

Pendleton Heights High School

School Improvement Plan 2021-2022

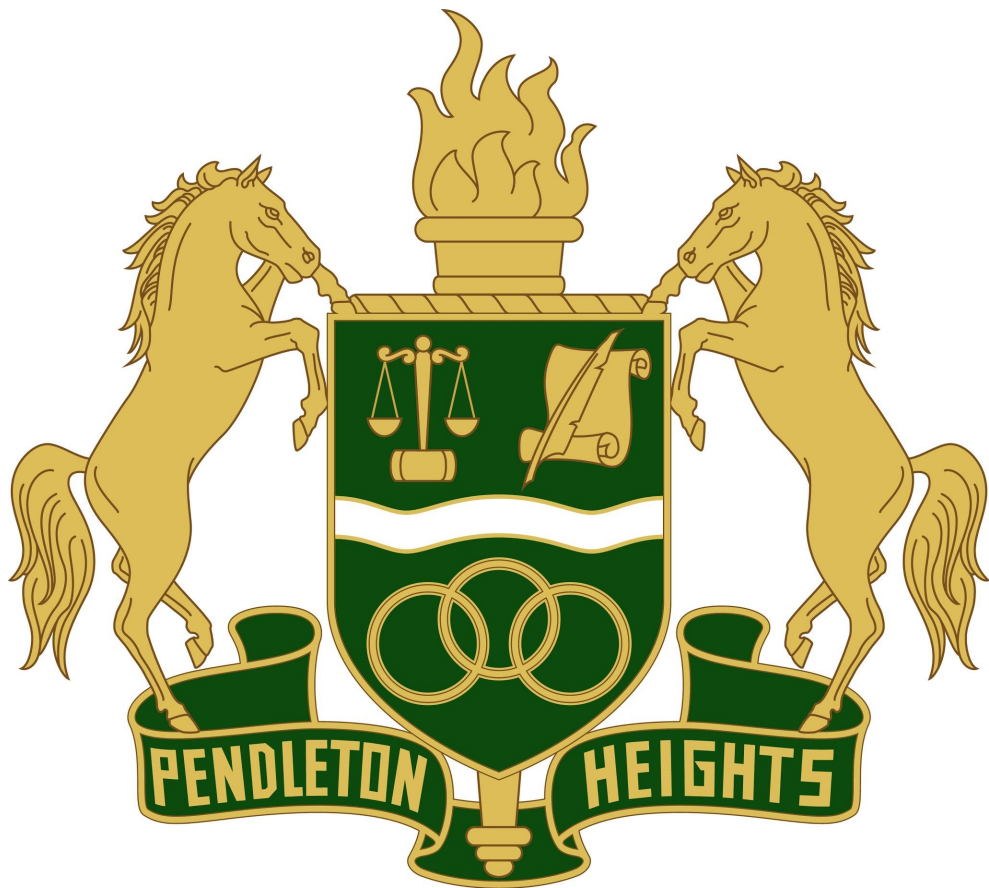


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This plan is written in compliance with IC 20-31-5-4, IC 20-31-4-6, IC 20-31-6, IC 20-19-3-12.2, and 511 IAC 6.2-3. Additional input on professional development was sought from IC 20-19-2-11, IC 20-20-31. The technology coordination plan complies with IC 20-20-13. Pendleton Heights High School suspends no federal rules or statutes. In compliance with 511 IAC 6.2-3-2, Pendleton Heights High School recognizes Sec. 2101 (B)ii from the 2015 ESSA reauthorization supplants 511 IAC 10-6.

School Profile

School, Community, and Education Programs

Pendleton Heights High School is the single public high school located in the South Madison Community School Corporation district. The high school is located in Pendleton, Indiana, and encompasses the communities of Huntsville, Ingalls, Markleville, Pendleton, and the adjacent rural areas. In August 2021, 1417 students were enrolled at the high school. The staff includes one principal, two assistant principals, three counselors, one media specialist, one school nurse, one nurse assistant, one JAG (Jobs for American Graduates) instructor, one Speech Language Pathologist Assistant, 13 Instructional Assistants, one Study Hall Supervisor and 71 teachers including special education teachers. The South Madison School system consists of three elementary schools (K-6), one middle school (7-8), and one high school which includes the Pendleton Heights High School main campus (9-12), the Carnegie Learning Center, an alternative school for grades 9-12 and Arabian Virtual Academy, an online virtual program. Pendleton Heights High School offers educational programs to earn a diploma with designations of a Summa Cum Laude, Core 40 with Academic Honors, Core 40 with Technical Honors, Core 40, and/or a general diploma. Graduating class of 2022 are able to opt-in to the Graduation Pathways, earning one of the four following Indiana High School diploma options: General designation, Core 40 designation, Academic Honors designation or Technical Honors designation. The class of 2023 and beyond will earn an Indiana diploma by successfully completing an Indiana Graduation Pathway.

Pendleton Heights High School currently utilizes a semester system, which was implemented in the 2010-2011 school year. Students are enrolled in seven classes, fifty minutes in length, per semester. Teachers teach six classes per semester.

Pendleton Heights High School has been designated as an **A** school by the Indiana Department of Education five straight years. In 2016, a new accountability formula was used to calculate school grades for the first time. The new accountability formula used student performance and growth on ISTEP+10 for the first time as well as other measures including college and career readiness, performance, and school graduation rate. Last year's grade 10 (Cohort of 2023) and this year's grade 10 (Cohort of 2024) will not take the ISTEP+10 and instead will only be eligible for the Graduation Pathways. The cohort of 2023 (this year's grade 11) will take the SAT in the fall of grade 11. Due to grade 11 students now taking the SAT, the Student-Centered Accountability System will have [no Growth Domain](#) making the Performance Domain 40% and Multiple Measures Domain (Graduation Rate and CCR rate) 60% of the weight. See "[How To Calculate A-F School Grades](#)".

School's Purpose

Beliefs:

As a staff we are committed to:

- maintaining a safe environment with clear and consistent student expectations;
- providing opportunities for students to develop their academic, social, physical, and emotional well-being in preparation for employment, military service and/or post-secondary education;
- utilizing a variety of teaching methods, including incorporating technology, to meet individual student learning styles;
- encouraging students to actively participate in their own learning by providing academically challenging, developmentally appropriate, and personally relevant lessons.

School Improvement Plan
Pendleton Heights High School

Vision:

All Students leaving Pendleton Heights High School will be career or college ready.

Mission:

Learning.

School Improvement Team Members

Name	Stakeholder Group(s)	Role(s)
Connie Rickert	Administration	Principal
Michael Peo	Administration	Assistant Principal
Shaun Rose	Administration	Assistant Principal
Kasey Gary	Faculty/Parent	Health Teacher
Ellen Fawcett	Faculty	English Teacher
Branden Jessie	Faculty/Coach	Industrial Tech Teacher
Lana Moore	Faculty	Media Specialist
Eileen Neeley	Faculty	English Teacher
Audrey Rawnsley	Faculty	Math Teacher
Shelby McCullum	Faculty	Special Education Teacher

Notable Achievements

2019-20

- A letter grade of an A was received in the Fall of 2020.
- 2020 Graduation Rate was 96.1%.
- Student Attendance Rate was at or above the state average for the last 7 years.
- ACT Performance was above the state and national average for the 14th year in a row.
- SAT Performance was above the state average for the 9th year in a row and above the national average for the 7th year in a row.
- PHHS Marching Band had a 2019-20 State appearance for the second time in school history.
- WEEM was a recipient of the 2019 Community Cardinal Award for the second year in a row.
- PHHS had two student recipients of the 2020 Lilly Scholar.
- Intro to Computer Science, Computer Science I and Computer Science II was added to our curriculum for the 2020-21 school year. Students were enrolled in Intro to Computer Science for the 20-21 school year.

2020-21

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- A letter grade of an A was received in the Fall of 2021.
- 2021 Graduation Rate was 96.3% which is now the highest in school history.
- Student Attendance Rate was at or above the state average for the last 7 years.
- ACT Performance continued to be above the national average.
- SAT Performance was above the state average for the 10th year in a row and above the national average for the 8th year in a row.
- PHHS had two student recipients of the 2021 Lilly Scholar.
- Intro to Computer Science, Computer Science I and Computer Science II was added to our curriculum for the 2020-21 school year. Students are continuing to enroll in Intro to Computer Science for the current school year. We are looking forward to having enough numbers for the 22-23 school year to run Computer Science I.
- The Music Department at Pendleton Heights High School was a recipient of the Indiana School Music Association All-Music Aware for the 20-21 school year. We were one of only 7 schools to receive this award in the state of Indiana.

Description and Location of Curriculum

In April of 2014, the Indiana State Board of Education approved the adoption of new college and career ready standards for English/Language Arts and Mathematics, and in 2016 approved the new standards for science. Subsequently, department-level teams began a review of curricula in an effort to align school curriculum and instruction with new Indiana Academic Standards. This work is ongoing. Most recently, for the 2019-20 school year, the Indiana Department of Education added Employability Skills Standards.

“Indiana’s Employability Skills Standards allow students to be prepared for the ever-changing needs of today’s workforce. These standards are to be implemented beginning in the 2019-2020 school year. The expectation is for students to work through the standards in multi-subject areas. As students move through grade levels, they will work with and experience the standards at those grade bands (K-2, 3-5, 6-8, 9-10, and 11-12).

The standards are based on the National Employability Skill Standards from the Office of Career, Technical, and Adult Education (OCTAE), the Indiana Department of Workforce Development’s Employability Skills Benchmarks, the Governor’s Work Ethic Certificate, and the Indiana Department of Education’s Social Emotional Learning Competencies. The standards are arranged within four key areas: Mindsets (M), Work Ethic (WE), Learning Strategies (LS), and Social and Emotional Skills (SE)” (Employability Skills).

The Indiana Academic Standards comprise the Pendleton Heights curriculum; course outlines and syllabi supplement the standards. The standards are located on the Indiana Department of Education website and are accessible to educators and the public. Professional development sessions are used not only to focus on instructional strategies that support the School Improvement Goals, but also to provide collaborative time to align curriculum and instruction to Indiana Academic Standards in all areas. PHHS has expanded its curriculum to offer students opportunities to earn college credits while in high school. Current agreements exist with Ball State University, Indiana University, Ivy Tech Community College, and Vincennes University. Project Lead the Way courses are currently offered at PHHS. Students may also enroll in vocational courses at the D26 Career Center in Anderson, Indiana. Advanced Placement Environmental Science and Advanced Placement Studio Art - Drawing were recently added to the curriculum for the 19-20 school year. Advanced Placement Studio Art includes three studio art courses along with portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. Pendleton Heights also expanded its online curriculum with the addition of the Arabian Virtual Academy in the 2019-20 school year, which allows a student to work towards earning a Pendleton Heights diploma from

anywhere that they have online access. For the 20-21 school year, Introduction to Computer Science, Computer Science I and II were added to the coursebook with students currently enrolled in Introduction to Computer Science.

Career Awareness and Career Development Curriculum

Counselors provide guidance to students so that they may earn an Indiana High School Diploma with the desired designation in four years. Course offerings at PHHS and D26 provide an abundance of opportunities to leave Pendleton Heights college and career ready. Multiple courses invite guest speakers to expose students to how the curriculum can apply to the workforce and when appropriate; teachers plan field trips that are linked to the Indiana State Standards. Junior and Senior students are encouraged to participate in a job shadow at least twice per year and students may take electives such as Planning for Colleges and Careers and/or JAG (Jobs for America's Graduates).

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, a career, and life. Preparing for College and Careers is focused on the impact that today's choices have on tomorrow's possibilities. Topics that are covered include twenty-first-century life and career skills including higher-order thinking, communication, leadership, and management processes. In addition, the course includes the exploration of personal aptitudes, interests, values, and goals by examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills by transferring school skills to life and work and managing personal resources. This course includes reviewing the sixteen national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans and developing career plans. Students are given the opportunity to job shadow for one day as part of this course.

"Jobs for America's Graduates (JAG) is a state-based national non-profit organization dedicated to preventing young people who have serious barriers to graduation and/or employment from dropping out of school. In more than three decades of operation, JAG has delivered consistent, compelling results – helping over 1.2 million young people stay in school through graduation, pursue postsecondary education and secure quality entry-level jobs leading to career advancement opportunities" (About Jag).

Chronic Absenteeism

Pendleton Heights' attendance rate has been at or above the state average for the last 9 years. In 2018-19 the attendance rate was 95.6%, in 2019-20 the attendance rate was 98%, and in 2020-21 the attendance rate was 89.2%. There has been a steady incline since changing our attendance policy, however due to COVID-19, the attendance rate dropped in 20-21 and is reflective of multiple students being absent for 10 or 14 days due to COVID quarantines. The 98% from the 19-20 school year is also reflective of the mandatory closure of Indiana schools in the Spring of 19-20 due to COVID-19 and students learning at home were counted present for the last 9 weeks of school in the Spring of 2020. In a "normal year" students with chronic absenteeism are placed on an alternative to expulsion contract and given the opportunity to gain credits at their own pace. Parents, at times, are reported to the prosecutor's office for educational neglect. Starting in the 2019-20 school year, Pendleton Heights High School offered an online virtual program to provide students who have not been successful in the traditional setting the opportunity to earn credits online. The online curriculum provided at Pendleton Heights is part of the Arabian Virtual Academy. Due to COVID-19, PHHS had 344 of its 1397 students enrolled in virtual

learning for the 2020-2021 school year. For the current 21-22 school year there are 161 out of 1417 students enrolled in virtual learning.

Parental Participation and Community Involvement

Parent participation at Pendleton Heights High School is evident on the School Improvement Team, Vocational Advisory Boards, and Athletic Council. Parents of incoming freshmen participate in orientation for eighth-graders in February each year. These parents come to school again in August for a program devoted to the transition from middle school to high school. Parents of all students are invited to a College Cost Calculator session in the fall and spring; a college financial aid workshop is presented to parents of senior students also. Instrumental to the success of many school programs at Pendleton Heights High School are parents' booster organizations. A number of booster organizations involve parents directly in school activities. Band Boosters, Choir Boosters, and SPOTS provide support to these co-curricular programs enabling the performing arts to acquire funds and volunteer labor from these dedicated parents. In addition, each sports team has parent volunteers who do fundraising, volunteer assistance, and program support to enhance student participation. The Post-Prom is an event planned, financed, and facilitated entirely by parents.

Safe and Disciplined Learning Environment

In addition to instructional and support faculty/staff members, three School Resource Officers serve the school district, with one assigned to Pendleton Heights High School on a daily basis. The role of the School Resource Officer (SRO) is to assist in maintaining a safe, secure school environment by monitoring the building and parking lots. In addition, the SRO works with school administrators in school disciplinary matters that require collaboration with law enforcement. The SRO also serves as the point of contact for reporting suspected cases of child abuse or neglect. The school designates an administrator to earn certification as a School Safety Specialist and to oversee the School Safety Plan, which has procedures in place to deal with emergencies.

In the 2018-19 school year, Pendleton Heights was ahead of the implementation of House Enrolled Act 1063 (School Safety Equipment). Certified teachers were trained on how to use Stop the Bleed kits or bleeding control kits. In addition to the training, Pendleton Heights formed a partnership with Community North Hospital which resulted in the school receiving multiple Stop the Bleed kits that are now strategically placed throughout the campus.

Pendleton Heights has placed an emphasis on recognizing and assisting at-risk students. In 2018-2019, South Madison Community schools signed an MOU with Centerstone Mental Health to provide mental health resources for students. South Madison also received a federal substance abuse grant that provided multiple staff members with professional development focused on fostering a safe and disciplined learning environment. The following training occurred as a result of the grant: Four ninth-grade teachers went to *Dynamics of Drug Use and Abuse* presented by Sergeant Robert Hayes from the Tall Cop Says Stop organization. The teachers were trained to recognize seven drug categories, to recognize signs and symptoms of drug use, to articulate reasonable suspicion, and better understand legalization components. The SADD sponsors and Essential Skills teachers attended Too Good For Drugs. "Skill development is at the core of *Too Good for Drugs*, a universal K-12 prevention education program designed to mitigate the risk factors and enhance protective factors related to alcohol, tobacco, and other drug (ATOD) use. The lessons introduce and develop social and emotional skills for making healthy choices, building positive friendships, developing self-efficacy, communicating effectively, and resisting peer pressure and influence. *Too Good for Drugs* teaches five essential social and emotional learning

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skills, which research has linked with healthy development and academic success such as Setting Reachable Goals, Making Responsible Decisions, Bonding with Pro-Social Others, Identifying and Managing Emotions, and Communicating Effectively” (Substance Use Prevention). The counselors and health teacher attended CAST training. “Coping and Support Training (CAST) is a proven prevention program for students at risk. CAST is a 12-lesson skill training program used by schools, community centers, and youth-oriented agencies. It is appropriate for middle or high school-aged youth” (Our Programs). CAST is being implemented into the Health curriculum at Pendleton Heights. All students are required to take Health to graduate and most students take this class during their 9th or 10th grade year. This allows students to receive the CAST curriculum early in high school.

In the 2020-21 school year, South Madison will be utilizing the CURES grant. Due to COVID restrictions some implementations have had to be limited. The purpose of the grant is to provide support and resources for at-risk students. The grant will be utilized in a variety of ways. One way will be a presentation, Get Schooled Tour. This will identify areas of needs and then the needs will be supported by the community partnerships and resources such as Systems of Care, Centerstone, and the Bowen Center as well as our own guidance department. The Bowen Center was recently added in January of 2021. South Madison will also offer its third annual mental health fair to provide support in our community as well. It will be hosted at Pendleton Heights High School. In addition, in the 2020-2021 school year, an SEL Coach was added to the district to provide social and emotional learning professional development to our staff. The focus of the SEL coach and MTSS committee will be to train teachers how to triage students who have had traumatic experiences. Staff has been trained on how to recognize students with high ACE scores and address students with high ACE scores. The purpose of this is to make staff aware that students could have had traumatic experiences that have impacted their behavior and learning and how to work with students to overcome such barriers. The SEL Coach has also added virtual calming rooms to provide resources for both our staff and students to reduce stress. Also at the high school we have Bring Change to Mind to provide students with additional resources to better understand and destigmatize mental illness. Bring Change to Mind will start it’s second year in the 2021-22 school year.

The promotion of healthy relationships is part of the Indiana Academic Standards and the South Madison Community School Corporation curriculum. Traditionally, this topic has been covered in classes such as Health, which is required for all students to take to earn a diploma, and Interpersonal Relationships, which is an elective course. Additionally, representatives from outside organizations have been brought in to present information about teen dating violence and body safety to the students at Pendleton Heights High School. The school board has adopted policies that address harassment, bullying, threatening and intimidating behaviors, and student conduct. In the event that any staff member at South Madison Schools becomes aware of any alleged inappropriate behavior, that staff member is required to report that behavior to the proper officials and the behavior is investigated.

Cultural Competency

Pendleton Heights incorporates culturally appropriate strategies for increasing educational opportunities and educational performance for all students. WIDA testing and procedures are followed and implemented to provide support to allow English Language Learning students to be successful. Teachers at Pendleton Heights High School who have an English Language Learning student have been trained in WIDA.

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To promote cultural competency Pendleton Heights offers opportunities to study and/or be exposed to diverse cultures through our World Language Curriculum, World Language Clubs, World Language Trips, World Geography History of the World, Foreign Exchange Program and German American Partnership Program (GAPP).

Technology as a Learning Tool

Teachers utilize the Canvas student learning management system and Google Classroom as well as a variety of educational applications including Google Apps for Education in a blended learning environment.

Beginning in 2018-19, Pendleton Heights High School is a one-to-one school in grades 9-12. Each student has a Chromebook. Teachers push out digital curriculum utilizing Canvas. Some staff have embedded Google Classroom within Canvas. Additional Apps and Software are used to enhance and support the curriculum. Kami, an app that allows teachers to annotate documents using an LED projector, is used in our math classrooms. Quizlet is utilized across the curriculum for vocabulary review and to review facts. The Project Lead the Way curriculum utilizes CAD which is computer-aided design for engineering. Adobe Creative Cloud was recently adopted in the 2019-20 school year for WEEM students and art students to utilize in media production and art classes. Destiny is utilized as our search engine in our library to support searching for resources and to provide online resources for research. To protect the integrity of student work Securly Classroom and TurnItIn are utilized by teachers as well. These are only a few examples of the applications used at Pendleton Heights to integrate technology into the curriculum.

Pendleton Heights provides teachers with an e-coach that is accessible two to three times a week during their prep period and also provides professional development in cohorts. The overall objective is to improve our teachers' delivery of instruction and increase student learning in a blended learning environment. Our goal is to move from just substituting digital content for paper/pencil content and instead to develop our teachers into content curators or teachers who continually find, group, organize, and share the best and most relevant content on a specific issue online.

Professional Development

South Madison Community School Corporation has shown its commitment to professional development by providing two Assistant Superintendents to serve teachers and staff members. Each school develops a professional development plan to align with school goals. The two Assistant Superintendents along with a district-wide committee plan, develop and execute in-services, summer, and after-school workshops to support school and district initiatives. The goals of the professional development committee are to support activities that result in increased learning for all students, to close the achievement gap, and to develop teacher technology skills and best practices that result in the delivery of classroom content and instruction in an engaging blended learning environment. The school and district professional development program comply with the State Board of Education's core principles for professional development.

The primary focus of recent professional development has been digital delivery of the curriculum in the 2019-20 school year. Professional development also focuses on changes in education such as transitioning to the new graduation requirements known as the Graduation Pathways and implementing new mandated training such as Dyslexia training and continuing to train teachers on past mandates such as recognizing and reporting bullying, child abuse, and exposure to bloodborne pathogens. Professional

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development is delivered by our e-coach, colleagues, guest speakers, VectorSolutions and outside organizations. An added focus is SEL and MTSS. The first professional development day of the 20-21 school year focused on digital delivery as well as sharing our MTSS and Social & Emotional Learning vision.

Professional development opportunities focused on integrating technology are available through outside conferences but are primarily provided by an e-coach. Two to three times a week, the e-coach works with teachers to enhance their digital delivery of the curriculum to increase student learning. Over the course of a year, the e-coach is dedicated to working with groups of teachers to increase student learning by using best practices when delivering digital content.

Individual teachers also attend conferences more directly related to their subject area, improving test scores, and staying up-to-date on the Advanced Placement curriculum and exams. Elective teachers attend conferences pertinent to their area and many teachers at Pendleton Heights High School are utilizing social networking with peer teachers.

Assessment Instruments

The following assessment instruments are analyzed to evaluate school improvement:

SAT
PSAT
ACT
ASVAB
Advanced Placement Assessment
Graduation rate
Attendance rate
ISTEP+ 10 (retesters only from the Cohort of 2022)
- Mathematics
- English/Language Arts
ILEARN
- Science
Locally developed assessments in math and language arts

Statutes and Rules to be Waived

No waivers are requested at this time.

Three Year Timeline

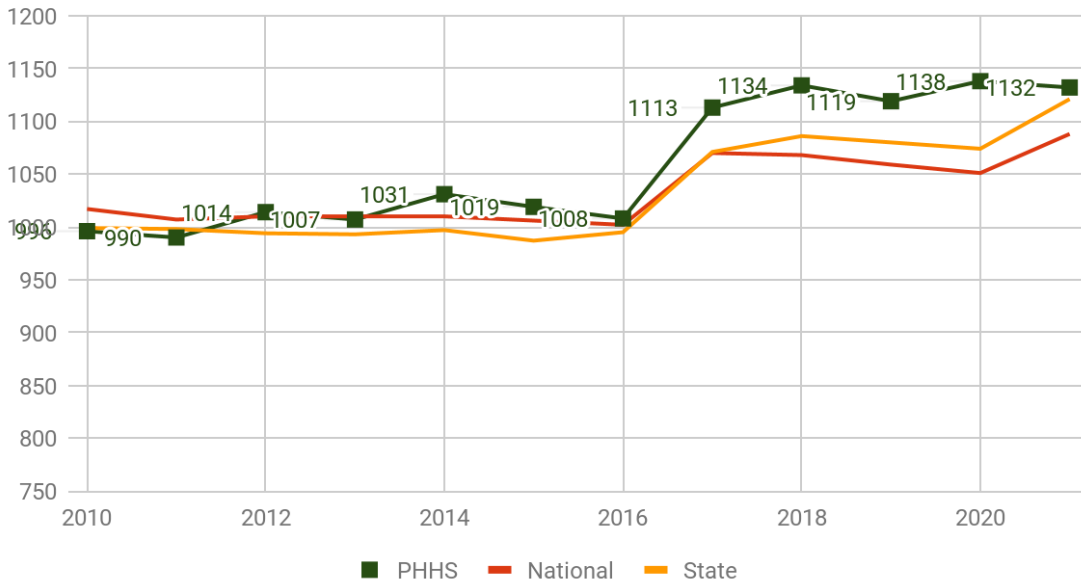
The PHHS School Improvement Plan is reviewed and revised annually. The School Improvement Committee monitors the implementation of the School Improvement Plan and directs its review and revision. Each year the school improvement committee considers directives from the Indiana Department of Education, reviews student data, and revises the plan accordingly. At the forefront is the phasing out of ISTEP as the Graduating Qualifying Exams and fully implementing Graduation Pathways by 2023.

Student Performance Data

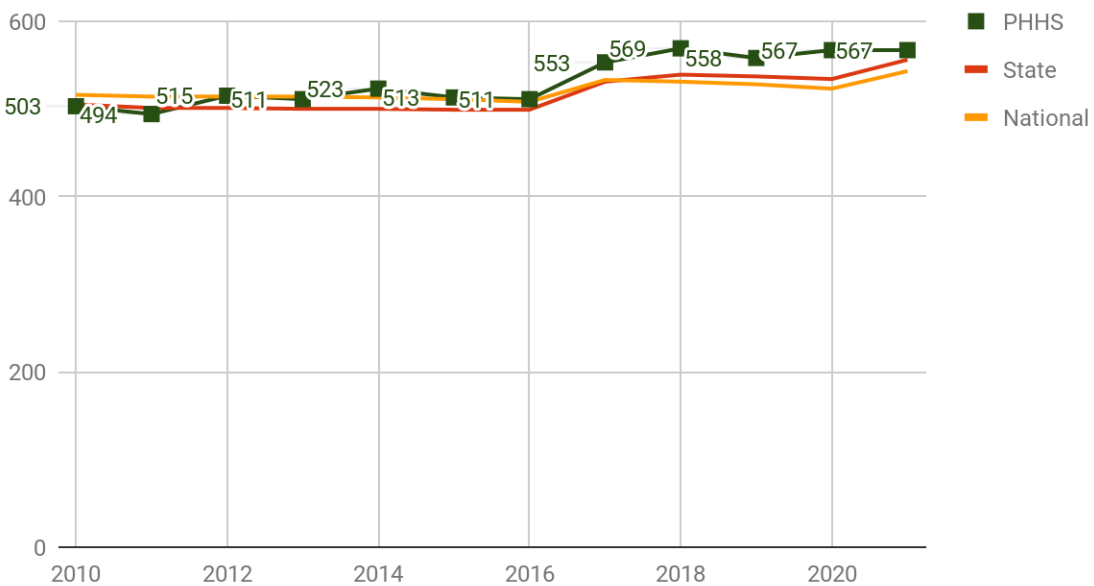
SAT Scores

The SAT Assessment is an exam used for college admission. On the new SAT, Critical Reading is now called Evidenced-Based Reading and Writing (EBRW). Primarily the Critical Reading and Math subtests are used by schools to measure progress. A perfect score in each subtest is 800.

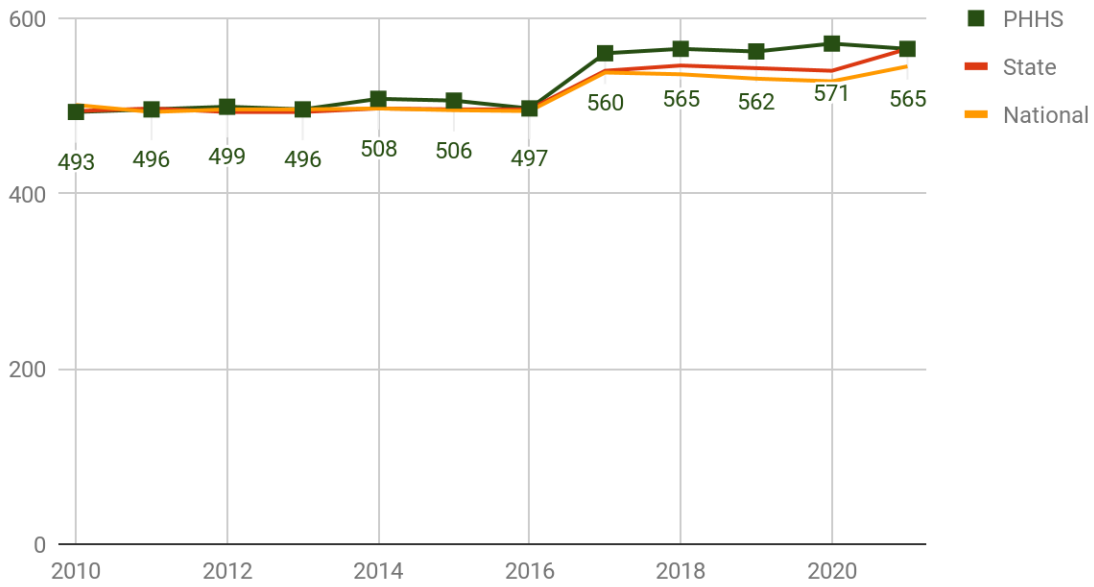
SAT Critical Reading and Math Composite



PHHS SAT Math



PHHS SAT Critical Reading



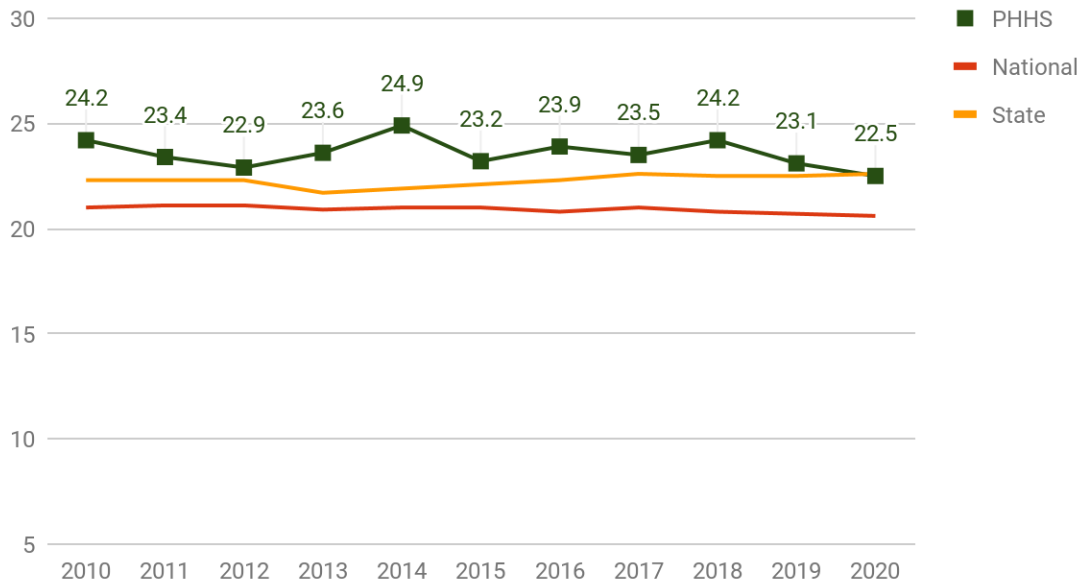
Analysis of SAT Data

PHHS student performances on SAT assessments in mathematics and critical reading remain above or at the state and national average.

ACT Scores

The ACT Assessment is a curriculum-based exam used for college admission. Students test in English, Math, Reading, and Science. A perfect score is 36.

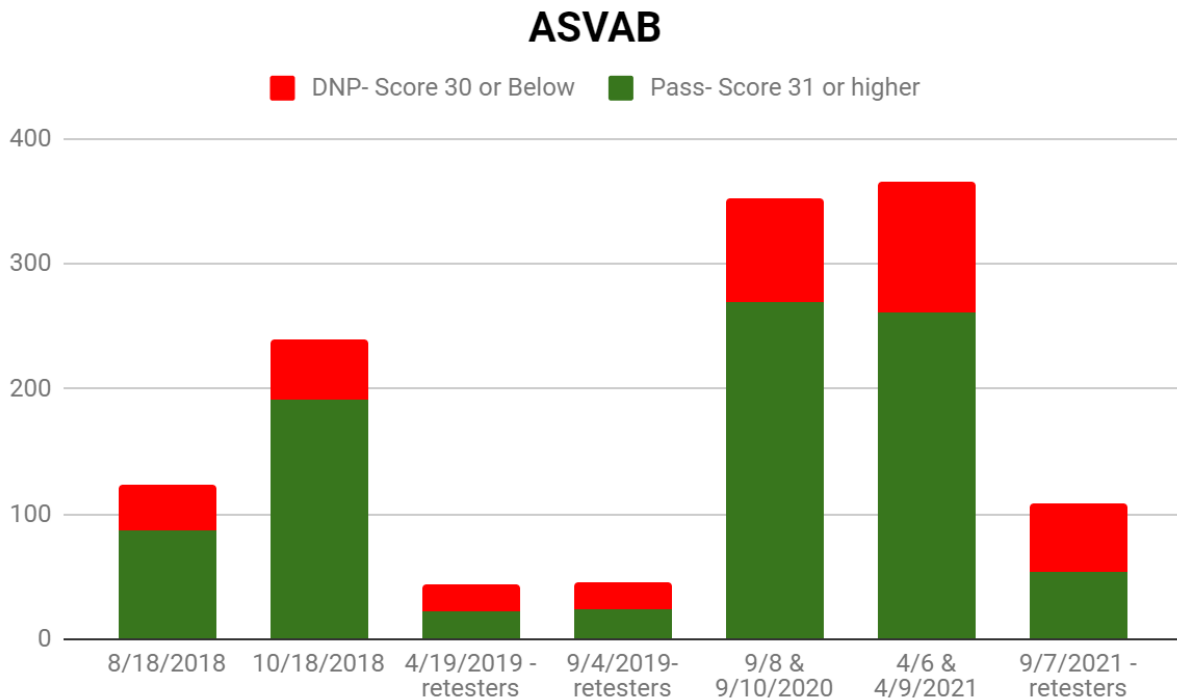
PHHS ACT Composite



Analysis of the Data

Student performance on the ACT has consistently remained above the national and state levels.

ASVAB

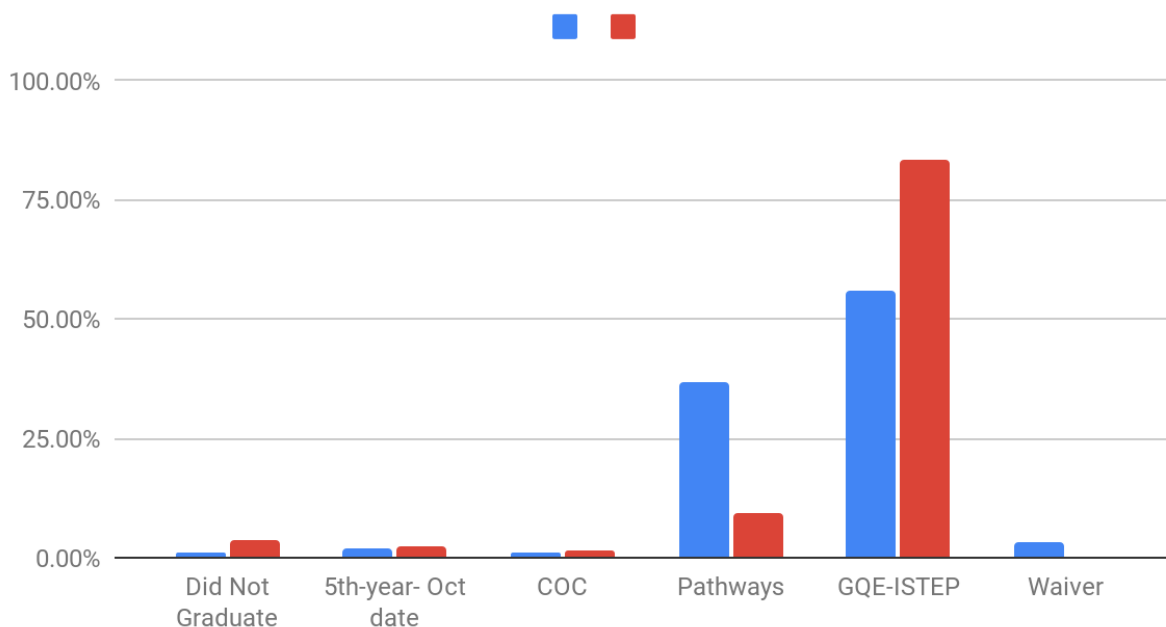


Analysis of the Data

Grade 12 who had not yet passed the ISTEP+ Grade 10 Math and/or ELA are given the opportunity to take the ASVAB in an effort to opt-in to the Graduation Pathway and earn an Indiana Diploma. Pendleton Heights High School provides students with two dates to take the ASVAB throughout the school year. Due to COVID and social distancing, at times we have only tested those that needed retested. In our most recent first time test takers (4/6 & 4/9) 261/367 passed. When retested, another 54 passed or 50% of the retesters passed. We also only test those that have not met bucket three in some other format.

Graduation Pathways Opt In

2018-19, 96% (330 count) and 2019-20, 96% (298)

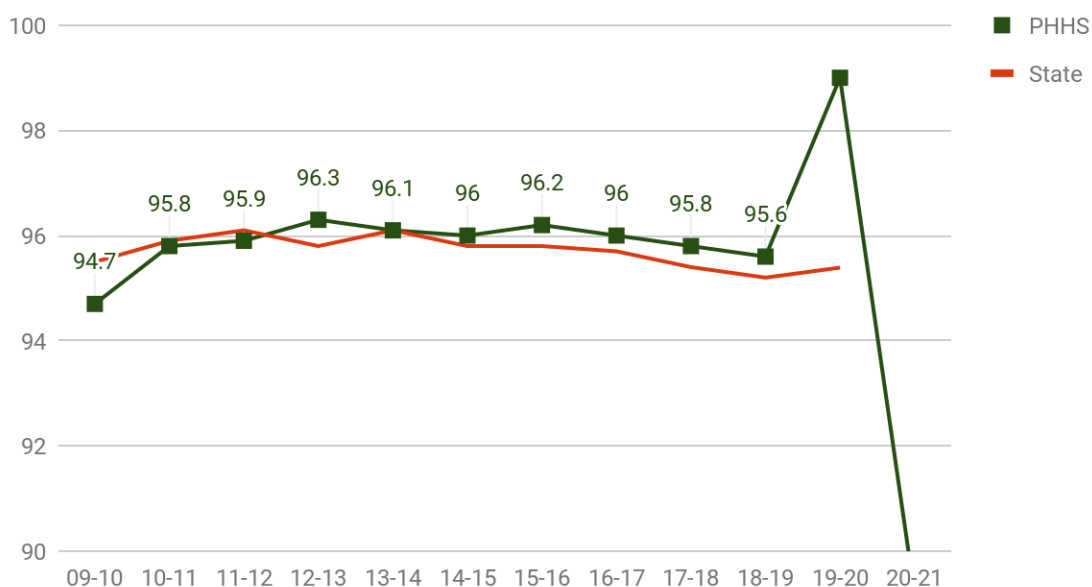


Analysis of the Data

The Class of 2019 was the first class that was able to opt-in to the Graduation Pathway. 36.6% of 330 utilized the Graduation Pathways to earn a diploma in 2019 while 56% earned a diploma utilizing the GQE's (ISTEP+ Grade 10 ELA and Math) and 3.3% used a waiver making the graduation rate 96.1%. Of those that did not graduate, 1% were drop-outs. 1.8% Came back for a 5th-year and 1.21 percent were a certificate of completion. The Class of 2020 was more likely to use the GQE ISTEP path due to the shutdown. The Class of 2020 finished their last 9 weeks under quarantine due to COVID-19. The graduation rate slightly elevated to 96.3% and due to COVID, zero graduated with the waiver because ISTEP+ was not able to be taken and all who were enrolled in a course received credit for their final courses. Both factors could have led to the slight increase in the graduation rate from 2019 to 2020.

Attendance Rate

PHHS Attendance Rate



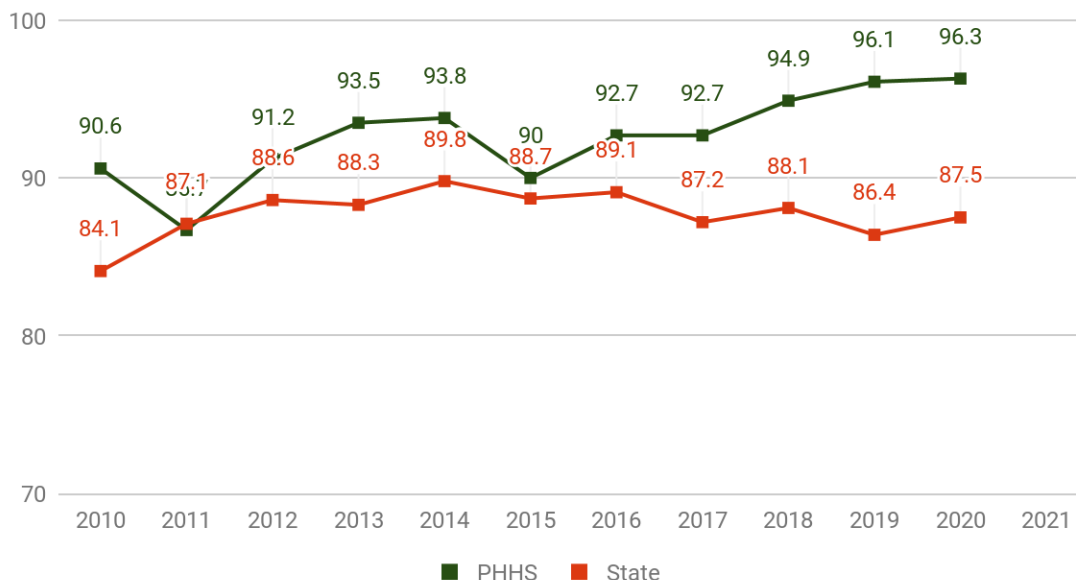
Analysis of Data

A new attendance policy was put in place beginning the 2012-2013 school year resulting in the highest attendance rate since 1994. The PHHS attendance rate remained above 96% for 5 years in a row. In 2017-18 the attendance rate took a small dip and dropped .2% and in 2018-19 it took a .3% dip. The change is minimal but should be noted and monitored. The peak in 2020 resulted from schools being closed in the Spring of 2020 due to COVID-19. The drastic dip in 2021 was due to COVID policies that stated those displaying symptoms must stay home. According to an email on 9/16/2021 with Brenda Erbse at the Office of School Accountability, the IDOE did not calculate or publish a statewide attendance rate for 2020-2021 stating the attendance data they have is not complete.

Graduation Rate

Pendleton Heights High School Graduation Rate has exceeded the state average for the last 9 years. Graduation rates are based on graduation cohort groups which are composed of all students who enter a graduating class. Graduation rates represent the percentage of students in a particular cohort who graduate in four school years or less. This calculation method presents a more realistic picture of the actual high school dropout rate. With the opening of the Carnegie Learning Center in 2004-2005, students who consider dropping out of school, who are behind in credits, as well as some of the students who are expelled have the option of an alternative school to continue their education in a different setting. In addition, students who fall behind in credits have credit recovery options through PLATO online coursework during the school year.

PHHS Graduation Rate



PHHS remained above the state average in graduation rate in 2019 and achieved the highest graduation rate in its history in 2020. The 2020 graduation rate is skewed due to the 9 weeks PHHS was closed due to the state mandate.

Areas in Need of Improvement

Efforts are being made to make sure Pendleton Heights High School offers an opportunity for all students to earn an Indiana High School Diploma. For the class of 2021-2022, the ISTEP+ Grade 10 Math and ELA are the graduating qualifying exams. The Math pass rate during the Spring of 2019 was only 38.99 percent. Those students who have not yet passed math, ELA or both will be encouraged to opt-in to the Graduation Pathways. Part of meeting the Graduation Pathways is completing part 3. A viable option for most students in part 3 is taking the ASVAB and scoring a 31. PHHS has scheduled the ASVAB with the U.S. Military twice per school year. Guidance counselors are then encouraging students to get the paperwork to them for part 2, which is demonstrating employability skills. At this time we will test not only 2022 cohorts who have not yet passed the ISTEP+ Grade 10 Math and/or ELA but also the 2023 cohorts as well.

Concern had been expressed about low math students bringing down the average of above-average math students. Math classes in 2018-19 were divided by ability and we did see improvements in our pass rate and the number of students earning credit.

Overall Conclusions

Conclusions

South Madison Community School Corporation (SMCSC) and Pendleton Heights High School (PHHS) are in a state of change. Student enrollment declined by 65 students from 2017-18 to 2018-19 and from

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August of 2018 to August of 2019 enrollment is down 33 students. Growth is anticipated in the district as a result of new residential developments and after monitoring a trend, students leaving PHHS to enroll in online schools, PHHS developed an online curriculum known as Arabian Virtual Academy that offers an online curriculum. As a result, we have lost fewer students to other online schools.

PHHS will have to monitor the effectiveness of the Arabian Virtual Academy. Due to the school year ending the way it did in 2020 due to COVID-19, graduation rates were skewed and data is not reliable. Due to the impact COVID may have had on social emotional learning, data from the 2020-21 school year may be considered unreliable as well.

The graduation rate for PHHS has been above the state average for the past 9 years. With the Core 40 Diploma being the default diploma for high school students, support must be provided to the students who will be stretching to attain this diploma. In the 2021-22 school year, PHHS has added an academic specialist. The academic specialist is a certified teacher who provides support in a study hall for students who previously failed Algebra I, Biology I, English 9 and/or English 10.

Student attendance has been a concern at PHHS in the past. With the implementation of a new student attendance policy, the student attendance rate has been above the state average for five years in a row now, excluding the 20-21 which was highly impacted by the Pandemic.

School Improvement Plan **2021-2022**

Goal 1:

90% of students will demonstrate employability skills by 2023.

Measurable Objective:

Students will meet part two of the Graduation Pathway Requirements.

Key Findings and Root Cause for the Goal (strength or area for growth):

60+% failed the ISTEP+ Grade 10 Math on their initial trial. Opting into the Graduation Pathways gives more opportunities for students to earn an Indiana High School Diploma

Strategy:

Promote completing part two of the Graduation Pathway Requirements early to allow students to avoid re-taking ISTEP+ Grade 10 in the Winter Session (Nov.) of their 12th-grade year.

Evidence of success, including progress monitoring:

The percentage of 2019 graduates who graduated with the Graduation Pathways was 36.6% versus 56% who graduated under the ISTEP+ Graduating Qualifying Exams. As ISTEP+ Grade 10 fades out and Graduation Pathways are fully implemented by 2023 the graduation rate will be 90% or higher.

Actionable Steps:

Activity-	Begin Date	End Date	Staff Responsible
<u>Volunteer Opportunities through ECA's activities & Community Partnerships</u>	<u>August 2019</u>	<u>On-going</u>	<u>Club Sponsors & Counselors</u>

Activity-	Begin Date	End Date	Staff Responsible
<u>Extra-Curricular Activities/Project Based Classes</u>	<u>August 2019</u>	<u>On-going</u>	<u>Coaches, Teachers & Sponsors</u>

Activity-	Begin Date	End Date	Staff Responsible
<u>Co-Op Partnerships with Employers/Work Base Employment</u>	<u>August 2019</u>	<u>On-going</u>	<u>Counselors & ICE</u>

Goal 2:

90% of students will demonstrate postsecondary-ready competencies by 2023.

Measurable Objective:

Students will meet part 3 of the Graduation Pathway Requirements.

Strategy:

Offer the ASVAB twice per school year to Grade 11 and 12 to give students more opportunities to complete part 3 of the Graduation Pathway Requirements.

The administration team, Director of Guidance and CTE teachers will review the concentrators and come up with a strategic plan to maximize the number of concentrators available utilizing Pendleton Heights High School resources and D26.

Evidence of success:

The percentage of 2019 graduates who graduated with the Graduation Pathways was 36.6% versus 56% who graduated under the ISTEP+ Graduating Qualifying Exams. As ISTEP+ Grade 10 fades out and Graduation Pathways is fully implemented by 2023 the graduation rate will be 90% or higher.

Actionable Steps:

Activity-	Begin Date	End Date	Staff Responsible
<u>Administer the ASVAB twice per year</u>	<u>August 2018</u>	<u>On-going</u>	<u>Counselors</u>

Activity-	Begin Date	End Date	Staff Responsible
<u>Test Prep</u>	<u>August 2019</u>	<u>On-going</u>	<u>Teachers</u>

Activity-	Begin Date	End Date	Staff Responsible
<u>Increase Certification Offerings & CTE Concentrators</u>	<u>August 2019</u>	<u>On-going</u>	<u>Teachers & Admin</u>

Professional Development Plan 2021-2022

PD Goals, including rationale	Define PD Opportunity, include initial and ongoing support	Necessary Resources for initial and ongoing support	Evaluation of Impact, including method and staff responsible
<p>PD Goal 1: Teach Employability Skills across the curriculum</p>	<p>Teachers will explore and implement project-based learning.</p> <p>Special Education Teachers will implement transition portfolios.</p> <p>Teachers will match up Employability Skills with the existing Indiana Academic Standards</p>	<p>Indiana Academic Standards Employability Skills</p> <p>Software/Apps</p> <p>Naviance/Career Exploration/ASVAB</p> <p>Work One projected jobs</p> <p>Occupational Outlook Handbook</p> <p>Funding</p>	<p>90% or more of students will demonstrate employability skills prior to Graduation- Counselors will track.</p> <p>The administration will observe teachers implementing employability skills across the curriculum during teacher observations.</p> <p>English and Special Education Teachers will help all special education students develop an Indiana Transition Portfolio.</p>
<p>PD Goal 2: Teach Post-Secondary Competencies across the curriculum</p>	<p>Teachers will implement test strategies and test prep for the ACT, ASVAB & SAT.</p> <p>Teachers will explore State and Industry-recognized credentials or certifications; or Federally recognized apprenticeships.</p> <p>Teachers will explore CTE prerequisites and CTE Concentrators to align curriculum to allow students to complete pathways.</p>	<p>ASVAB Prep</p> <p>Khan Academy Spark Notes SAT for Dummies Funding Workshops/Professional Leave</p> <p>Indiana's Promoted Certifications</p> <p>Federal Apprenticeships</p> <p>CTE Concentrator list for 2023</p>	<p>90% or more of students will demonstrate post-secondary competencies prior to Graduation- Counselors will track.</p> <p>The administration will observe teachers implementing test prep applications across the curriculum during teacher observations.</p> <p>Admin will monitor Data for test scores and number of students using certifications and concentrators to complete pathways</p>
<p>PD Goal 3: Deliver Digital Content Effectively in a blended learning environment</p>	<p>Cohorts lead by e-coach.</p> <p>Workshops</p> <p>PD led by Social Networking</p> <p>Prep PD led by e-coach</p>	<p>Canvas Google Suite E-Coach Chromebook Apps Workshops</p> <p>Blended Learning Committee</p>	<p>The administration will observe teachers becoming content curators.</p> <p>Increase the number of Google Certified Educators.</p> <p>Committee Members of the Blended Learning Committee will guide PD based on</p>

			committee decisions
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Works Cited Page

“About Jag.” *JAG: Jobs for America’s Graduates*, 22011, www.jag.org/node/1.

“Employability Skills.” *Indiana Department of Education*, 30 Aug. 2019, www.doe.in.gov/wf-stem/employability-skills.

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