

WESTERN BOONE JUNIOR-SENIOR HIGH SCHOOL

School Improvement Plan


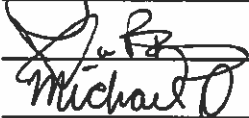
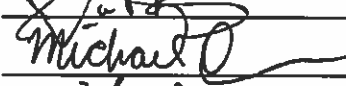

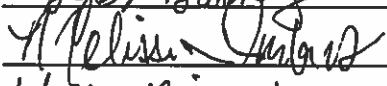
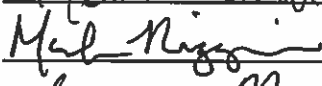
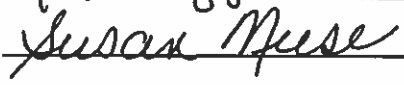
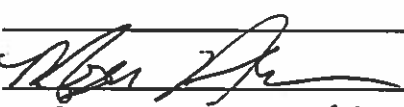


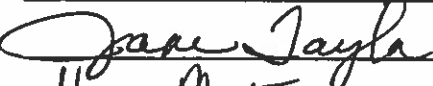
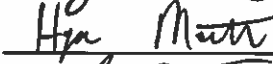
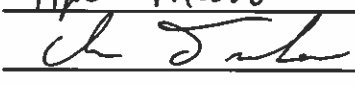

2017

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School Improvement Committee

| | |
|-----------------------------------|--|
| Jon Compton – Assistant Principal |  |
| John Brunty – Teacher |  |
| Michael Dunn – Student |  |
| Tyler Brunty – Student |  |
| Melissa Imbus – Parent |  |
| Mark Riggins – Teacher |  |
| Susan Neese – Teacher |  |
| Rita Newton – Teacher |  |
| Megan Alexander – Teacher |  |
| Brent Miller – Chair |  |
| Jane Taylor – Assistant Principal |  |
| Hope Martin – Teacher |  |
| Chris Tucker – Chair |  |
| Amy Voils – Parent |  |

WESTERN BOONE JR. - SR. HIGH SCHOOL
School Improvement Plan Prepared in
Compliance with Indiana Public Law 221
Fall 2017

I. Introduction

A. Narrative Description of the School, Community, and Educational Program

The Western Boone County Community School Corporation is one of three school districts located in Boone County in west central Indiana thirty-five miles northwest of Indianapolis. The district is a predominantly rural community which includes the three small towns of Advance, Jamestown, and Thorntown. The 2014 Federal Bureau of the Census estimated the population distribution of the corporation as two-thirds rural and one-third small town. The total corporation population of 10,302 is divided among six townships. This represents an increase of 876 individuals since the 2010 Census.

School policies are established by an elected school board and administered by a superintendent of schools. The board consists of seven members, one from each township and one member at large, alternately chosen from the northern or southern part of the district. Board members serve a term of four years and no more than three are elected at a time.

Western Boone Junior-Senior High School, serving grades 7-12, is centrally located in the 220 square mile school district. The school building opened in 1974 and was renovated during the 95-96 school year. Furthermore, the building underwent approximately \$13 million worth of improvements in 2010 and another \$2 million renovation in 2016. Grades K-6 are housed in two elementary schools which were both extensively renovated in 1995 with additional improvements made in 2010.

In addition to the Core 40, and Academic Honors curricula, Western Boone offers students the opportunity to attend classes at the J. Everett Light Career Center, the West Central Vocational Program, and vocational programs housed at Western Boone. Extra-curricular and co-curricular activities are offered which enhance students' educational experiences and encourage parent and community involvement. A full complement of athletic opportunities is offered to all students in grades 7-12.

Special services for our students include speech, language, hearing, and both physical and occupational therapy. Students identified with learning needs (ASD, BLV, COG, DHH, DB, ED, LSI, MU, OHI, OI, SLD, TBI) are provided necessary services. There are three full-time guidance counselors, and one registered nurse.

The enrollment at the junior-senior high school, as of September 15, 2017, is 801 students. The majority of our students come from low to middle socio-economic families employed in agriculture, service, construction and maintenance, and production areas of the economy. The per capita income of the residents of Western Boone County Community School District is less than the per capita income of both the county and the state of Indiana.

B. Curriculum-Description and Location

The Western Boone Junior-Senior High School curriculum is closely tied to the curriculum for the total school district. The curriculum is based on and aligned with the Indiana College and Career Ready Standards adopted by the Indiana State Board of Education in 2014. Teachers at Western Boone, under the direction of the building principal, provide enrichment of the curriculum with the assistance of district wide personnel.

Copies of the state standards and curriculum maps for Western Boone Junior-Senior High are available from teachers, department chairpersons, and at the district office located at 1201 North State Road 75, Thorntown, Indiana 46071. The guidance handbook, including curriculum and course descriptions, is routinely distributed to parents and students during the spring of each school year.

C. Assessments-Used in Addition to I-STEP +

Grade level and department teams meet regularly to discuss best practices, ensure alignment of curriculum with state standards, analyze data, examine instructional strategies, and develop and revise rubrics. The process is continuous, ensuring all students receive the same educational opportunities in like courses and allowing teachers to improve teaching strategies while focusing on results.

In compliance with state requirements, Western Boone administers ISTEP+ End-of-Course Assessments in Algebra 1, English 10 and Biology 1 for all students completing their course work. Results of these assessments are used by staff to evaluate course curricula, teaching methods, and local assessments. The Math and English Departments utilize NWEA in grades 7 through 10.

All departments have developed a common local assessment for each course taught within their respective departments. The common local assessments are used by teachers to evaluate the overall academic improvement for each student and to drive daily instruction. The assessments are created, administered, and assessed with the aide of appropriate standards, rubrics, and accommodations.

The PSAT is given to all 10th grade students and the top twenty percent of 11th grade students. The 11th and 12th grade students are afforded the opportunity to take the SAT and ACT at their own expense. The SAT prep class, EXCEL Edge, is offered to all juniors in the spring of each year at their own expense. Juniors and seniors participate in ASVAB, a career interest inventory and college readiness exam. The data from the post test is used to predict performance on the SAT. Accuplacer Placement, a computer-based, course placement program used at numerous colleges and universities to place students into appropriate courses at the collegiate level, is administered to Western Boone students who are enrolled in most dual-credit courses through Ivy Tech and Vincennes University. These students are required to take the exam and score at specific levels in the areas of reading, elementary algebra, and sentence skills in order to demonstrate college curriculum readiness and in turn earn a dual credit. Accuplacer Diagnostic is administered to students in grades 10-12 who have not demonstrated proficiency on college and career readiness exams. Those students identified as needing remediation are placed in specific classes according to their area and level of need. Advanced placement courses are also offered for the following: English Lang. & Comp., English Literature & Composition, Biology, English Composition, World History, Studio Art Drawing, Studio Art 2D, Studio Art 3D, Calculus AB, and Microeconomics.

II. Statement of Mission, Vision, and Beliefs

Mission

Western Boone Junior-Senior High School is committed to creating an inspiring and safe environment where all students are encouraged to maximize personal growth and accountability while being empowered with the tools necessary to be problem solvers and life-long learners.

Vision

Graduates of Western Boone Junior-Senior High School will be able to implement the knowledge gained from all facets of the programs and services provided in order to become responsible and productive citizens who value the importance of being adaptable thinkers in an ever-changing world.

Belief

Western Boone Junior-Senior High School values and embraces quality instruction while incorporating best practices and an effective curriculum aligned to the state standards within our school. We also value community resources and use those resources available to us as a means to develop our students into independent, responsible, and diverse citizens.

III. Summary of Data Derived from an Assessment of the Current Status of Educational Programming

Percent of Students Passing ISTEP+ Test

Language Arts

| Grade | Spring 2013 | Spring 2014 | Spring 2015 | Spring 2016 | Spring 2017 |
|------------------|-------------|-------------|-------------|-------------|-------------|
| 7 th | 88.4 | 92.2 | 79.1 | 66.7 | 75.8 |
| 8 th | 78.6 | 84.7 | 79.1 | 70.7 | 47.7 |
| 10 th | NA | NA | NA | 65.9 | 71.7 |

Math

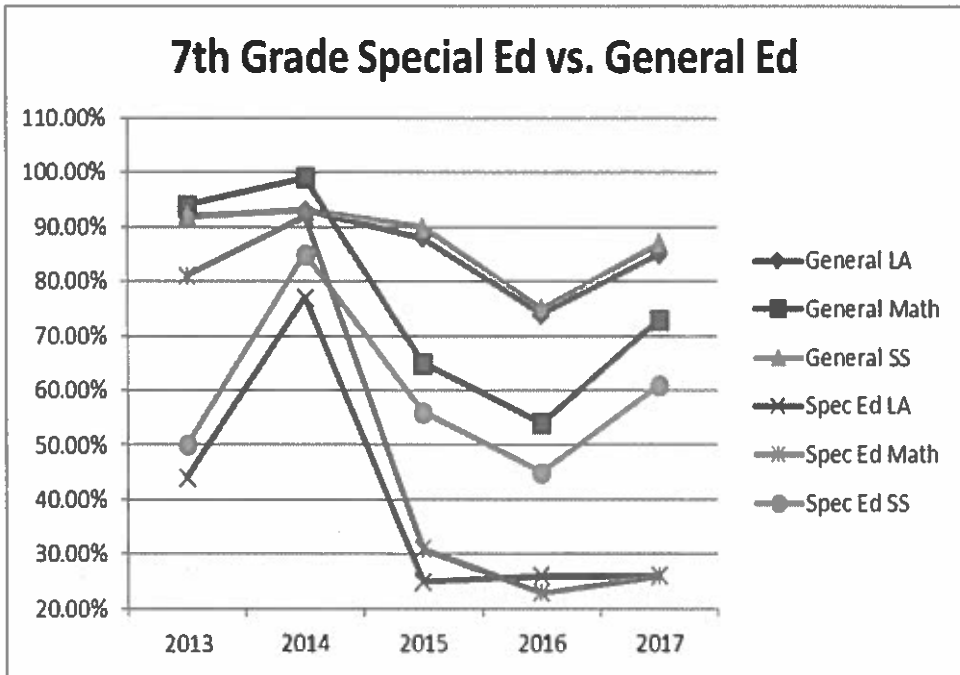
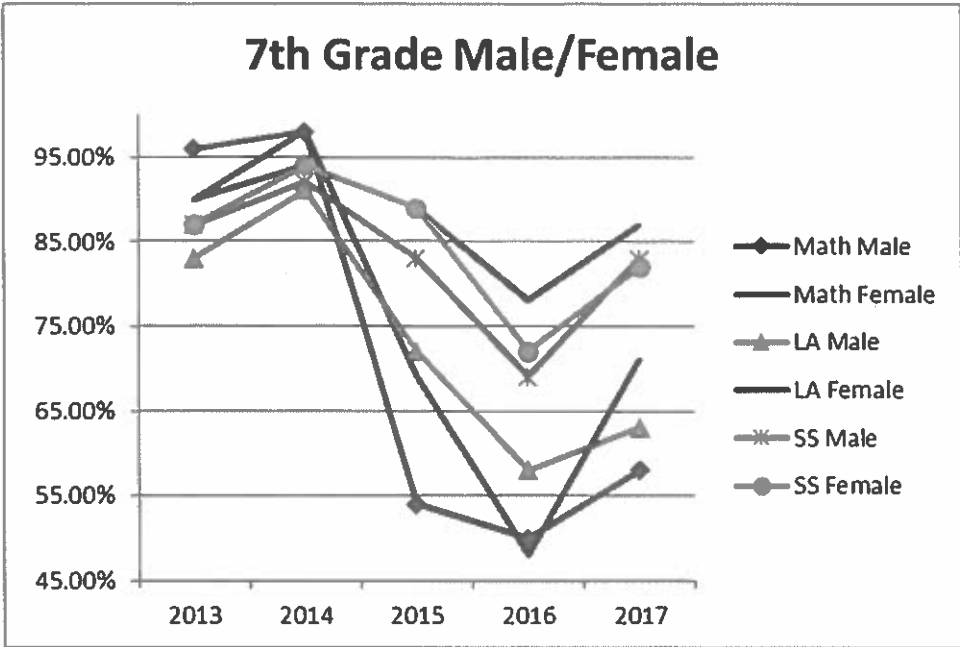
| Grade | Spring 2013 | Spring 2014 | Spring 2015 | Spring 2016 | Spring 2017 |
|------------------|-------------|-------------|-------------|-------------|-------------|
| 7 th | 93.6 | 98.3 | 71 | 48.7 | 65.3 |
| 8 th | 87.4 | 89.9 | 67.4 | 64.7 | 48.3 |
| 10 th | NA | NA | NA | 33 | 41.4 |

Social Studies

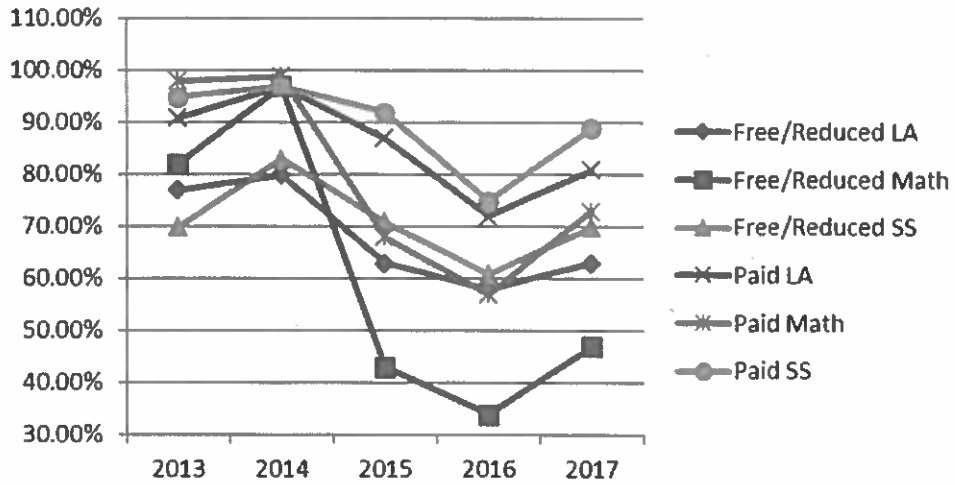
| Grade | Spring 2013 | Spring 2014 | Spring 2015 | Spring 2016 | Spring 2017 |
|-----------------|-------------|-------------|-------------|-------------|-------------|
| 7 th | 89.1 | 93.1 | 85.5 | 70.0 | 83.5 |

Science

| Grade | Spring 2013 | Spring 2014 | Spring 2015 | Spring 2016 | Spring 2017 |
|------------------|-------------|-------------|-------------|-------------|-------------|
| 10 th | NA | NA | NA | 63 | 59.4 |

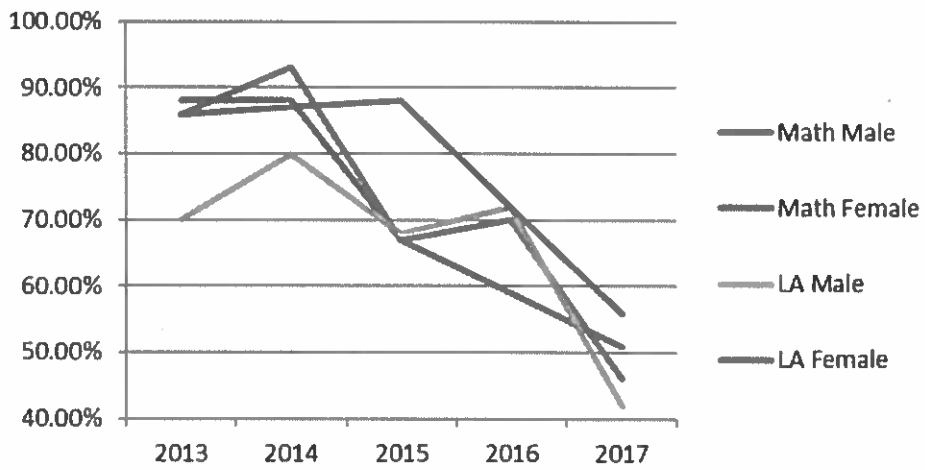


7th Grade Free/Reduced vs. Paid

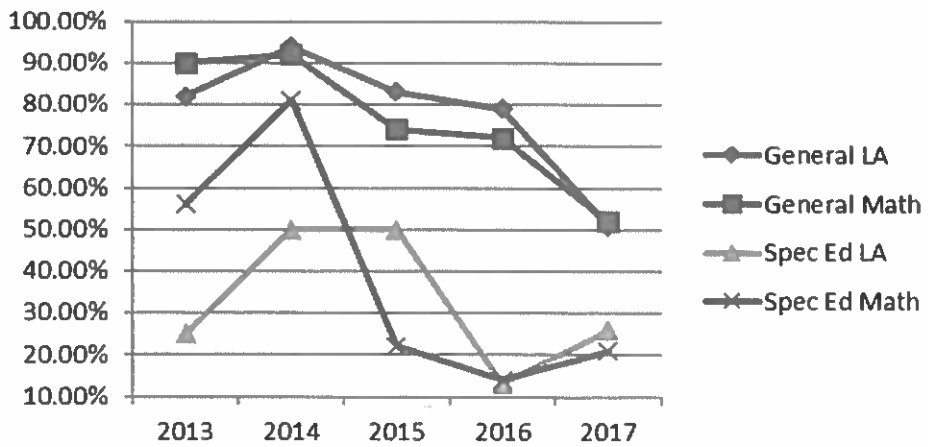


*2012-2013 Special Education Cohort was less than 10 students

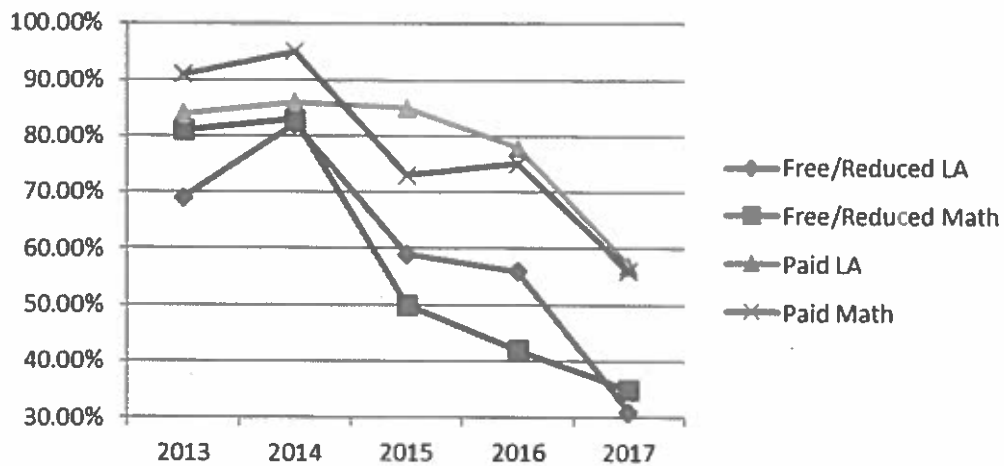
8th Grade Male/Female



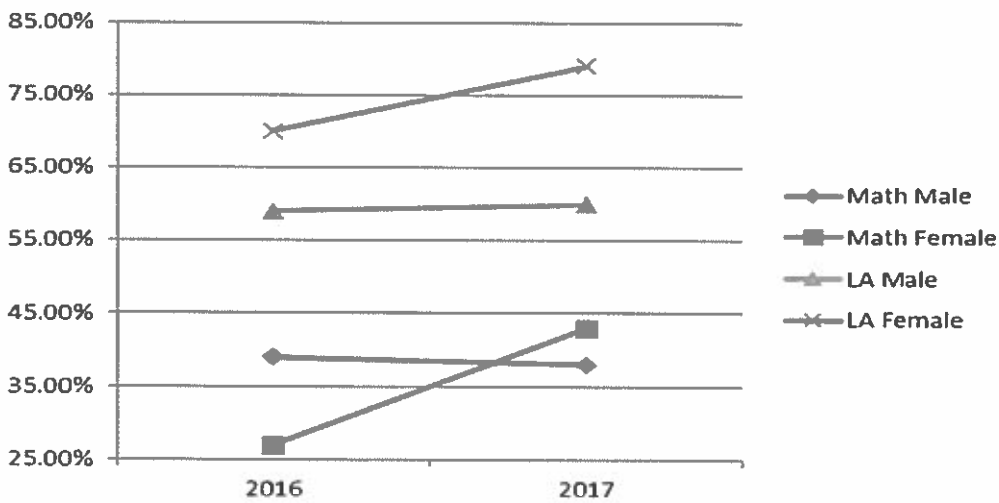
8th Grade Special Ed vs. General Ed



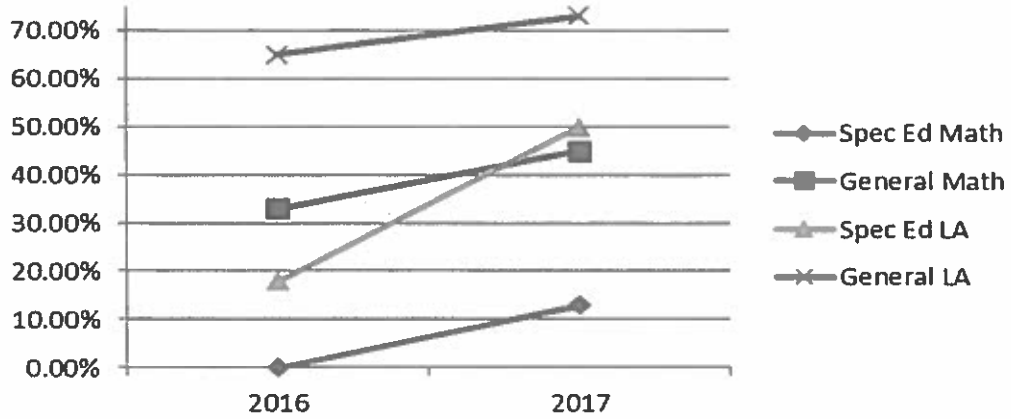
8th Grade Free Reduced vs. Paid



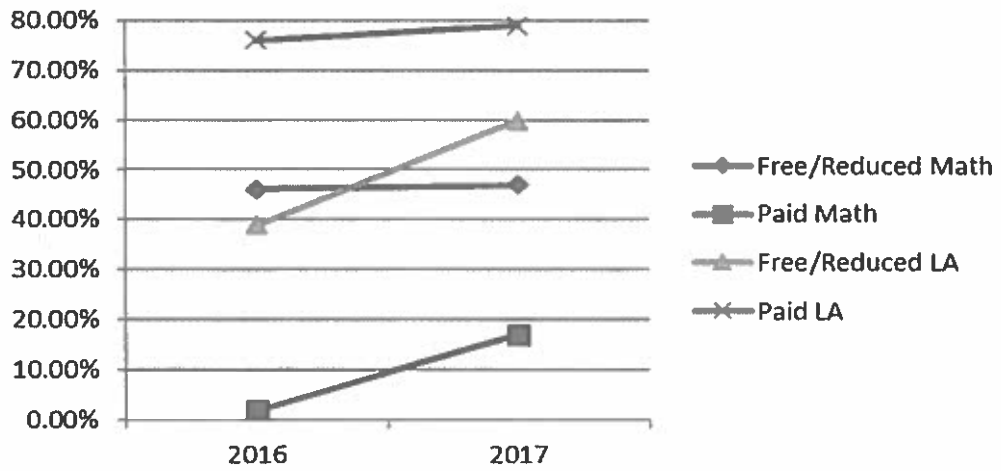
Math/LA ISTEP 10 - First Time Male vs. Female



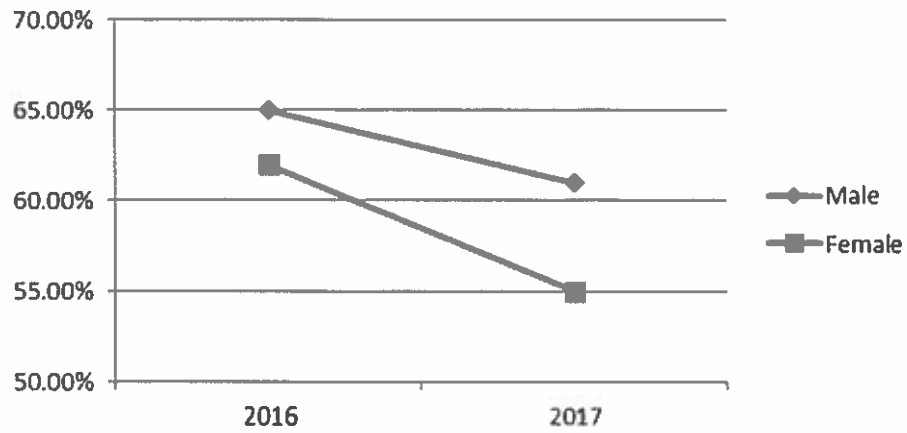
Math/LA ISTEP 10 - First Time Special Ed vs. General ED



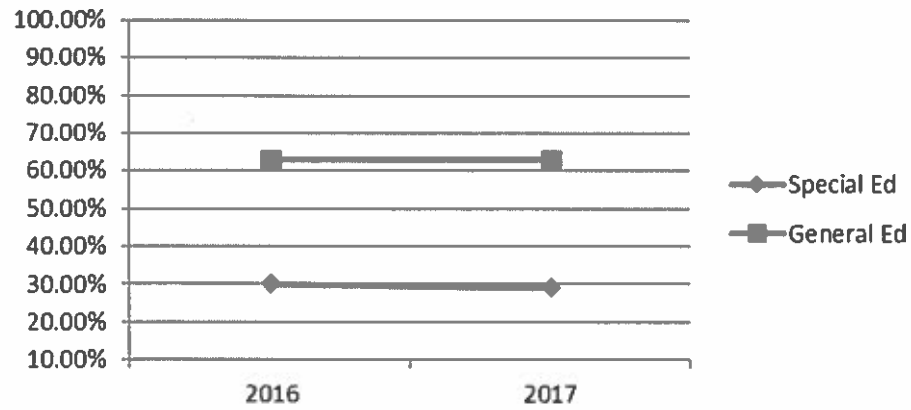
Math/LA ISTEP 10 - First Time Free/Reduced vs. Paid

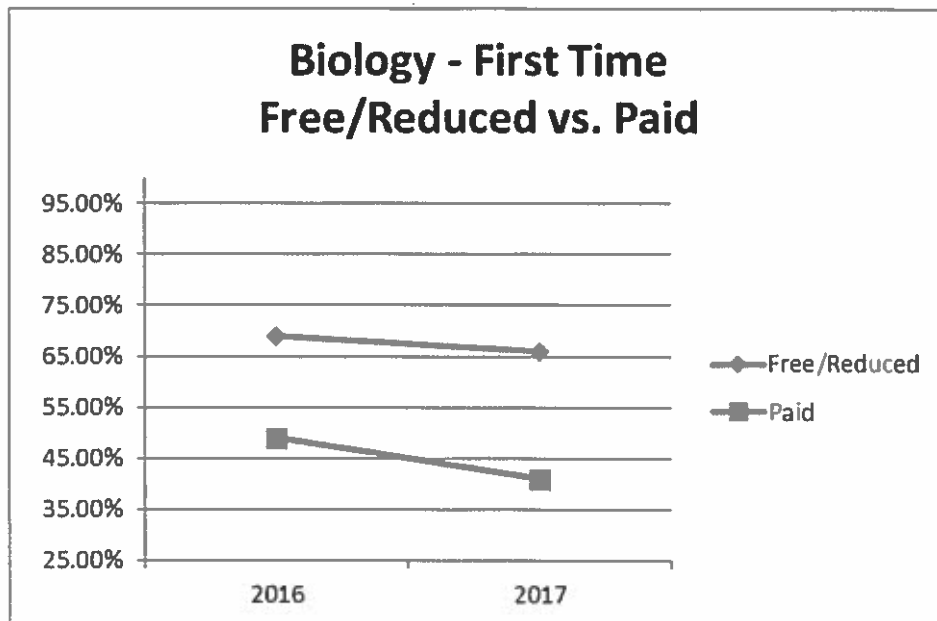


Science 10 - First Time Male vs. Female



Biology - First Time Special Ed vs. General Ed





Scores for the 2017 ISTEP saw positive gains in most categories. 76% of the 7th grade students and 48% of the 8th grade students passed the English/Language Arts ISTEP test whereas 66% of the 7th grade students and 48% of the 8th grade students passed the Math ISTEP. The scores at Western Boone Junior-Senior High School stayed above the state average in both English/Language Arts and Math. Schools across Indiana showed similar drops in ISTEP scores as Western Boone Jr./Sr. High experienced.

All 7th grade subgroups performed better in the 2016-17 school year as compared to the 15-16 school year aside from Special Education Language Arts students who stayed consistent with the 15-16 school year. In 7th grade Math, the female student subgroup performed 23% better on the Math assessment than previous years. Twenty-eight of the possible forty-two subgroups for English and Math saw gains from the previous year.

In looking at the data for ISTEP+ End-of-Course Assessments, Language Arts and Math both saw gains from the previous year. With this assessment in its second year, students performed much better than the first year it was given. Subgroups on these assessments saw overall gains with only the Male Math group not seeing positive growth.

The improvement in each of the subgroups has allowed Western Boone Junior-Senior High School to meet Adequate Yearly Progress for the 2010 to 2011 school year. By doing so, the Indiana Department of Education awarded Western Boone Junior-Senior High School with the prestigious 4 Star School Award in January of 2012. Western Boone Junior-Senior High School has also been designated as an "A" school in the 2011 to 2012, 2012 to 2013, 2013 to 2014, and 2014 to 2015 school years.

The following strategies will be implemented in order to provide assistance and/or remediation to those who did not pass:

- Staff members will participate in monthly grade level meetings to discuss at risk students, those who did not pass and those who only passed by a small margin. Students are intentionally placed in Language Arts and Mathematics homerooms in order to better accommodate their needs for remediation and intervention. AMP student mentors are intentionally placed in homerooms to peer teach and peer mentor. Teachers will use each student's previous ISTEP+ Individual Student Report

and Image Prints to identify areas for remediation and focus. Teachers will address issues and concerns in the areas of academic performance, attendance, and behavior. The staff will also discuss different ways to connect and intervene with individual students.

- Students in grades 11 and 12 who did not pass ISTEP+ End-of-Course Assessments will be provided the opportunity to enroll in vocational programs. This will allow them to learn a trade and have the opportunity to practice language arts and mathematics in a vocational setting. In addition, remediation will be provided before or after school and during homeroom for retest preparation.
- Students in our special education program will continue to participate in an inclusion program. When possible, a co-teaching environment with the special education teacher and general education teacher working together will be utilized. Co-teaching is provided in the core areas of math, language arts, and social studies and instructional assistants provide services for students in other content areas as needed. The resource room is staffed by licensed special education teachers.

IV. Conclusions about Educational Programming Derived from an Assessment of the Current Status of Educational Programming

A. Curriculum – Indiana Academic Standards

The district curriculum under which Western Boone Jr.-Sr. High School functions is based on Indiana's College and Career Ready Standards. The revisions and realignment of the standards become the primary focus for teachers. Each department, through an on-going process, is working to align departmental curriculum with the College and Career Ready Standards. Classroom teachers document standards in Harmony as they are taught. In addition to the state standards being used as benchmarks for curriculum, Western Boone is working with the elementary schools to articulate a proper scope and sequence of concepts. The process will allow teachers to work collaboratively to ensure our curriculum offers the span and depth necessary to surpass the minimums found in the state standards.

B. Instruction that Supports the Achievement of Indiana Academic Standards

Western Boone's curriculum supports the achievement of the Indiana College and Career Ready Standards. Western Boone offers a wide range of courses designed to meet each students' abilities and learning styles while incorporating the academic standards. A variety of methods and materials are developed, revised, and utilized by the faculty. The state standards are used to aid in the textbook selection process.

By using a wide variety of instructional strategies, teachers work to enable students to learn and understand requirements. The instructional strategies provide an accurate representation of the different teaching methods utilized throughout the building. These various teaching methods address personal learning styles and serve to diversify educational experiences for all students. The evidence proves these strategies to be effective as student performance meets state expectations on ISTEP+, ISTEP+ End-of-Course Assessments and SAT/ACT standardized tests.

C. Assessments of Student Achievement – ISTEP+, and Other Assessment Strategies

All students in grades seven and eight are administered ISTEP+. End-of-Course Assessments are taken by all students enrolled in Algebra I, English 10, and Biology 1. Beginning in the fall of 2011, Acuity Predictive was

administered in language arts and math for all students in grades 7 and 8; however, during the 2014-2015 school year, Acuity Readiness will be administered in language arts and math for all students in grades 7 and 8. Acuity Diagnostic is administered in social studies and science for all students in grades 7 and 8. Acuity Predictive is also administered for all students in Algebra 1. Beginning with the 2012-13 school year, students enrolled in English 10 were administered Acuity as well. The results of these assessments are disaggregated and used diagnostically to guide differentiated instruction and place students in appropriate remediation as needed. In addition, STAR reading assessment is administered a minimum of three times a year to all students in grades 7-12. Furthermore, local assessments in all content areas are utilized at least three times a year. These tools are used on a routine basis to evaluate student progress and growth and to modify effective teaching methods.

D. Parental Participation in the Western Boone Junior-Senior High School

We believe that the learning and education process of our youth is best achieved through a combined effort of the parents and their local school. The combination of the parents and school plays an important role in the success of each individual student. The school calendar, handbook, website, and newsletter provide numerous opportunities for parental involvement at Western Boone Junior-Senior High School along with the following:

- **Fall Open House** - Parents are invited to meet all teachers.
- **7th Grade Orientation** – Held prior to the start of school each August in order to provide pertinent information to students and parents of incoming 7th Graders.
- **Parent-Teacher Conferences** – Parents are invited and encouraged to meet with all teachers on an as-needed basis to discuss the progress of their child.
- **Western Boone Jr.-Sr. High School Web Page** – A web page is maintained in order to provide information to all stakeholders in a timely and efficient manner.
- **Corporation Web Page** – Information is available through the web about the corporation.
- **School Reach** – Phone and e-mail program used to communicate information to parents and/or guardians.
- **Sporting Events** – Parents and community members are encouraged to attend all of our school's sporting events.
- **Fine Arts Presentation** - Parents and community members are encouraged to attend music and art presentations.
- **School Board Meetings** - Meetings are monthly and are open to the public.
- **Guidance Department** – This department works with both parents and students in scheduling classes which best fit the needs of the individual student.
- **World Tours** - A World Tour for foreign language classes is presented to parents and community as well as students.
- **Reality Store** – Parent volunteers help staff booths at the Reality Store where eighth and twelfth grade students choose careers and make life choices based on their potential earnings.
- **Post Prom** – Parents work with the school to plan, fund, decorate, staff booths, and serve food to high school students who participate in this event which follows the Prom.
- **Book Fair** – Two book fairs are held in the fall and spring of each year. Parents are encouraged to attend and become familiar with the school's media center and its staff.
- **Mandatory Mid-Terms** – Mid-Term grades are electronically posted for all parents half way through each 9-week's grading period.
- **Failing Grade Checks** – Each parent of a student who is failing will be notified of his or her child's progress.

- **Athletic/Band Boosters** – Parent organizations that support extra-curricular activities in their respective areas of interest.
- **Harmony** – Students and parents are able to check grades from home or work via the Internet. In addition, teachers can communicate to and from the parents via e-mail.
- **Canvas** – Students and parents are able to check homework assignments and daily lesson plans.
- **Co-curricular and Extra-curricular activities** – Group, club, and team activities beyond the school day provide additional opportunities for parent involvement.
- **Textbook Selection** - Parents are actively involved in the selection process for all departments.
- **School Improvement Committee** – Parents and students are represented and have an active voice during the development and approval of the School Improvement Plan.
- **College Admission Information Night** – Guidance meet with parents to offer help with college admissions and application processes.
- **Financial Aid Information Night** – Guidance counselors meet with parents to help begin FAFSA and scholarship processes.
- **Western Boone Food Pantry** – Housed at Western Boone Jr./Sr. High school and is open on the first Monday of each month. Any family in need of this support is able to participate.

E. Technology as a Learning Tool

Each classroom has at least one computer connected to the internet with an LCD projector, a SMART Board, and voice amplification system. Furthermore, all classrooms have access to Media Cast. This is a web-based video distribution system that has the ability to transmit television signals as well as store and share student projects and instructional material. Each teacher has access to a laptop that can travel from work to home. Every student has a laptop that can be used at school and at home to complete assignments, take notes, create projects, etc. Students and teachers use the cloud-based storage system Office 365 which also houses the email accounts and Office Suite products used by students and staff. Three classroom sets of SMART Response systems, four document cameras, and two wireless tablets are available for classroom use. The school has a computer technology specialist who is in charge of all technological maintenance and educational technology training. Other available technology opportunities are listed below:

- I. Teachers Teaching Teachers, a program in which staff members conduct technology classes and provide continued training, has been in existence for thirteen years.
- II. The ISTEP+ Multiple-Choice portion for 7th, 8th, and 10th graders, all NWEA tests, and all End-of-Course Assessments are administered via computer.
- III. ODYSSEYWARE, a web-based credit recovery program that affords students in grades 9-12 the opportunity to earn credit in a non-traditional setting while staying on track to graduate.
- IV. Study Island, a web-based assessment tool is utilized in math and languages arts classes at the junior high level and for students enrolled in Algebra I and English 10.
- V. On-line Textbook Resources are utilized by both the mathematics and language arts departments for additional instructional support both at school and home.
- VI. NWEA is used as a diagnostic assessment for grade 7-12 teachers in Math and Language Arts, and a predictive tool for ISTEP 7, ISTEP 8, and the Algebra 1, and English 10 assessments three times a year.
- VII. SMART Software and SMART Boards provide teachers the ability and opportunity to create an innovative and interactive classroom to help engage and expand the learning of all students.
- VIII. Canvas is a safe, online learning management system used to help teachers and students communicate, share, and collaborate using easy to access lessons, calendars, and assignments.
- IX. The following academic areas utilize technology in accordance with the state academic standards:

- Design Processes
- Fundamentals of Engineering
- Technology Systems
- Construction Processes
- Photography
- Communications Systems
- Construction Systems
- Manufacturing Systems
- Manufacturing Processes
- Transportation Systems
- Transportation Processes
- Computers in Design and Production Systems
- Communication Processes
- Digital Communication Tools 1-2
- Accounting 1
- Accounting 2
- Computer Applications
- Desktop Publishing
- Computer Science
- Project Lead The Way – Principles of Engineering, Introduction to Engineering Design, Digital Electronics

F. Safe and Disciplined Learning Environment

The school operates under The Western Boone Crisis Plan adopted for the Western Boone County Community School Corporation. Elements of this program include the following:

- Exterior doors are locked during the day and all visitors are required to enter through a secured vestibule with access controlled by front office staff.
- Exterior directional signs indicate key areas of the campus.
- A web-based security monitoring system is in effect with 115 cameras strategically placed throughout the building.
- Keyless entry system is utilized with the ability to track access to the building at all times.
- Administrators are available via cell phones at all times.
- Additional lighting has been added to the main parking lot and bus entrance.
- Parking lot has been reconfigured for pedestrian safety.
- Continued focus on Character Education.
- An Anti-Bullying campaign began at the beginning of the 2011-12 school year. Students and teachers were trained in identifying and reporting bullying in October 2013. All staff and students have received an annual training over Western Boone's Anti-Bullying policies since this time.
- Student Handbooks explain school policies and rules and contain a calendar of events and a resource guide for students. Every student receives a handbook and is asked to sign acknowledgement of receipt.
- A Random Drug Screening Policy is in effect and drug tests are administered sporadically several times a year.
- A Western Boone Emergency Management Guide is updated as needed and provided to all staff.
- A DARE officer is housed in the building.
- The building is handicapped accessible.

- All main entrances have outside lighting.
- There are locks on classroom doors.
- Mirrors are in hallways and locker bays.
- A school safety team meets on a regular basis to discuss issues and review procedures.
- A student advisory committee meets on a regular basis.
- Random Drug searches with dogs occur with the cooperation of The Boone County Sheriff Department.
- Student I.D. tags are provided for all students.
- School Reach, a communication system, notifies parents, students, and staff of school closings, etc.
- Emergency, fire, and tornado drills occur as mandated by state code.
- Guest speakers are brought in on a consistent basis to address health and safety issues.
- “Every 15 Minutes” program is offered every four years to discuss the dangers of drinking and driving along with making responsible decisions.
- A.L.I.C.E Training (Alert, Lockdown, Inform, Counter, Evacuate) is being introduced and implemented to mitigate liability, assume less risk and, most importantly, equip students and faculty with life-saving skills.

G. Professional Development

Collaboration time is provided every Wednesday from 7:20 a.m. to 7:50 a.m. This is additional time that teachers have for professional development. It is an opportunity for all teachers to work across curriculum lines as well as in their own departments and grade levels. The goal is to develop and improve research based teaching strategies that promote student achievement.

Topics covered include the following:

1. Discussion and evaluation of ISTEP+ scores
2. Discussion and explanation of PL 221 placement and goals
3. Discussion and review of school grade designation
4. Review of Differentiated Instruction
5. Evaluation of Reading Strategies
6. Review and Introduction of Technology – Harmony, Media Cast, SMART Technology, Canvas, Web Tools, Educational Apps
7. Curriculum Mapping
8. Data Analysis – A systemic and systematic way to analyze Pre and Post test results
9. Development and analysis of Common Assessments
10. Strategies for intervening with subgroups within the student body
11. Student Recognition Programs
12. State Initiatives – Growth Model, Learning Connection, Indiana College and Career Ready Standards
13. AdvancEd Accreditation
14. RISE Training
15. Development of effective engagement strategies
16. Development of formative assessments and checks for understanding
17. Development of daily student learning objectives
18. Bullying prevention, awareness, and reporting

In addition, every other Friday the staff meets at 7:30 a.m. to discuss important information that is pertinent to the daily operation of Western Boone. These staff meetings provide opportunity for the administration to inform teachers of important dates or events that will occur in the following two weeks. The meetings also provide time for guest speakers to address the staff.

The administration encourages staff members to seek additional professional development and resources outside of school provided opportunities.

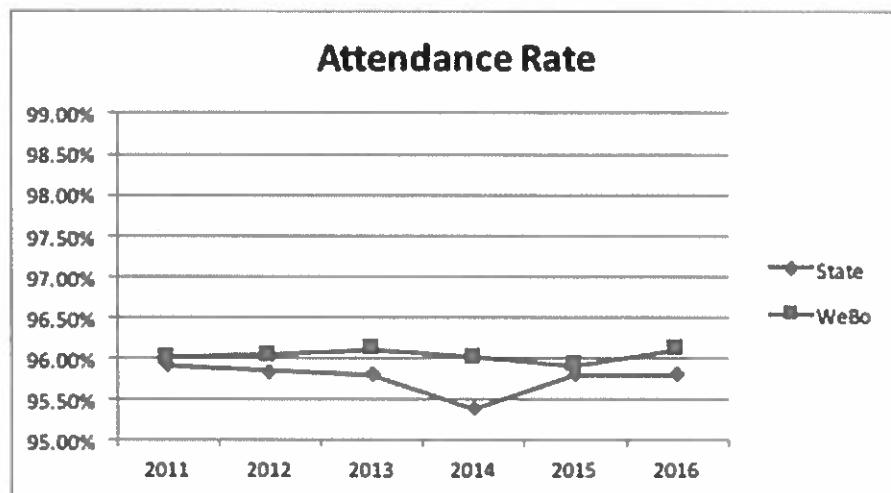
The following is provided:

1. Opportunities for continuing education are offered and advertised.
2. A current Professional Materials section in the media center is available.

V. Student Achievement Objectives, Derived from an Assessment of the Current Status Educational Programming

A. Attendance Rate

Western Boone Junior-Senior High School will continue to focus on student attendance. The following is the school's attendance rate for the last five years:



Goal:

Western Boone's goal is to raise the attendance rate by one-tenth of one percent each year beginning with the 2012-13 school year. The ultimate goal is 97% and to be in the top 95th percentile of all schools in the state. To accomplish this goal, we have implemented the following:

Objectives:

- All students are accounted for each day via phone calls to and from the receptionist.
- The back to school newsletter in August emphasizes the importance of attendance.
- Issues concerning attendance are noted on Harmony by administrators.
- A letter from the administration is sent home after the fourth and eighth absences.
- A personal conference with the student and/or parent is required at the eighth absence.
- A student may lose credit for the semester upon the ninth absence from class or school.
- A perfect attendance incentive program is utilized at the conclusion of each semester.
- A bi-weekly briefing of at-risk students occurs with guidance department and administration.
- Multiple means of recognizing student attendance are utilized.

- After missing 8, non-medical days, students are required to stay after school to make up missed hours of instruction. For example, 1 day equals 7 hours.

B. Percentage of Students Meeting Academic Standards under the ISTEP+ Program

The graph below is the percentage of Western Boone students passing ISTEP+ during the spring 2011 testing and the subsequent years. Public Law 221 goals have been established using these baseline percentages for grades 7-8. ISTEP+ End-of-Course Assessment baselines have been established beginning with the class of 2012 cohort.

| Grade 7 | | | | | |
|-----------------------|-------------|-------------|-------------|-------------|-------------|
| | 2013 | 2014 | 2015 | 2016 | 2017 |
| Language Arts | | | | | |
| Western Boone | 88 | 92 | 79 | 67 | 76 |
| State Percent Passing | 74 | 78 | 63 | 67.5 | 63 |
| Mathematics | | | | | |
| Western Boone | 94 | 98 | 60 | 49 | 65 |
| State Percent Passing | 80 | 81 | 52 | 52.3 | 49 |
| Social Studies | | | | | |
| Western Boone | 89 | 93 | 85 | 70 | 84 |
| State Percent Passing | 73 | 73 | 9 | 67.2 | |

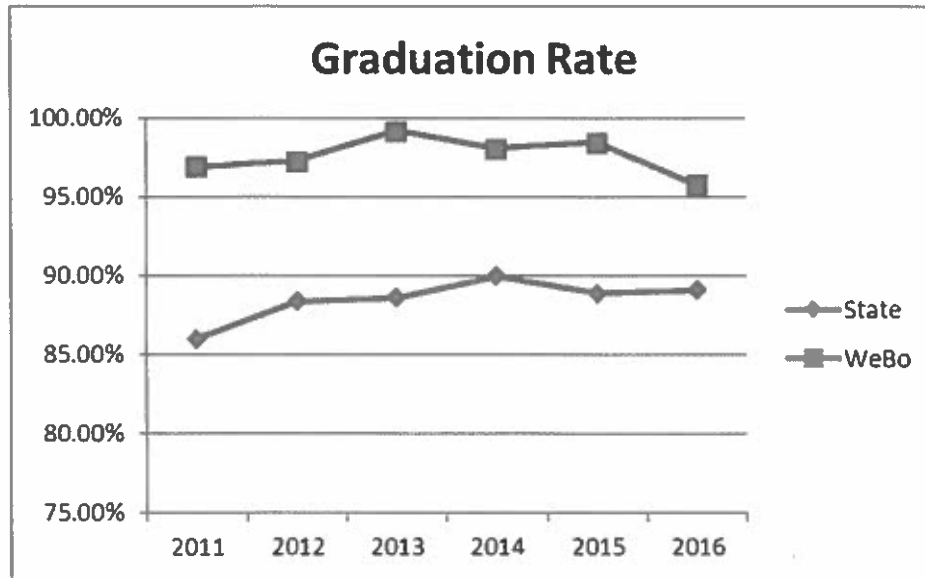
| Grade 8 | | | | | |
|-----------------------|-------------|-------------|-------------|-------------|-------------|
| | 2013 | 2014 | 2015 | 2016 | 2017 |
| Language Arts | | | | | |
| Western Boone | 79 | 85 | 78 | 71 | 48 |
| State Percent Passing | 76 | 76 | 61 | 61.8 | 59 |
| Mathematics | | | | | |
| Western Boone | 87 | 90 | 67 | 65 | 48 |
| State Percent Passing | 81 | 82 | 52 | 53.4 | 53 |

Percent of Graduating Class Passing End-of Course Assessment (Includes First Time and Retest)

| Class of | 2018 | 2019 | 2020 |
|-----------------|-------------|-------------|-------------|
| Algebra I | 96 | 38 | NA |
| Language Arts | 96 | 70 | NA |
| Biology | 32.3 | 64 | 43 |

C. Graduation Rate

Western Boone plans to continue emphasizing graduation rate. The graduation rates for the previous five years are illustrated below:



Goal

Western Boone’s goal is to remain in the 90th percentile and above the state average for the next two years. To accomplish this goal, Western Boone will do the following:

1. Implement the waiver process per state guidelines.

The state guidelines are as follows:

- A student must have an attendance rate of at least 95%, excluding excused absences.
 - A student must participate in remediation opportunities.
 - A student must maintain a “C” average in the twenty-four required credits for graduation.
 - A student must have taken the End-of-Course (ECA) retest at least one time during both their junior and senior year.
 - A student must receive a written recommendation from a teacher in the content area in which he or she failed. The recommendation must testify to the student’s mastery of the content area and include tests or classroom work as documentation.
 - The principal must concur with the recommendation of the content area teacher.
 - A student must meet all other state and local graduation requirements.
2. Western Boone Administration will hold regular conferences with students to keep them informed of their progress towards graduation.

Guidance will be responsible for each of the following steps:

- Counselors will meet with students during the first three months of the second semester to discuss past progress and future plans. Parents of each student will be contacted during the scheduling process and be encouraged to participate in their child’s academic scheduling process.

- At the beginning of the school year, counselors will meet with seniors to ensure that they will meet graduation requirements for the state of Indiana and Western Boone County Community School Corporation.
- If their senior student is failing a class and is in jeopardy of not graduating, a letter will be sent notifying parents at the end of every nine-week grading period.
- Freshmen counselors will meet with 8th grade students during the second semester to create a four year academic plan.
- Guidance Facebook and Twitter pages were created to increase access to information and improve communication between guidance, students, and the community.

VI. Specific Areas Improvement is Needed Immediately

Goals:

1. Based upon I-STEP+, PSAT and Core 40 End-of-Course Assessment scores, the determination is that improvement is needed in the area of language arts. Western Boone’s goal is to be above the state average in Writing Processes and Reading Comprehension with a focus on nonfiction/info text on I-STEP+ and the English 10 End-of-Course Assessment. For PSAT, the goal is to increase by 1 point in the areas of Critical Reading and Writing Skill Mean.

ISTEP – Academic Standards – Percent Mastery

| | | |
|------------------------------|---------------|---------------|
| | | |
| Class of 2018 | 7 | 8 |
| English/Language Arts | Spr 13 | Spr 14 |
| | | |
| Vocabulary | 87 | 83 |
| NonFiction/Info Text | 87 | 84 |
| Literacy Text | 90 | 82 |
| Writing Process | 88 | 86 |
| Writing Applications | 90 | 84 |
| Lang. Conventions | 89 | 85 |
| | | |
| Class of 2019 | 7 | 8 |
| English/Language Arts | Spr 14 | Spr 15 |
| | | |
| Vocabulary | 91 | NA |
| NonFiction/Info Text | 91 | NA |
| Literacy Text | 91 | NA |
| Writing Process | 93 | NA |
| Writing Applications | 93 | NA |
| Lang. Conventions | 92 | NA |
| Reading: Literature | NA | 78 |
| Reading: Nonfiction and | NA | 78 |
| Writing: Genres, Writing and | NA | 79 |
| Writing: Conventions of | NA | 79 |
| | | |
| Class of 2020 | 7 | 8 |

| English/Language Arts | Spr 15 | Spr 16 |
|--|----------|----------|
| | | |
| Reading: Literature | 88 | 71 |
| Reading: Nonfiction and | 88 | 74 |
| Writing: Genres, Writing and | 91 | 72 |
| Writing: Conventions of | 89 | 73 |
| | | |
| Class of 2021 | 7 | 8 |
| English/Language Arts | Spr 16 | Spr 17 |
| | | |
| Reading: Literature | 67 | 46.98 |
| Reading: Nonfiction and | 66 | 48.32 |
| Writing: Genres, Writing and Research Process | 70 | 51.01 |
| Writing: Conventions of Standard English | 69 | 48.99 |
| | | |
| Class of 2022 | 7 | 8 |
| English/Language Arts | Spr 17 | Spr 18 |
| | | |
| Reading: Literature | 74.6 | |
| Reading: Nonfiction and | 73.02 | |
| Writing: Genres, Writing and | 74.6 | |
| Writing: Conventions of Standard English | 76.19 | |

ISTEP 10

| English 10 | 2016-17 |
|--|---------|
| | |
| Reading: Literature | 70 |
| Reading: Nonfiction and Media Literacy | 71.54 |
| Writing: Genres, Writing and Research Process | 68.46 |
| Writing: Conventions of Standard English | 70.77 |

PSAT

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--------------------|---------|---------|---------|---------|---------|---------|
| Total Number | 155 | 166 | 163 | 125 | 142 | 120 |
| Critical Reading | 40.9 | 43 | 42.7 | 44 | 43.8 | 40.7 |
| Writing Skill Mean | 38.9 | 40.1 | 39.5 | 42.5 | 42.3 | 39.1 |

| | | | | | | |
|---|----------------|----------------|--|--|--|--|
| | 2015-16 | 2016-17 | | | | |
| Total Number Taking | 255 | 252 | | | | |
| Grade 10: Evidenced Based Reading and Writing | 459 | 473 | | | | |
| Grade 11: Evidenced Based Reading and Writing | 471 | 486 | | | | |

2. Based upon I-STEP+, PSAT and Core 40 End-of-Course Assessment scores, Western Boone determines that improvement is needed in Data Analysis and Probability as well as Problem Solving Skills. The goal is to be at or above the state average in these areas on I-STEP+ and the Algebra I End-of-Course Assessment. With PSAT, the goal is to improve by at least 1 point.

I-STEP – Academic Standards – Percent Mastery

| | | |
|--|---------------|---------------|
| Class of 2018 | 7 | 8 |
| Mathematics | Spr 13 | Spr 14 |
| | | |
| Number Sense | 94 | 93 |
| Computation | 89 | 88 |
| Algebra and Functions | 94 | 88 |
| Geometry | 94 | 92 |
| Measurement | 93 | 87 |
| Data Analysis & Prob | 91 | 88 |
| Problem Solving | 91 | 88 |
| | | |
| Class of 2019 | 7 | 8 |
| Mathematics | Spr 14 | Spr 15 |
| | | |
| Number Sense | 98 | NA |
| Computation | 97 | NA |
| Algebra and Functions | 98 | NA |
| Geometry | 97 | NA |
| Measurement | 97 | NA |
| Data Analysis & Prob | 96 | NA |
| Problem Solving | 97 | NA |
| Number Sense & Computation | NA | 71 |
| Algebra & Functions | NA | 63 |
| Geometry & Measurement | NA | 67 |
| Data Analysis, Statistics, & Probability | NA | 63 |
| | | |

| | | |
|--|---------------|---------------|
| Class of 2020 | 7 | 8 |
| Mathematics | Spr 15 | Spr 16 |
| | | |
| Number Sense & Computation | 75 | 68 |
| Algebra & Functions | 68 | 68 |
| Geometry & Measurement | 71 | 66 |
| Data Analysis, Statistics, & Probability | 62 | 66 |
| Mathematical Process | NA | 65 |
| | | |
| Class of 2021 | 7 | 8 |
| Mathematics | Spr 16 | Spr 17 |
| | | |
| Number Sense & Computation | 49 | 51.68 |
| Algebra & Functions | 46 | 51.01 |
| Geometry & Measurement | 48 | 48.99 |
| Data Analysis, Statistics, & Probability | 48 | 49.66 |
| Mathematical Process | 47 | 42.28 |
| | | |
| Class of 2022 | 7 | 8 |
| Mathematics | Spr 17 | Spr 18 |
| | | |
| Number Sense & Computation | 62.7 | |
| Algebra & Functions | 61.9 | |
| Geometry & Measurement | 61.9 | |
| Data Analysis, Statistics, & Probability | 65.08 | |
| Mathematical Process | 61.9 | |

ISTEP 10

| | |
|----------------------------|----------------|
| Math 10 | 2016-17 |
| | |
| Number Sense & Computation | 40.77 |

| | |
|---|-------|
| Geometry & Measurement | 44.62 |
| Data Analysis, Statistics, & Probability | 39.23 |
| Linear Equations, Inequalities, and Functions | 41.54 |
| Systems of Equations and Inequalities | 36.92 |
| Quadratic and Exponential Equations and Functions | 40 |
| Mathematical Process | 40 |

PSAT

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-------|---------|---------|---------|---------|---------|---------|
| Total | 155 | 166 | 163 | 125 | 142 | 120 |
| Math | 41.3 | 44.3 | 40.2 | 42.3 | 42.6 | 41.7 |

| | 2015-16 | 2016-17 | | | | |
|---------|---------|---------|--|--|--|--|
| Total | 255 | 252 | | | | |
| Math 10 | 455 | 460 | | | | |
| Math 11 | 468 | 477 | | | | |

VII. Benchmarks for Progress

With the implementation of the new Indiana Academic College and Career Ready Standards and the implementation of the new ISTEP+ Assessment, Western Boone’s goal is for I-STEP+ scores to exceed the state averages in the areas of math and language arts. The goal for ISTEP+ End-of-Course Assessments is to exceed state averages. In order to achieve these goals and improve classroom instruction, data will be disaggregated and distributed to teachers. In addition, local assessments, Pivot/INSPECT will be used to assess student performance on periodical basis throughout the academic year. The curriculum will continue to be realigned to reflect the state standards.

The Western Boone staff and administration will continue to utilize the inclusion program in order to meet the needs of all students in grades 7-12 in the special needs program. Furthermore, the administration will place an emphasis on tracking students in specific subgroups. The staff will meet on a bi-weekly basis during collaboration time to communicate necessary information in regards to these students.

VIII. Indiana CORE 40, Indiana CORE 40 with Academic Honors and with Technical Honors, and Minimum High School Diploma

For a student to earn an Indiana CORE 40 Diploma the following credits must be earned:

- English Language Arts** 8 credits/4 years
- Mathematics** 6 credits/4 years (2 credits: Algebra I, 2 credits: Geometry, 2 credits: Algebra II)
- Social Studies** 6 Credits/3 years (2 credits: US History, 1 credit: Government, 1 credit: Economics or AP Micro Economics, either 2 credits: World History or Geography)

| | |
|----------------------------|---|
| Science | and History of the World or Psychology) 6 credits/3 years (2 credits: Biology, 2 credits: Chemistry, Physics, or Integrated Chemistry/Physics, 2 credits: Additional credits in Earth Science, Chemistry, Physics, Advance Biology, or Advanced Chemistry) |
| Directed Electives | 5 credits (World Languages, Fine Arts, Career/Technical) |
| Physical Education | 2 credits |
| Health and Wellness | 1 credit |
| Electives | 6 credits |
| | 42 total state credits required |

A. Provisions to offer courses that allow all students to become eligible to earn the Indiana CORE 40 with Academic Honors and with Technical Honors.

1. All students are informed by counselors during their 8th grade year as to the Indiana CORE 40 with Academic Honors and the Indiana CORE 40 with Technical Honors diploma requirements.
2. The counseling continues on a yearly basis as students are scheduled for the next high school year.

Academic Honors Diploma

- Earn 2 additional Core 40 math credits, and
- Earn 6-8 Core 40 world language credits, and
- Earn 2 Core 40 fine arts credits, and
- Earn a grade of "C" or above in courses that will count toward the diploma, and
- Have a grade point average of "B" (3.0), or above, and
- Complete one of the following:
 - Two Advanced Placement courses and corresponding AP exams
 - Academic, transferable dual high school/college courses resulting in 6 college credits
 - One Advanced Placement course and corresponding AP exam and academic transferable dual high school/college course(s) resulting in 3 college credits
- Score 1200 or higher combined SAT verbal and math
- Score a 26 composite ACT
- An International Baccalaureate Diploma

Technical Honors Diploma

- Earn a grade of "C" or above in courses that will count toward the diploma
- Have a grade point average of "B" (3.0), or above.
- Complete a career-technical program resulting in 8-10 Career-Technical credits.
- Score at or above the following levels on each section of the following Work Keys assessments: Level 6 on Reading for Information, Level 6 on Applied Mathematics, and Level 5 on Locating Information.
- Complete dual high school/college credit courses resulting in 6 college credits in a technical area.
- Complete 2 credits in a Professional Career Internship Course or Cooperative Education course.
- Complete an industry-based work experience as part of a two-year technical program (minimum 140 hours).
- Earn a state-approved, industry-recognized certification (from approved state list).

3. No student will be allowed to withdraw from the Core 40 program without a parent conference and signature.

The Western Boone Guidance Curriculum Newspaper is updated every year and a copy is given to every student before the scheduling process begins. Students are encouraged to share this information with their parents and are required to have their parents sign the course selection sheet. Students then meet individually with the counselor to discuss selections and finalize requests.

B. At the start of spring semester, a guidance counselor will visit all 8th grade classes to present on curriculum materials. Presentations will include the following topics:

- The three types of diplomas offered.
- The advantages and disadvantages of each type of diploma.
- Earning credits and calculating GPA.
- Eligibility for Indiana CORE 40 with Academic Honors and with Technical Honors.

After classroom presentations, a guidance counselor will meet individually with each 8th grade student in order to complete the Academic Achievement Plan. The counselor and student together will devise a plan that will enable the student to reach his or her highest level of academic achievement. The Academic Achievement Plan will also enable the counselor to track the student's progress in attaining Indiana CORE 40 with Academic Honors and with Technical Honors

Percent Core 40 Diplomas

| Year | State Average | Western Boone Schools |
|------|---------------|-----------------------|
| 13 | 83.7% | 96.6% |
| 14 | 85.3% | 98.1% |
| 15 | 86.5% | 98.5% |
| 16 | 87.8% | 97.8% |
| 17 | N/A | N/A |

Percent Honors Diplomas

| Year | State Average | Western Boone Schools |
|------|---------------|-----------------------|
| 13 | 33.9% | 41.9% |
| 14 | 34.8% | 44.2% |
| 15 | 36.1% | 50.8% |
| 16 | 37.9 | 60.6% |
| 17 | N/A | N/A |

IX. Proposed Interventions Based on School Improvement Goals

Action Plan

Goal One

All students will improve their reading comprehension skills across the curriculum.

Support Data Standardized Assessment: ISTEP+ Percent Passing English/Language Arts

Current State: 2017 percent passing for State of Indiana:

- 7th grade 63%
- 8th grade 59%
- 10th grade 58%

Desired State: To improve all state standardized testing scores in order to exceed the state average and improve PSAT scores by at least one point.

Support Data Local Assessment: End-of-Course Assessments and PSAT

Current State: 2017 percent passing for Western Boone:

- 7th grade 76%
- 8th grade 48%
- 10th grade 72%
- PSAT 40.7

Evaluation: How, when, and by whom – Administration and staff will periodically evaluate testing data

| Interventions: (data supports this intervention and why these students are not succeeding) | Person(s) Accountable | Timeline Start - End | Steps to Implement Intervention | Staff Development Activities |
|--|--------------------------|-------------------------------|---|--|
| 1. Utilize MAP reading assessment to track reading progress and improve reading comprehension for grades 7-12. | Language Arts Department | Through 2017-2018 School Year | <ul style="list-style-type: none"> • Test Schedule • Professional Development Schedule • Department Meeting Schedule | Language arts department will present MAP reading data during grade level meetings and discuss individual reading levels for all students. |
| 2. All teachers will include two reading comprehension questions utilizing nonfiction/info text on two homework assignments and/or assessments. Professional development over using key words for nonfiction will be held. | Entire Staff | Through 2017-2018 School Year | <ul style="list-style-type: none"> • Bloom's Taxonomy • Professional Development Schedule | Language arts department will share sample questions and professional learning communities will meet to discuss results. |
| 3. Implementation of Problem based learning into the homeroom schedule. | Entire Staff | Through 2017-2018 School Year | <ul style="list-style-type: none"> • Develop content • Plan schedule • Professional Development | Teachers will participate in a problem-based learning activities prior to leading in homeroom. |
| 4. Professional development focusing on the utilization of key words and language when developing nonfiction text questions. | Entire Staff | Through 2017-2018 School Year | <ul style="list-style-type: none"> • Professional development | Teachers will participate in professional development to learn how to assess nonfiction texts. |

Goal Two

All students will improve their writing application skills across the curriculum.

Support Data Standardized Assessment: ISTEP+ Percent Passing English/Language Arts

Current State: 2017 percent passing for State of Indiana:

- 7th grade 63%
- 8th grade 59%
- 10th grade 58%

Desired State: To improve all state standardized testing scores in order to exceed the state average and improve PSAT scores by at least one point.

Support Data Local Assessment: End-of-Course Assessments and PSAT

Current State: 2017 percent passing for Western Boone:

- 7th grade 76%
- 8th grade 48%
- 10th grade 72%
- PSAT 39.1

Evaluation: How, when, and by whom – Administration and staff will periodically evaluate testing data.

| Interventions: (data supports this intervention and why these students are not succeeding) | Person(S) Accountable | Timeline Start - End | Steps to Implement Intervention | Staff Development Activities |
|--|--------------------------|-------------------------------|--|--|
| 1. All teachers will continue to incorporate informal and formal writing activities during each nine-week grading period. | Entire Staff | Through 2017-2018 School Year | <ul style="list-style-type: none"> • Professional Development Schedule | Teachers will meet to discuss and analyze overall trends in writing applications and develop a common language for assessment. |
| 2. Language arts staff will continue to implement writing blocks into their weekly schedule. | Language Arts Department | Through 2017-2018 School Year | <ul style="list-style-type: none"> • Designate time and day • Department Meeting Schedule | Language arts department will meet to discuss progress and make recommendations for improvement. |
| 3. Pre/Post assessment data will be analyzed in order to differentiate instructional strategies and promote individual student growth. Action plans will be developed and implemented. | Language Arts Department | Through 2017-2018 School Year | <ul style="list-style-type: none"> • Department Meeting Schedule • Administration-led discussions. | Language arts department will meet to analyze methods and strategies that are successful. |
| 4. Teachers across the curriculum will utilize a writing rubric through Canvas and/or publisher resources as appropriate for content area. | Entire Staff | Through 2017-2018 School Year | <ul style="list-style-type: none"> • Professional Development Schedule • Department Meeting Schedule | Departments will develop rubrics that support the 6+1 traits and/or ISTEP+ Writing Rubric. |

Goal Three

All students will show growth in data analysis and probability as well as problem solving.

Support Data Standardized Assessment: ISTEP+ Percent Passing Mathematics

Current State: 2017 percent passing for State of Indiana:

- 7th grade 49%
- 8th grade 53%
- 10th grade 34%

Desired State: To improve all state standardized testing scores in order to exceed the state average and improve PSAT scores by at least one point.

Support Data Local Assessment: End-of-Course Assessments and PSAT

Current State: 2017 percent passing for Western Boone:

- 7th grade 65%
- 8th grade 48%
- 10th grade 41%
- PSAT 41.7

Evaluation: How, when, and by whom – Administration and staff will periodically evaluate testing data.

| Interventions: (data supports this intervention and why these students are not succeeding) | Person(S) Accountable | Timeline Start - End | Steps to Implement Intervention | Staff Development Activities |
|--|---|-------------------------------|---|---|
| 1. At least twice each nine weeks, teachers across the curriculum will implement the use of charts and data analysis. | Entire Staff Mathematics Department | Through 2017-2018 School Year | <ul style="list-style-type: none"> • Department Meeting Schedule • Professional development schedule | The mathematics department will share samples of problems that effectively utilize charts and require data analysis. |
| 2. Utilize MAP math assessment to track math skills progress and improve growth in weak areas for students in grades 7-12. | Mathematics Department | Through 2017-2018 School Year | <ul style="list-style-type: none"> • Test Schedule • Professional Development Schedule • Department Meeting Schedule | Mathematics department will present MAP math data during grade level meetings and discuss individual levels for all students. |
| 3. Math students will be given the opportunity to retake assessments they did not show mastery in after completing remedial work | Mathematics Department | Through 2017-2018 School Year | <ul style="list-style-type: none"> • Assessment Schedule • Retest | The mathematics department will implement Math XL to create assignments for students to gain skills. |
| 4. Struggling math students will have schedules altered to meet their graduation requirement needs | Mathematics Department Guidance Department | Through 2017-2018 School Year | <ul style="list-style-type: none"> • Graduation Exam • Scheduling • Senior Meetings | Teachers will be sent to professional development over new standardized assessments. |

X. Professional Development that is Coordinated with Proposed Interventions and that Supports Sustainable School Improvement Efforts

Implementation of research based instructional strategies is provided through on-site in-services for teachers. School leadership provides teacher training sessions; teachers are instructed in best practices and innovative strategies, as well as given suggestions for classroom implementation. School leadership also encourages professional development by allowing teachers to attend workshops and conferences when there are no annual budget constraints.

Teachers are regularly presented with appropriate data from testing that assists them in guiding their students toward improved academic achievement. School leadership will continue to make strides in developing in-services to address the PL 221 plan and AdvancED recommendations. Specifically, we will address reading, vocabulary and note-taking skills, differentiated instruction, checks for understanding, engagement strategies, focused lesson objectives, common assessments and power standards. The goal is to combine all aspects into effective instruction in order to meet the needs of all students at Western Boone.

- See attached School Improvement Action Plan

XI. Statutes and Rules to be Waived

- None

XII. Three Year Time Line for Implementation, Review, and Revision

- The achievement of the students will be reviewed annually by the principal, school improvement committee, teachers and others who are involved in the student's progress at Western Boone Junior-Senior High School.
- The achievement review will include data provided by the Indiana Department of Education, I-STEP+ scores, results from ISTEP+ End-of-Course Assessment, PSAT, SAT, and other indicators of student's achievement.