WESTERN BOONE JUNIOR-SENIOR HIGH SCHOOL

School Improvement Plan

2022

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School Improvement Committee

Amanda Plunkett – Teacher   _____

John Brunty – Teacher   _____

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Jon Compton – Assistant Principal   _____

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Melissa Imbus – Parent   _____

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Riley Lerch – Teacher   _____

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Brent Miller – Chair   _____

Dee Nicley – Parent   _____

Alison Owens-Kaup – Teacher   _____

Mark Riggins – Teacher   _____

Jane Taylor – Assistant Principal   _____

Lauren Wilber – Chair   _____

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WESTERN BOONE JR. - SR. HIGH SCHOOL

School Improvement Plan Prepared in
Compliance with Indiana Public Law 221
Fall 2021

I. **Introduction**

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

The Western Boone County Community School Corporation is one of three Boone Count school districts located in West Central Indiana thirty-five miles northwest of Indianapolis. The district is predominantly rural and 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.

Western Boone County Community School Corporation policies are established by an elected school board and administered by a superintendent of schools. The board consists of seven members, made up of one from each township, with one member at large who is alternately chosen from the Northern or Southern part of the district. Board members serve a term of four years with no more than three being 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 then renovated almost 20 years later during the 1995-96 school year. Additionally, the building underwent an approximate $13 million renovation plan in 2010, with a combined $5 million worth of improvements in coming both 2016 and 2019. Grades Kindergarten-6 are housed in two Elementary schools which were both extensively renovated in 1995, with additional improvements made in 2010 and a new project beginning in 2022.

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 CTE Program, and CTE programs that are housed locally at Western Boone Junior-Senior High School. Extra-curricular and co-curricular activities are offered to enhance students' educational experiences and to 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 school counselors, one social worker, and one registered nurse.

The enrollment at the Junior-Senior High School, as of September 16, 2022, is 797 students. Most of our students come from low to middle socio-economic families that are employed in agriculture, service, construction and maintenance, and production categories 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 curriculum guide, 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 ILEARN

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 educators to improve teaching strategies while focusing on student results.

In compliance with state requirements, Western Boone will administer the SAT for Juniors in Math and English. Students in Grades 7 and 8, as well as students in Biology, take the ILEARN test. 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 11.

All departments have developed a local assessment for each course taught within their respective departments. The 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 aid of appropriate standards, rubrics, and accommodations. Students taking U. S. Government will take the Naturalization Examination.

The PSAT is given to all 10th grade and 11th grade. The 11th and 12th grade students are afforded the opportunity to take the SAT and ACT at their own expense. The SAT prep class, Knowledge Assessment, 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. Knowledge Assessment, 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. Advanced placement courses are also offered for the following: English Lang. & Comp., English Literature & Composition, Biology, World History, US History, Chemistry, Studio Art Drawing, Studio Art 2D, and Studio Art 3D. Students can take additional AP courses by online independent study.

Commented [LW8]: *Review with Counselors* @Terra Query

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 ILEARN (starting Spring 2019 for grades 7 and 8 and Biology)

Language Arts

Grade	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
7th	69	47.9	NA	53.5	
8th	62	54.6	NA	50.4	
10th	61	55	NA	70.5	

Commented [LW9]: *Add 2022 Scores*

Math

Grade	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
7th	59	43	NA	47.1	
8th	52	33.8	NA	23.9	
10th	31	24	NA	39	

Commented [LW10]: *Add 2022 Scores*

Science

Grade	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
10th	65	34	NA	36.2	

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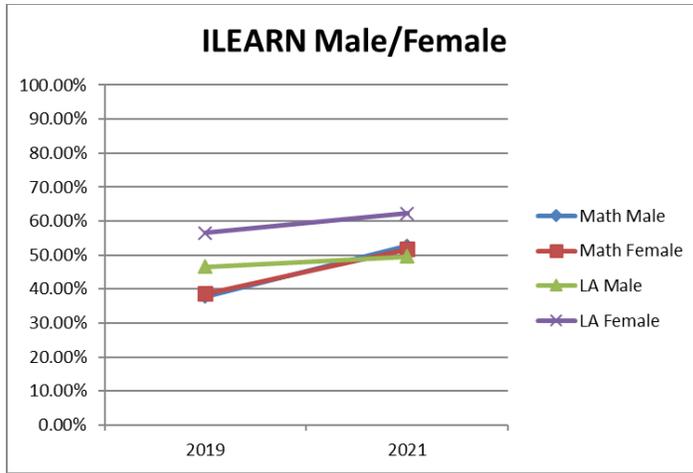
ILEARN Male/Female

ILEARN Special Ed vs. General Ed

ILEARN Free/Reduced vs. Paid

Legend:
- Free/Reduced LA
- Free/Reduced Math
- Paid LA
- Paid Math

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

Legend:
- Spec Ed Math
- General Math
- Spec Ed LA
- General LA

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

A line graph with years 2016, 2017, 2018, 2019, 2021 on the x-axis and percentages from 0.00% to 80.00% on the y-axis. Series: Paid Math, Free/Reduced Math, Free/Reduced LA, Paid LA.

ILEARN Biology
Male vs. Female

A line graph with years 2019 and 2021 on the x-axis and percentages from 20.00% to 50.00% on the y-axis. Series: Male, Female.

**ILEARN Biology
Special Ed vs. General Ed**

**ILEARN Biology
Free/Reduced vs. Paid**
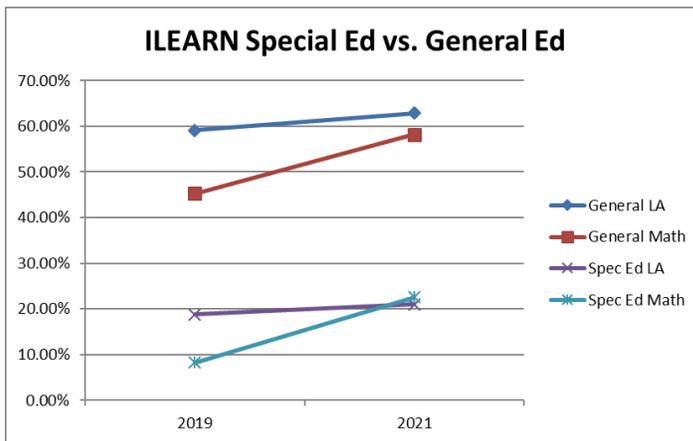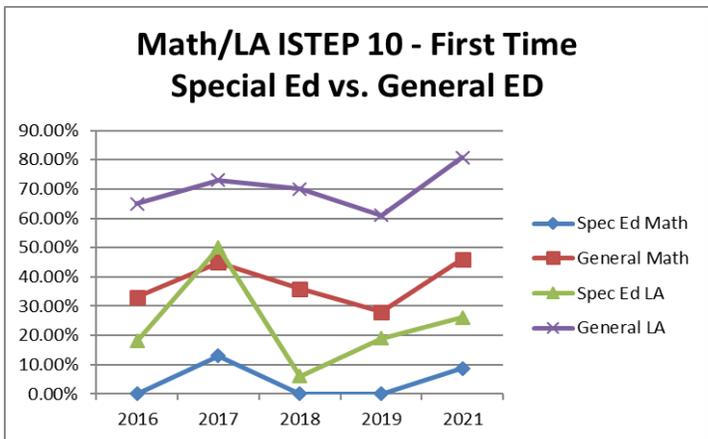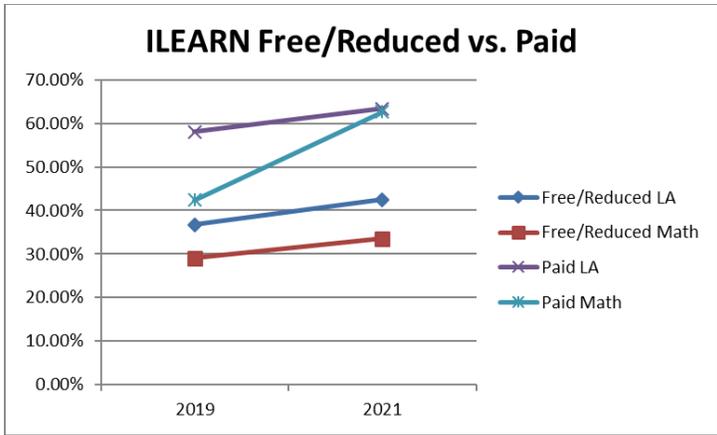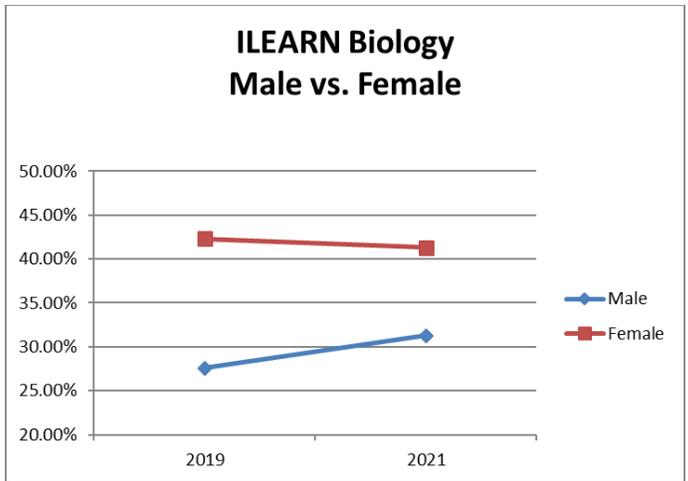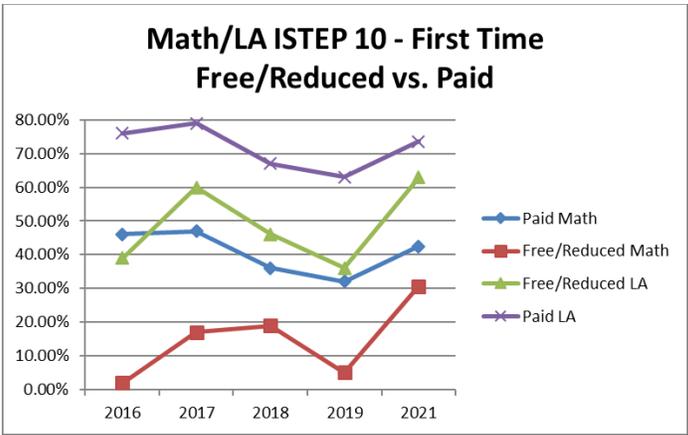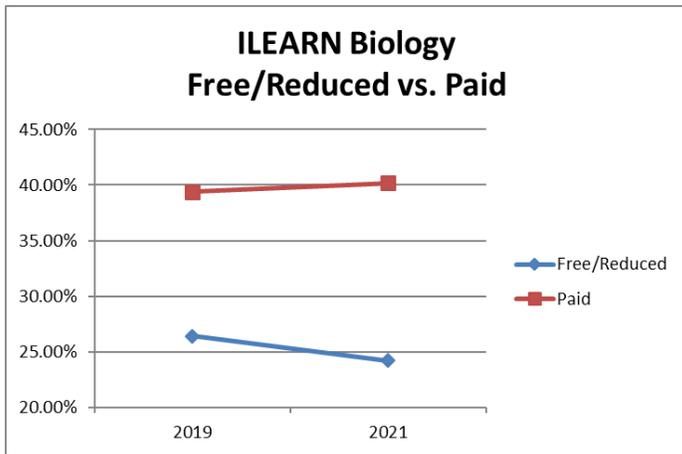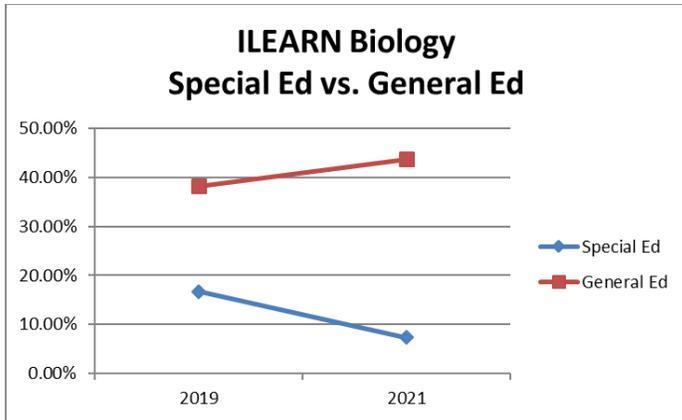
Scores for the 2021 ISTEP improved from previous years of the test in all subcategories. The category with the best improvement was the Free/Reduced Lunch students, which saw more students pass the assessment than in all prior years. The 2021 test administration of the ILEARN was the second time students took the test. Scores were above State-average. Student subgroups showed similar growth on the ILEARN assessment, with all subgroups scoring better than the first year of the assessment. Overall, the 7th grade ILEARN scores for English and Math were higher than the 2019 assessment.

Although the subgroups tracked by Western Boone did perform better than prior years, they still performed worse than their counterparts. The ISTEP Special Education subgroup struggled the most with 26.1% passing the English ISTEP assessment and 8.7% passing the Math ISTEP assessment. The ILEARN Special Education subgroup struggled the most with 21% passing the English ILEARN assessment and 22.6% passing the Math ILEARN assessment.

In looking at the data for ISTEP+, Language Arts and Math both saw scores increase. Subgroups for this assessment did well, both the Special Education subgroup and the Free/Reduced Lunch subgroup scored better than the prior year's assessment.

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 help and/or remediate 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. Teachers will use each student's current NWEA MAP Growth Scores to create a personalized remediation on IXL in order to allow students to practice skill and standard deficits. Since MAP Growth Scores are an indicator of ILEARN performance, these remediation plans should help close achievement gaps and allow more students to reach profiency on the ILEARN. 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 Grade 12 who did not pass ISTEP+ will be provided the opportunity to enroll in CTE programs. This will allow them to learn a trade and can practice Language Arts and Mathematics in a CTE 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 ILEARN and SAT standardized tests.

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

All students in Grades 7 and 8. as well as students in Biology, are administered ILEARN. The class of 2023, and all subsequent classes, will complete the SAT during Junior year of school. Students in grades 7-11 complete the NWEA three times a year. Furthermore, local assessments in all content areas are utilized at least three times a year and the introduction of data protocols and analysis will help drive conversations about which skills and standards need retaught or scaffolded. These tools are used on a routine basis to evaluate student progress and growth and to modify effective teaching methods. For 2022, the integration in IXL as a supplemental support for NWEA and ILEARN, and the SAT, is meant to effectively address areas of concern for student growth and profiency performance. This will begin small scale on a "focus group" basis using Wednesdays during Homeroom, but eventually expanded into all Homerooms for all grade levels, core content areas, and enrichment courses as well.

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 the local school. The partnership between parents and the school plays an important role in the success of each individual student. The school calendar, handbook, website, and monthly newsletter provide numerous opportunities for parental involvement at Western Boone Junior-Senior High School along with the following, which may be slightly altered due to the COVID-19 Pandemic:

> **Commented [LW17]:** Keep this about Covid? @Brent Miller

- **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 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.
- **School Counselor Department** – This department works with both parents and students in scheduling classes which best fit the needs of the individual student. The school counselor department also leads professional development book clubs for the school.
- **World Tours** - A World Tour for Spanish 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.
- **Financial Aid Information Night –** School 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 Thursday of each month. Any family in need of this support can 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 can 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. Students and teachers will use these devices during eLearning Days. Each year three eLearning Days will be scheduled for teacher professional development. More eLearning Days could be scheduled due to inclement weather. 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 oversees all technological maintenance and educational technology training. Other available technological 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.

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Commented [LW21]: Update E-Learning Day Policies @Brent Miller

II. The ILEARN, SAT and all NWEA tests 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. Online Textbook Resources are utilized by both the Mathematics and Language Arts departments for additional instructional support both at school and home.
V. NWEA is used as a diagnostic assessment for Grades 7-12 teachers in Math and Language Arts, and a predictive tool for ILEARN, and SAT assessments three times a year.
VI. 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.
VII. 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.
VIII. IXL is a personalized learning system with comprehensive K-12 curriculum, individualized guidance, and real-time analytics, that meets the unique needs of each learner. Can be used as an ILEARN and SAT predictor, aligning with state standards and NWEA Growth MAP data on specialized student skill plans.
IX. The following academic areas utilize technology in accordance with the state academic standards:
- Photography
- Intro. to Accounting
- Digital Apps
- Intro. to Business
- Accounting 2
- Computer Applications
- Intro. to Computer Science
- Computer Tech Support
- Networking 1
- Networking 2
- Radio TV
- Principles of Engineering, Introduction to Engineering Design, Digital Electronics
- iCap, Indiana Online, and BSU – Allows students to enroll in online classes not offered at Western Boone

F. Safe and Disciplined Learning Environment

The school operates under The Western Boone Crisis Plan adopted by 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 always utilized with the ability to track access to the building.
- Administrators are always available via cell phones.
- Additional lighting has been added to the main parking lot and bus entrance.
- The parking lot has been reconfigured for pedestrian safety.
- PBIS Initiatives

- 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, which is reviewed on the first day of school and acknowledged within Canvas by an Anti-Bullying Quiz.
- 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 resource 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.
- 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.
- All teachers are trained in suicide prevention.
- All teachers and staff are trained on the COVID-19 Re-entry Plan and procedures.

Commented [LW23]: Keep Covid Info? @Brent Miller

G. Professional Development

Professional Development is provided every Wednesday from 7:20 a.m. to 7:50 a.m. 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 ILEARN/SAT 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 Literacy 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 Local 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 an 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.

H. College and Career Readiness

Western Boone has significantly increased our college and career preparation activities in recent years. Following a needs assessment to determine our areas of focus, we have developed and implemented the following programs:

- Counseling blocks are used to provide an advisory period for students to complete lessons around academic, career, and social-emotional development. Activities include goal setting, career interest inventories and exploration, and identifying barriers to success. Curriculum has been developed uniquely for Western Boone.

- Western Boone has also developed a series of field trip experiences to provide students with exposure to a wider array of options to best fit their academic performance and personal goals. Trips include JobSpark (Grade 8), local business/industry tours (Grade 9), Manufacturing Day (Grade 10), NACAC College Fair (Grade 11), and Indiana college tours (Grades 10 and 11). Additionally, Western Boone has developed a full day, all grade Career Day offering students the opportunity to connect with area professionals in a classroom setting and through hands-on activities and networking. Many of these opportunities will be altered in the 2020-21 school year due to the COVID-19 pandemic.

Commented [LW24]: *Anything changing with Covid? Anything to add or take out?* @Terra Query

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 chronic absenteeism. The chart below tracks Western Boone Jr.-Sr. High's chronic absenteeism rate compared to the state average:
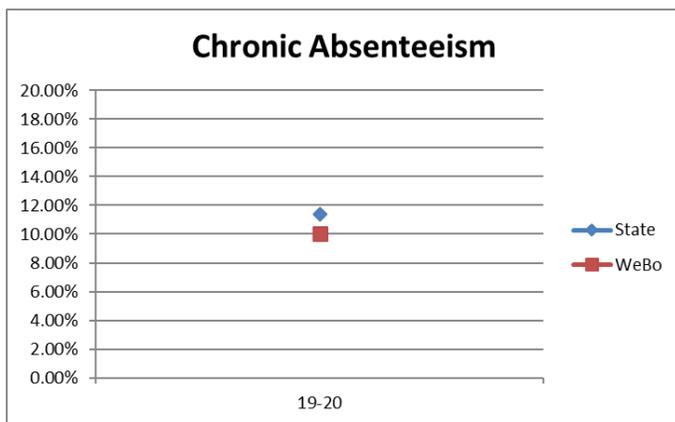
Goal:

Western Boone's goal is to lower the chronic absenteeism rate by one-tenth of one percent each year beginning with the 2019-20 school year. The goal is 5% 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 conference with the student and/or parent is required on the eighth absence.
- A student may lose credit for the semester upon the ninth absence from class or school.
- A perfect attendance incentive program will be used when not in COVID crisis. This will be utilized at the conclusion of each semester.
- A weekly briefing of at-risk students occurs with the guidance department and administration.
- When not in COVID crisis, the school will continue recognizing students with good attendance.
- After missing 8, non-medical days, students are required to stay after school to make up for missed hours of instruction. For example, 1 day equals 7 hours.

B. Percentage of Students Meeting Academic Standards under the ILEARN Program

The graph below is the percentage of Western Boone students passing ILEARN during the Spring 2020 testing and the subsequent years. Public Law 221 goals have been established using these baseline percentages for Grades 7-8. ILEARN Assessment baselines have been established beginning with the Class of 2025 cohort.

Grade 7			
	2020	**2021**	**2022**
Language Arts			
Western Boone	NA	53.5	
State Percent Passing	NA	41.1	
Mathematics			
Western Boone	NA	47.1	
State Percent Passing	NA	30.5	

Grade 8			
	2020	**2021**	**2022**
Language Arts			
Western Boone	NA	50.4	
State Percent Passing	NA	43.9	
Mathematics			
Western Boone	NA	23.9	
State Percent Passing	NA	27.8	

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

Class of	2019	2020	2021	2022
Math	64	41	24	39
Language Arts	87	82	55	7.5
Biology	64	65	38	36.2

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C. Graduation Rate

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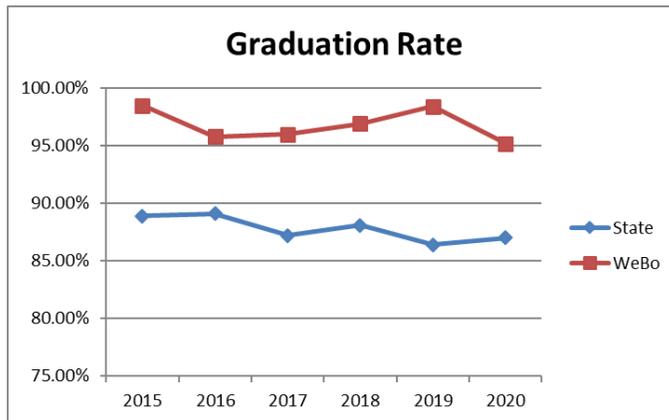
Graduation Rate

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. Parents are invited 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.
- 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 ILEARN and PSAT data 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 and Research Processes and Reading Comprehension with a focus on nonfiction/info text on ILEARN. For PSAT, the goal is to increase by 1 point.

> **Commented [LW32]:** Update and create new goals

ILEARN – Academic Standards – Percent At/Near and Above

Spring 2019	7	8
English/Language Arts		
Key Ideas and Textual Support	70	82
Structural Elements and Organization	85	85
Writing	75	78
Spring 2021	**7**	**8**
English/Language Arts		
Key Ideas and Textual Support	77	75
Structural Elements and Organization	88	75
Writing	65	71

ISTEP 10

> **Commented [LW33]:** Take this out since we no longer take ISTEP within the building.

English 10	2016-17	2017-18	2018-19	2019-20	2020-21
Reading: Literature	70	57.75	55.4	NA	65
Reading: Nonfiction and Media Literacy	71.54	56.34	53.96	NA	70
Writing: Genres, Writing and Research Process	68.46	55.63	57.55	NA	70
Writing: Conventions of Standard English	70.77	54.93	56.83	NA	69

PSAT

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total Number Taking	255	252	229	246	236	210
Grade 10: Evidenced Based Reading and Writing	459	473	478	451	472	472
Grade 11: Evidenced Based Reading and Writing	471	486	506	489	446	505

2. Based upon ILEARN, PSAT and Core 40 End-of-Course Assessment scores, Western Boone determines that improvement is needed in Algebra and Functions. The goal is to be at or above the state average in these areas on ILEARN. With PSAT, the goal is to improve by at least 1 point.

Commented [LW34]: Update and create new goals

ILEARN – Academic Standards – Percent At/Near and Above

	7	8
Spring 2019		
Mathematics		
Algebra and Functions	75	66
Data Analysis, Statistics, and Probability	81	61
Geometry & Measurement	71	65
Number Sense and Computation	72	75
Spring 2021	7	8
Mathematics		
Algebra and Functions	74	63
Data Analysis, Statistics, and Probability	76	64
Geometry & Measurement	80	35
Number Sense and Computation	71	69

ISTEP 10

Commented [LW35]: Take this out since we do not give ISTEP anymore

Math 10	2016-17	2017-18	2018-19	2019-20	2020-21
Number Sense & Computation	40.77	25	24.46	N/A	37
Geometry & Measurement	44.62	35.8	24.46	N/A	36

Data Analysis, Statistics, & Probability	39.23	24.43	24.46	N/A	35
Linear Equations, Inequalities, and Functions	41.54	23.3	22.3	N/A	35
Systems of Equations and Inequalities	36.92	23.86	26.62	N/A	35
Quadratic and Exponential Equations and Functions	40	26.14	24.46	N/A	35
Mathematical Process	40	27.27	25.18	N/A	36

PSAT

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total	255	252	229	246	236	210
Math 10	455	460	455	448	477	448
Math 11	468	477	491	466	455	488

VII.   Benchmarks for Progress

With the implementation of the new Indiana Academic College and Career Ready Standards and the implementation of the new ILEARN Assessment, Western Boone's goal is for ILEARN scores to exceed the state averages in the areas of Math and Language Arts. The goal for ILEARN 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, and NWEA will be used to assess student performance on a 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 regarding these students.

> **Commented [LW36]:** Change to weekly? We discuss this during our admin meeting on Thursdays?

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

> **Commented [LW37]:** Check on these requirements with counselors to ensure nothing has changed since the last SIP was created @Terra Query

> **Commented [TQ38R37]:** Anatomy and POE count as Science credits too if you want to list out all the choices.

> **Commented [TQ39R37]:** There is an Academic Achievement Plan mentioned in here. The 8th graders do create a 4 year plan and I assume that is what this means. But, should we call it an "Academic Achievement Plan" officially so it matches this SIP?

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 and History of the World)
Science   6 credits/3 years (2 credits: Biology, 2 credits: Chemistry, Physics, or Integrated Chemistry/Physics, 2 credits: Additional credits in Earth Science, Chemistry, Physics, Advanced 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 throughout the year as students are scheduled for the next high school year.

Academic Honors Diploma

For the Core 40 with Academic Honors designation, students must:
- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following:
  - Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - Earn 6 verifiable transcript eligible college credits in dual credit courses from the approved dual credit list.
  - Earn two of the following:
    - A minimum of 3 verifiable transcript eligible college credits from the approved dual credit list,
    - 2 credits in AP courses and corresponding AP exams,
    - 2 credits in IB standard level courses and corresponding IB exams.
  - Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence-based reading and writing section. **
  - Earn an ACT composite score of 26 or higher and complete written section
  - Earn 4 credits in IB courses and take corresponding IB exams.

Technical Honors Diploma

For the Core 40 with Technical Honors designation, students must:
- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  - Pathway designated industry-based certification or credential, or
  - Pathway dual credits from the approved dual credit list resulting in 6 transcript eligible college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.

- Complete one of the following,
  - Any one of the options (A - F) of the Core 40 with Academic Honors
  - Earn the following minimum scores on WorkKeys: Workplace Documents, Level 6; Applied Math, Level 6; and Graphic Literacy, Level 5. ***
  - Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
  - Earn the following minimum score(s) on Compass: Algebra 66, Writing 70, Reading 80.

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

The Western Boone Curriculum Guide 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 school 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 school 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
16	87.8%	97.8%
17	88.7%	97.5%
18	90.5%	100%
19	90.3%	99.2%
20	91%	99.2%

Percent Honors Diplomas

Year	State Average	Western Boone Schools
16	37.9	60.6%
17	38.9%	52.1%
18	39.8%	57.5%
19	39.8%	60.8%
20	40.3%	55.5%

Commented [LW40]: Update these charts and percentages to be accurate: include 21 and 22, remove 16 and 17

IX. Proposed Interventions Based on School Improvement Goals

Action Plan

Goal One

All students will improve their literacy skills across the curriculum, with an emphasis on the ability to read, write, speak, and listen.

Support Data Standardized Assessment: ILEARN, PSAT, SAT

Current State:

2022 percent passing for State of Indiana on ILEARN (English Language Arts)

- 7th grade: 41%
- 8th grade: 44%

2022 combined average for State of Indiana on PSAT (Evidence-Based Reading and Writing)

- Total Testing Group in the State:

2022 over-all total score average for State of Indiana on SAT (Evidence-Based Reading and Writing)

- Total Testing Group in the State: 483

Desired State:

To improve all state standardized testing scores in order to reach 65% profiency on ILEARN English Language Arts, improve overall PSAT scores by at least one point, and improve SAT scores by reaching 60% at College-Ready for Evidence-Based Reading and Writing.

Support Data Local Assessment: ILEARN Percent Profiency, PSAT, and SAT

Current State:

2022 percent profiency for Western Boone on ILEARN (English Language Arts)

- 7th grade
- 8th grade

2022 combined average for Western Boone on PSAT (Evidence-Based Reading and Writing)

- Total Testing Group in Western Boone Junior-Senior High School:

2022 over-all total score average for Western Boone on SAT (Evidence-Based Reading and Writing)

- Total Testing Group in Western Boone Junior-Senior High School: 494

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

Interventions: (data supports this intervention and why these students are falling below profiency	Person(s) Accountable	Timeline Start - End	Steps to Implement Intervention	Staff Development Activities
1. Utilize MAP reading assessment to track reading growth and improve reading comprehension for Grades 7-11.	Entire Staff	Through 2024-2025 School Year	• Test Schedule • Professional Development for staff over NWEA reports • Strategies to implement based off NWEA data	Language arts department will present MAP reading data during Wednesday Morning Meetings and discuss individual reading levels for all students.
2. Implement IXL as a resource to target	Entire Staff	Through 2024-2025 School Year	• Bloom's Taxonomy • Professional Development Schedule • Checklist for staff	Language arts department will share sample questions and professional learning communities will meet to discuss results.
3. Enhance Problem Based Learning to demonstrate increased Depth of Knowledge.	Entire Staff	Through 2024-2025 School Year	• Develop content aligned with rigor comparable to ILEARN/SAT	Teachers will review best practices, collaborate with peers, and create high quality questions.
4. Create and utilize local assessments to inform instruction, tracking data from local assessments to inform instruction and target areas of concern	Entire Staff	Through 2024-2025 School Year	• Professional development • Collaboration to create and analyze data	Teachers will participate in professional development to learn how to create and implement local assessments, as well as how to use data correctly to inform instruction.

Goal Two

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

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

Current State: 2019 percent passing for State of Indiana:

- 7th grade   41%
- 8th grade   44%
- 10th grade   66%

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: ILEARN/ISTEP+ Percent Passing and PSAT

Current State: 2019 percent passing for Western Boone:

- 7th grade   53.5%
- 8th grade   50.4%
- 10th grade   70.5%
- PSAT   489 combined average

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

Interventions: (data supports this intervention and why these students are failing)	Person(S) Accountable	Timeline Start - End	Steps to Implement Intervention	Staff Development Activities
1. Incorporate subject-specific informal and formal writing activities during each nine-week grading period.	All Departments Except Math	Through 2023-2024 School Year	• Professional Development Schedule	Teachers will meet to discuss and analyze overall trends in writing applications and develop a common language for assessment.
2. Implement writing, grammar, and vocabulary blocks into weekly schedule.	Language Arts Department	Through 2023-2024 School Year	• Designate time and day • Department Meeting Schedule	Language arts department will meet to discuss progress and make recommendations for improvement.
3. Analyze NWEA/PSAT data to differentiate instructional strategies and promote individual student growth. Teachers and students will develop student goals and track progress.	Language Arts Department	Through 2023-2024 School Year	• Department Meeting Schedule • Administration-led discussions.	Language arts department will meet to analyze methods and strategies that are successful. Teachers will conference with students to discuss RIT score and goals.
4. Teachers across the curriculum will utilize a writing rubric through Canvas and/or publisher resources as appropriate for content area.	All Departments Except Math	Through 2023-2024 School Year	• Fall Professional Development Schedule • Department Meeting Schedule	Departments will develop rubrics that support the 6+1 traits and/or relevant standardized testing rubrics.

Goal Three

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

Support Data Standardized Assessment: ILEARN/ISTEP+ Percent Passing Mathematics

Current State: 2019 percent passing for State of Indiana:

- 7th grade   41%
- 8th grade   37%
- 10th grade   37%

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: ILEARN/ISTEP+ Percent Passing and PSAT

Current State: 2019 percent passing for Western Boone:

- 7th grade   43%
- 8th grade   33%
- 10th grade   39%
- PSAT   468 combined average

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. Implement the use of charts and data analysis once each nine week.	Entire Staff	Through 2023-2024 School Year	• Department Meeting Schedule • Professional development schedule	Staff will collaborate to develop samples of problems that effectively utilize charts and require data analysis.
2. Utilize MAP math assessment to track progress and improve growth in weak areas for students.	Mathematics Department	Through 2023-2024 School Year	• 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. Create and utilize local assessments to inform instruction.	Entire Staff	Through 2023-2024 School Year	• Professional development • Collaboration to create and analyze data	Teachers will participate in professional development to learn how to create and implement local assessments.
4. Adjust schedules of struggling math students to meet their graduation requirement needs.	Mathematics Department Guidance Department	Through 2023-2024 School Year	• Graduation Pathway • Scheduling • Senior Meetings	Continued focus on updates of state graduation requirements.

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 literacy skills, differentiated instruction, checks for understanding, engagement strategies, focused lesson objectives, common assessments, power standards, and data analyzation. The goal is to combine all aspects into effective instruction in order to meet the needs of all students at Western Boone Junior Senior High School.

- See attached School Improvement Action Plan

XI. Statutes and Rules to be Waived

- None

XII. Three Year Timeline 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 students' progress at Western Boone Junior-Senior High School.
- The achievement review will include data provided by the Indiana Department of Education, ILEARN scores, results from ILEARN, PSAT, SAT, and other indicators of student's achievement, including NWEA, Local Assessments, and IXL.