parent initiated contact is always encouraged.
- School Messenger is a tool for parent notification of events relating to the school. A message is programmed into the system and then all Heritage families receive a phone call with that message.

- A newsletter is emailed home each week.
- Parents who have access to a computer can view the EACS website and Canvas for more school happenings or class-specific information. Canvas includes an overview in each subject area, weekly standards in all areas, homework assignments, and tips for parents. It also serves as a valuable communication tool between school and home.

Measures to Include Teachers in Academic Assessments

Teacher representatives, instructional coach, principal, and district representatives review and design assessments. Current instructional measures, along with data, are utilized in making decisions concerning the improvement of individual student achievement levels and the overall instructional program.

Teachers collect, report, and use data for reading fluency, comprehension, writing language, math computation, and problem solving. ISTEP+, ILEARN, bundle assessments, NWEA, and other data is collected throughout the year. Data from all of these assessments is used to guide and target instruction.

Initially, the instructional coach and classroom teachers analyze assessment data to determine achievement levels of individual students. Instructional and curricular decisions are made regarding remediation and intervention on an individual, small group, or whole group basis. Adjustments in the pace and content are made based on the needs of students across the grade level or department.

Then, the data is analyzed at a school level. Departments use weekly collaboration time as well as in-service time for data analysis. Current data is mined to determine weaknesses and strengths in the curriculum and/or instruction. Teachers identify best practices, strategies, and/or curriculum changes to improve student learning and performance.

The final step is to have members of the Math and Language Arts committees review, develop, and articulate action plans. After a period of implementation, it is the committees' responsibility to reconvene, review, and modify, when necessary, the plan of action.

Effective, Timely Assistance

The identification of students for programs, interventions and high ability groupings are accomplished through evaluation of testing data. These programs service those students who are most in need, based on assessment. Resources for these programs are used more efficiently because of the ongoing identification process. Using assessment data, teachers are able to group students for targeted instruction.

- ***Classroom assessments and observations*** are gathered daily. Formative and summative assessments also provide staff with valuable achievement information needed to inform their instruction. All grades take the NWEA predictive tests in the areas of Language Arts and Math three times a year. All grade levels of Language Arts and Math students take assessments with each learning bundle to determine their comprehension of the core standards. ISTEP+ and ILEARN scores and other district assessments are used to identify student need and skill level. Universal assessment data and progress monitoring are used to track student achievement over time and guide targeted lesson planning.
- ***Curriculum Bundle Assessments*** are aligned with the College and Career Ready Indiana Academic Standards and the school's Instructional Calendar. The formative assessments are designed to reflect the format and rigor of the state's ISTEP+ and ECA tests.
  These short, frequent assessments allow teachers to:
  - Check for understanding
  - Tell which students are learning and which need more help
  - Chart student progress
  - Adjust teaching methods to achieve better results
  - Modify the Instructional Calendar as needed for re-teaching or acceleration
- ***RtI Committee*** (Response to Intervention and Instruction), a committee of individuals (parents, legal guardian, principal, special education, student services, classroom teachers, and any other appropriate staff or community members deemed necessary) meets at the request of staff or parent to review data gathered in an effort to identify key strengths and weaknesses and investigate and provide students and families with resources that can support student success or achievement. Assessments allow teachers to determine levels of mastery and acquisition of skills. Overall, instructional planning and curricular decisions are based on demonstrated needs of students through assessment evaluation. Teachers use content to facilitate the learning of skills and mastery of standards based on assessment data. Each RTI students' progress is monitored quarterly.
- ***Special Education Students (IEP),*** when identified, are provided with the services they are eligible to receive.

- ***Resource Staff*** provides support for students that are not at benchmark in the areas of language arts and math.
- Heritage has two full-time ***EL (English Learner)*** instructors, one full time Burmese interpreter, and one EL paraprofessional to facilitate the learning of non-English speaking students. Through the school corporation, we have access to interpreters and translators for multiple languages.
- ***Core Curriculum:*** The instructional practices that are implemented with the core curriculum are researched-based and support the achievement of the College and Career Ready Indiana Academic Standards.

Check List for School Improvement Plan

Item	Page Number
Narrative description of the school, the community, and the educational programs	5-9, 16-19
Description and location of curriculum	16-18
Titles and descriptions of assessment instruments to be used in addition to ISTEP+/ILEARN	25-26
Statement of mission, vision, or beliefs	3
Summary of data derived from an assessment of the current status of educational programming, including the following: • Data, including graphs, from the annual performance report • Other information about educational programming and the learning environment	13-15 16-19
Information about how the school's curriculum supports the achievement of Indiana Academic Standards	16
Information about how the school's instructional strategies support the achievement of Indiana Academic Standards	16-19
Conclusions about student achievement, based on information from ISTEP+ and other assessment strategies	9-11
Parental participation in the school (planning, reviewing the SIP)	2, 24
Technology as a learning tool	16-19
Safe and disciplined learning environment	9
Professional development	22
Student achievement objectives/goals, derived from an assessment of the current status of educational programming on attendance rate	11-12
Student achievement objectives/goals, derived from an assessment of the current status of educational programming on percentage of students meeting academic standards under the ISTEP+ program	20
Student achievement objectives/goals, derived from an assessment of the current status of educational programming on graduation rate (for secondary schools)	20
Specific areas where improvement is needed immediately	11-12
Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the educational system	29-39

Academic Honors Diploma and Core 40 information, including provisions to offer courses that allow all students to become eligible to earn the Academic Honors Diploma, and provisions to encourage all students to earn an Academic Honors Diploma or to complete the Core 40 curriculum	19
Proposed interventions (strategies) based on student achievement objectives/goals	29-39
Professional development that emphasizes improvement of student learning and performance, supports improvement efforts, and includes methods to improve the cultural competency of teachers, administrators, staff, parents, and students.	22
Time line for implementation, review, and revision	29-39
Cultural Competency Evidence that identifies the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population; incorporates culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan; and recommends areas in which additional professional development is necessary to increase cultural competency in the school's educational environment.	5-7 9-12 16