WEST WASHINGTON JR/SR HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

September 2019

West Washington Jr./Sr. High School
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West Washington Jr./Sr. High School

INTRODUCTION

i. Student, School, and Community Profile

West Washington Jr./Sr. High School is a consolidated school located in western Washington County, including the communities of Campbellsburg, Fredericksburg, Hardinsburg, and Livonia. There are approximately 415 students enrolled for the 2018-2019 school year.

While the school is socio-economically diverse, with 53% of students qualifying for free/reduced lunch, the ethnicity is rather homogeneous. Ninety-eight percent of the student body is classified as Caucasian. The remaining two percent of the student population is divided equally between Hispanic, Multiracial, Asian, and African-American ethnic groups.

Success of students and student groups can be seen through the activities and awards garnered by the Future Farmers of America (FFA), Family, Career, Business Professionals of America (BPA), Health Occupations Students of America (HOSA), band and dance teams, athletic teams, and yearbook staff. Scholarships awarded to graduating seniors also reflect the achievements of our students.

The community provides many social support services to students. Washington County Awareness and We the Youth provide services and programs for students and teachers. The Campbellsburg Lions Club provides funds for Boys and Girls State delegates, and local sororities and civic groups provide many awards and scholarships.

ii. Description and Location of Curriculum

The administration and faculty understand the importance of preparing students for college or career. The West Washington curriculum offers a wide variety of course offerings to every student. Along with the standard core subject areas, students are offered an advanced curriculum through advanced placement courses in English and Physics. Working cooperatively with Lost River Services, the school offers courses in information technology, trade and industrial, health science, and engineering/technology.

All courses offered at West Washington follow the Indiana Department of Education course descriptions. A document of the specific courses offered is attached to the school website and a hard copy is available in the guidance office. Each student is provided a copy of course offerings when entering high school. Each department is responsible for updating the curriculum maps for each course.

iii. Titles and Description of Assessment Instruments

Title	Description of Assessment Instrument
ISTEP+/ Core 40 End of Course Assessment	The Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) measures what students know and are able to do at each grade level. Based on Indiana's Academic Standards, ISTEP+ provides a learning check-up to make sure students are on track and signal whether they need extra help.
SAT	The SAT Reasoning Test (formerly Scholastic Aptitude Test and Scholastic Assessment Test) is a standardized test for college admissions in the United States. The SAT is owned, published, and developed by the College Board, a non-profit organization in the United States. It was formerly developed, published, and scored by the Educational Testing Service which still administers the exam. The College Board claims the test can assess a student's readiness for college. The test was first introduced in 1901, and its name and scoring have changed several times.
ACT	The **ACT** is a standardized test for high school achievement and college admissions in the United States produced by ACT, Inc. It was first administered in November 1959 by Everett Franklin Lindquist as a competitor to the College Board's Scholastic Aptitude Test, now the SAT Reasoning Test. The ACT test has historically consisted of four tests: English, Math, Reading, and Science reasoning. In February 2005, an optional writing test was added to the ACT, mirroring changes to the SAT that took place later in March of the same year. All four-year colleges and universities in the U.S. accept the ACT, but different institutions place different emphases on standardized tests such as the ACT, compared to other factors of evaluation such as class rank, G.P.A., and extracurricular activities.
Woodcock-Johnson III	Provides a comprehensive system for measuring general intellectual ability, specific cognitive abilities, scholastic aptitude, oral language, and academic achievement.
IREADY	The rich data from *i-Ready Assessments* empowers teachers with a deeper knowledge of their students' needs. Based on industry leading research into assessment design and backed by extensive validity evidence, sophisticated data is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers. A suite of intuitive reports provide a common language through which both teachers and administrators can work towards the shared goal of student achievement. The *i-Ready Assessments* suite: • Pinpoints students' strengths and knowledge gaps at the sub-skill level • Delivers personalized learning paths in *i-Ready Instruction* • Saves time by automatically grouping students and offering targeted instructional recommendations • Helps educators spot trends across student groups • Predicts performance on specific standards by school/class
ASVAB	The ASVAB is a timed multi-aptitude test, which is given at over 14,000 schools and Military Entrance Processing Stations (MEPS) nationwide and is developed and maintained by the Department of Defense.
PSAT	The preliminary SAT®, or PSAT®, is a test offered to 8th grade and high school freshmen, sophomores, and juniors in the United States. It functions as a practice test for future college admissions exams and provides students with the opportunity to qualify for

	scholarships provided by the National Merit Scholarship Corporation (NMSC). The College Board, a nationally recognized educational organization, creates, administers, and scores the PSAT® exam.

West Washington Jr./Sr. High School

STATEMENTS

Direction Statement

West Washington Jr./Sr. High students will achieve their fullest potential using their individual abilities to enter the world as responsible, contributing, and civic-minded members of society.

Purpose Statement

In an effort to make all students college or career ready, the faculty and staff of West Washington Jr./Sr. High expect and instruct students to think critically, collaborate effectively, and communicate meaningfully through reading, writing, and speaking.

School Wide Literacy Vision Statement

West Washington Jr./Sr. High faculty and administration empower and support students to think critically, read complex text, collaborate effectively, and communicate meaningfully through reading, writing, and speaking.

Beliefs

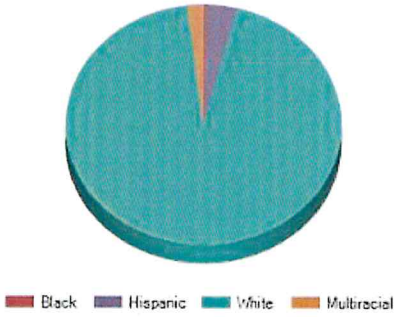
- Students have different ways of learning. As a result, successful students learn more when teachers use different methods of instruction and provide a variety of activities.
- Teachers, administrators, parents, and community members share the responsibility for helping students learn.
- Students perform better when there is mutual respect among students, teachers, and staff.
- Students learn best when they are actively involved in their own learning.
- A student's motivation to learn is influenced by his or her emotional state, beliefs, interests and/or goals.
- All students can learn.

Summary of Data from the Annual Performance

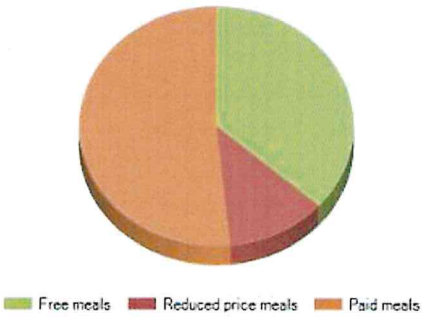
Enrollment 2018-19

408 students

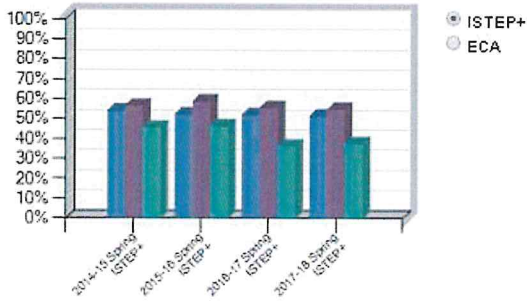
Enrollment 2018-19 by Ethnicity



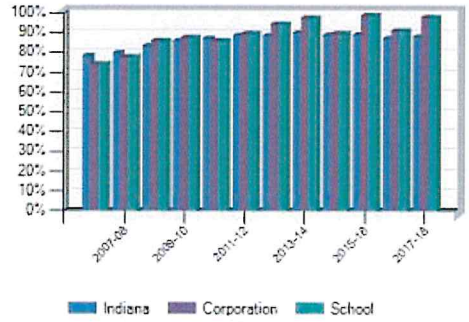
Enrollment 2018-19 by Free/Reduced Price Meals



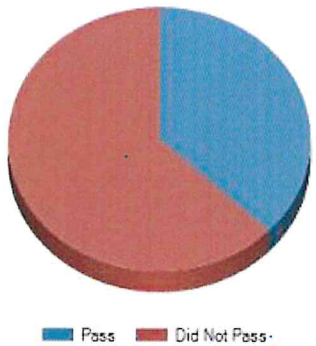
ISTEP+ Percent Passing Trend



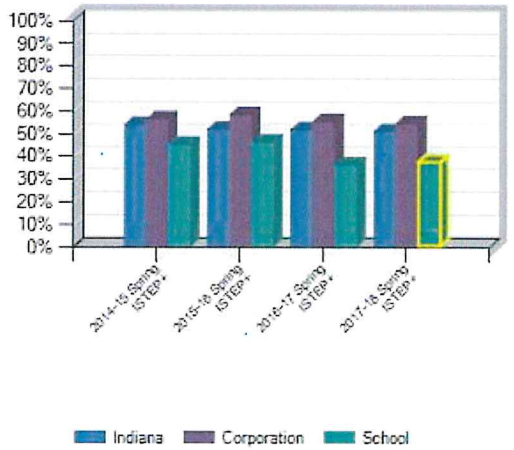
Four Year Cohort Graduation Rate Trend



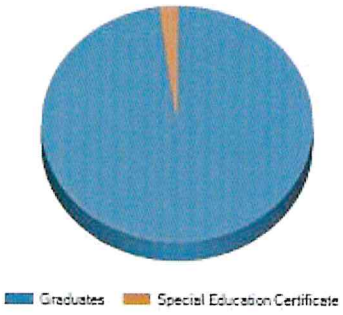
ISTEP+ 2017-18



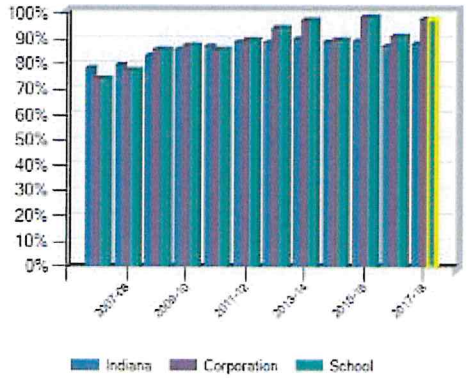
ISTEP+ Percent Passing Trend



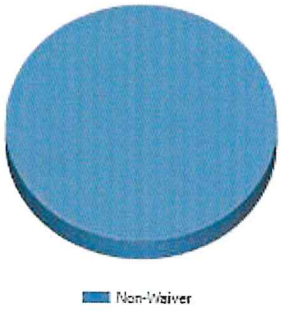
Four Year Cohort Status 2017-18



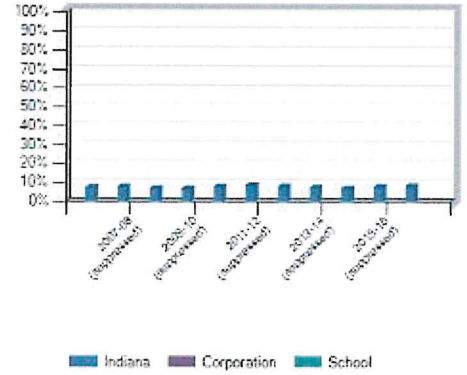
Four Year Cohort Graduation Rate Trend



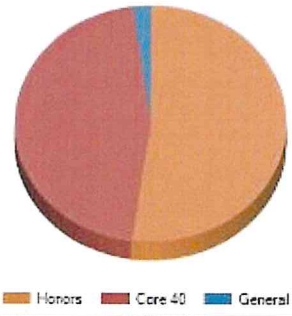
Four Year Cohort Waiver Status 2017-18



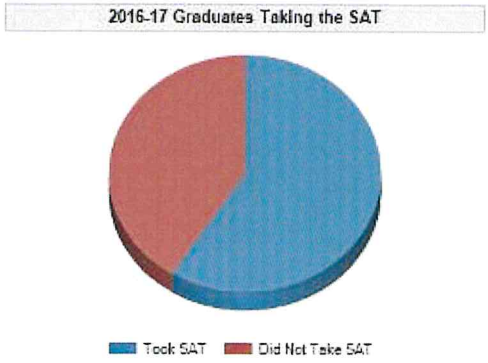
Four Year Graduation Waiver Rate Trend

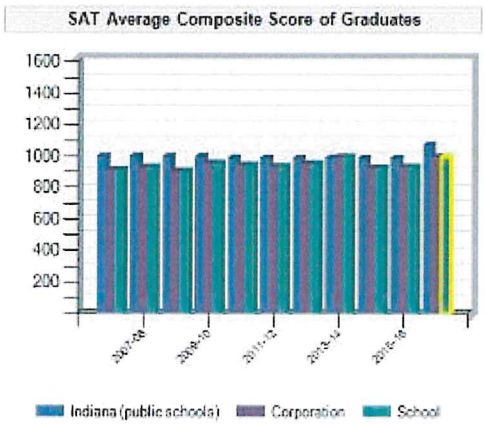


Four Year Cohort Diploma Types 2017-18

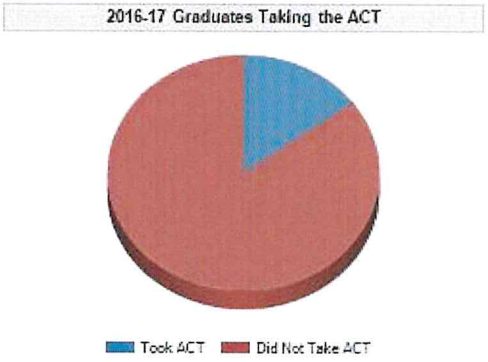


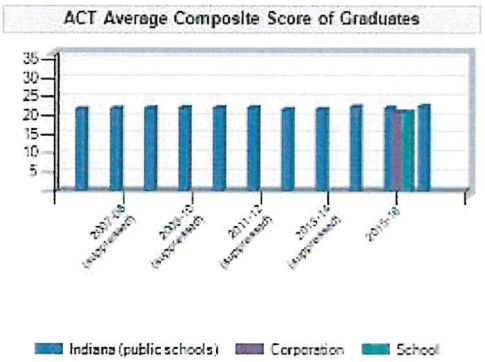
SAT





ACT





Data available for public schools only.

Results based on graduating class (four year colony).

Due to federal privacy laws, student performance data may not be displayed for any group of fewer than 10 students.

2017-2018 Report Card

B
Letter Grade

West Washington Jr-Sr High School

West Washington Jr-Sr High School received a B as its final letter grade for school accountability.

Overall Summary

	Points	Weight	Weighted Points
Performance Domain Grades 3-8	57.00	0.162	9.23
Performance Domain Grade 10	56.10	0.135	7.57
Growth Domain Grade 4-8	82.40	0.162	13.35
Growth Domain Grade 9-12	104.10	0.135	14.05
Multiple Measures Domain Grade 12	100.00	0.406	40.60
Overall points			84.8
Overall grade			B

Performance Domain

Elementary - Mathematics

45.6% of students passed the assessment.
This rate is below the state average.
98.3% of students participated in the assessment.

Elementary - English/Language Arts

68.3% of students passed the assessment.
This rate is above the state average.
99.2% of students participated in the assessment.

High School - Mathematics

40.9% of students passed the assessment.
This rate is above the state average.
97.3% of students participated in the assessment.

High School - English/Language Arts

71.2% of students passed the assessment.
This rate is above the state average.
96.0% of students participated in the assessment.

Growth Domain

A school's letter grade may increase, decrease, or remain the same based on student improvement.

Elementary - Mathematics

69.3 points for Top 75% Growth
83.7 points for Bottom 25% Growth
76.5 points for Growth

Elementary - English/Language Arts

83.3 points for Top 75% Growth
93.3 points for Bottom 25% Growth.
88.3 points for Growth

High School - Mathematics

113.8 points for Top 75% Growth
112.5 points for Bottom 25% Growth
113.2 points for Growth
0.6 points bonus for 10th-12th Grade Improvement
113.8 points for Overall Growth

High School - English/Language Arts

96.8 points for Top 75% Growth
89.1 points for Bottom 25% Growth.
93 points for Growth
1.4 points bonus for 10th-12th Grade Improvement
94.4 points for Overall Growth

Multiple Measures Domain

Graduation Rate

91.0% of students graduated within 4 years.
100 points awarded for 4 year graduation rate
98.7% of the students graduated within 5 years
0.00 points awarded is awarded for 5 year graduation rate

College & Career Readiness (CCR)

82.0% of students achieved CCR.
100.00 points awarded for CCR.

Data Related to Performance Indicators Other Than Indicated in the Annual Performance Report

ISTEP scores for 2016-2017 School Year				
	English/ Language Arts % passing		Math % passing	
	7th Grade	8th Grade	7th Grade	8th Grade
West Washington School # 8869	51.8%	56.0%	39.3%	41.3%
STATE AVERAGE	65.1%	61.8%	50.6%	55.1%

ISTEP scores for 2017-2018 School Year				
	English/ Language Arts % passing		Math % passing	
	7th Grade	8th Grade	7th Grade	8th Grade
West Washington School # 8869	75.8%	57.7%	57.4%	30.8%
STATE AVERAGE	64.3%	63.6%	50.3%	55.7%

ILEARN scores for 2018-2019 School Year				
	English/ Language Arts % passing		Math % passing	
	7th Grade	8th Grade	7th Grade	8th Grade
West Washington School # 8869	43.9%	49.2%	43.9%	36.1%
STATE AVERAGE	49.7%	50.1%	42%	38%

English 10 Graduation Examination Spring 2016-17 results for student in Grade 10		
	Math	English
Students Tested	63	59
% of class passing	25.4%	57.6%
State Average	34.6%	59%

English 10 Graduation Examination Spring 2017-18 results for student in Grade 10		
	Math	English
Students Tested	69	69
% of class passing	40%	69.6%
State Average	36.2%	58.9%

English 10 Graduation Examination Spring 2018-19 results for student in Grade 10		
	Math	English
Students Tested	81	82
% of class passing	27.2%	65.9%
State Average	35.3%	62.4%

West Washington Jr./Sr. High School

Current Educational Programming Conclusions

i. Support of Indiana Academic Standards through Curriculum

The district curriculum under which West Washington Jr./Sr. High School functions is based on Indiana's Academic Standards. During the 2018-2019 school year, great strides were taken to follow the Indiana Academic Standards. With the recent revision of the standards, realignment has become a major focus for curriculum leaders and teachers. The following actions have been taken:

- The alignment of the English/Language Arts and Math curriculum to standards is ongoing.
- Department level teams are in the process of identifying differences in the new standards so that curriculum alignment can be completed.
- Professional Development for teachers in the area of state standards and common core has been implemented.
- Indiana State Literacy Standards are included in curriculum mapping.

ii. Support of Indiana Academic Standards through Strategies

Several different teaching and assessing strategies are currently being employed in the school. Teachers have developed assessment rubrics to be used on formal writing and project based assignments. All teachers are expected to use reading comprehension/study strategies (i.e. KWL, 3-2-1, manipulatives, graphic organizers, and concept maps) as part of their teaching methods.

iii. Analysis of Student Achievement Based on ISTEP+ and other Assessment Strategies

After analyzing the 2016-17 high stakes testing data, a pattern of testing results can be seen. The state average has been higher or close to our performance. This is not acceptable and we are committed to search for ways to continue to improve. .

iv. Parental Participation

Most parental participation is through athletic programs. There is much evidence of parental support for varsity athletics. Football and basketball parents sponsor activities and

operate concession stands during athletic events. Teams are supported by funds raised through these events. Coaches and sponsors are implementing EventLink to keep parents updated on events and changes to events. The administration has made a concerted effort to improve parental involvement in the school. Quarterly newsletters are mailed to students' homes to notify parents of upcoming events. Our Student Information System (ALMA) is used by parents, students and staff to communicate and be transparent with grades and assignments. An automated messaging service is often used to invite parents to the events hosted by the school. These events include (but are not limited to)

- Open House prior to first student day
- Freshmen Orientation
- College and Career night
- Fall and Spring Carnivals
- Parent Meetings
- Social Media Accounts- Twitter and Facebook
- Superintendent's Podcasts
- Regularly scheduled radio chats

v. **Technology**

Technology in the classroom and use is an important learning tool at West Washington. There is a full time computer technology coordinator on duty every day to assist teachers and students with problems and/or concerns. Equipment is constantly updated to meet the needs of the modern day technological world. Through the funding of grant monies each student has been issued a Chromebook to foster a 1:1 learning environment. Students are encouraged to use technology as a communication tool between collaborative student groups and teachers. WWHS is a Google Apps for Education school that is continuously looking for ways to improve and prepare students for the ever changing technological world. When we have inclement weather, our school has implemented using digital days to make up the day. This plan has been approved by the Indiana Department of Education.

vi. **Professional Development**

Professional Development (PD) for teachers is a very important part of the total school improvement process. West Washington Jr./Sr. High School is contractually obligated to have teachers at school 185 days. Prior to the beginning of the first 2018-2019 student day, teachers were engaged in 2 half days of professional development focusing on building relationships with students and creating a positive climate in the school. Teachers are required to complete a flex day that allows them the flexibility to choose a topic they feel is beneficial to their own personal growth. This is approved by the building administrator. Due to the lengthening of the school day for certified staff, professional development will be held once a week (Thursday) prior to the beginning of the student school day. Teachers play a pivotal role in delivering professional development to their peers. The administration encourages peer coaching of best practices and invites teachers to share knowledge gained either through workshops or personal research with others. During the 2018-2019 school year, a strong emphasis will be placed on continuing to build relationships with students as well as with their colleagues.

vii. **Academic Advisory Team**

Student success is very important. West Washington Jr./Sr. High School has recognized that student guidance needs to be top priority. A team of teachers and administration have formed to create an advisory team to help guide students individually as well as give guidance to specific grade levels. It has been determined that the advisors for grades 9 and 10 should focus on catching students that are at risk of failing classes, give class selection guidance, and begin career planning and interest inventories. Advisors for grades 11 and 12 should focus on graduation pathways and post-graduation planning and preparation.

viii. **Jr. High Academy**

For many years, the 7th and 8th grade students have been transitioned into the high school setting. The standardized test scores were repeatedly lower, the number of discipline referrals were high and the halls were congested during passing periods. 2018-2019 school year brought about many changes to remedy these issues and others identified. They run on a different bell schedule than the high school and teachers now teach only jr high classes or high school classes. This gives teachers the ability to focus on their grade level and take ownership in their students. The altered schedule has allowed for built in remediation and STEAM (Science, Technology, Engineering, Arts, and Math) time on a daily basis. This new schedule also give all Jr High teachers a common planning time. A house system has also been implemented to promote unity and friendly competition.

ix **Safety and Discipline**

West Washington Jr Sr High School is committed to the education of our students. It is our belief that it begins with keeping our students safe and maintaining strong classroom and school discipline. Classroom teachers utilize individual classroom management techniques, inclusive of, but not limited to: token economy systems, reward systems, and behavior contracts. The school has an in school suspension area for any disruptions during the school day that hinder the learning of others. The student handbook is available on-line that outlines the expectations of students who attend West Washington Jr Sr High School. The school is secured throughout the day and all visitors must be identified through the front office. Visitors must be let through two locked doors before entering the school. The corporation has two school safety specialists on staff who attend annual training and the school safety plan is updated annually.

West Washington Jr./Sr. High School

Student Achievement Objectives

i. Attendance Rate

West Washington Jr./Sr. High School continues to focus on student attendance. The following policy statement will guide this focus:

Education is one of the most valuable undertakings in our country. Formal schooling is not only very desirable but also absolutely essential for the conservation of American society. The State of Indiana places education at the top of its priorities. A very high positive correlation exists between formal learning and school attendance. Accordingly, it is incumbent upon this school system to use every reasonable measure to instill dutiful attendance habits in every student. A day lost in the classroom can never be completely retrieved; the dialogue between teachers and students in a classroom group environment can never be effectively duplicated. This policy's purpose is to encourage academic effort by discouraging unacceptable absenteeism, which is viewed as a lack of effort.

Stricter measures are being taken to ensure student attendance. These changes have been approved by the school board and published in the student handbook and school website.

Attendance By Grade

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 7	95.6%	96.0%	96.4%	97.0%	95.9%	97.0%	95.7%	95.7%
Grade 8	94.1%	95.4%	95.0%	96.3%	96.5%	96.3%	96.2%	94.7%
Grade 9	96.6%	95.1%	95.1%	95.7%	96.4%	96.3%	94.1%	95.2%
Grade 10	94.1%	96.7%	94.2%	94.8%	95.0%	95.5%	94.4%	93.7%
Grade 11	94.0%	94.2%	95.7%	93.2%	92.1%	95.0%	95.5%	95.1%
Grade 12	94.1%	95.9%	94.7%	94.9%	94.3%	91.9%	93.1%	95.2%
Grade 12+/Adult			***			***	***	***
All Grades	94.8%	95.6%	95.2%	95.3%	94.9%	95.3%	94.8%	95.0%

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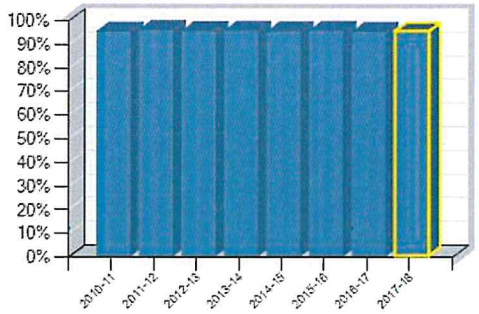
Attendance Rate Trend



ii. Percentage of Students meeting Academic Standards under ISTEP+

Subject	Goal set for 2018-2019	Results for 2018-2019	Met Goal Y or N	S.M.A.R.T. Goal for 2019-2020	
				% ↑	% passing
English Language Arts	10th- 60% passing	65.9%	Y	3	68.9%
Math	10th – 30% passing	27.2%	N	3	33

Subject	Goal set for 2018-2019	Results for 2018-2019	Met Goal Y or N	S.M.A.R.T. Goal for 2019-2020		S.M.A.R.T. Goal for 2020-2021		S.M.A.R.T. Goal for 2021-2022	
				% ↑	% passing	% ↑	% passing	% ↑	% passing
ILEARN 7th Math	49% passing	43.9%	N	3	85%	3		3	
ILEARN 7th ELA	61% passing	43.9%	N	3	60%	3		3	
ILEARN 8th Math	51% passing	36.1%	N	3	70%	3		3	
ILEARN 8th ELA	66% passing	49.2%	N	3	60%	3		3	

The passing goals for 2019-20 are based off of current data, last years' ILEARN scores and changes in teaching and local assessments.

iii. Graduation Rate

West Washington Jr./Sr. High School would like to see all students graduate on time with their appropriate class. However, this goal is not realistic for all students because of factors beyond the scope of the school. Many transient students fall behind in the accumulation of academic credits to graduate. The majority of these students do not transfer into West Washington with good academic records and usually end up leaving the school, withdrawing from public education, or pursuing a GED. Using the new State of Indiana guidelines for tabulating graduation rates, students who complete a GED are not to be counted as graduates. This has lowered not only the graduation rate of West Washington, but schools across the state.

Even with the circumstances stated above, West Washington has exhibited an increase in graduation rate over the last several years.

Graduation Rate Increase for West Washington Jr./Sr. High School						
Graduating Class	Graduation Rate Objective	Actual Graduation Rate Achieved	% +/-prior year	State Average	% +/- State Average	Number of students based on past enrollment
2012	85	89.6				
2013	86	94.4	+4.8			59 of 68 students
2014	87	97.5	+3.1			73 of 83 students
2015	88	89.6	-7.9			58 of 65 students
2016	89	89.6	0	88.9	+0.7	70 of 78 students
2017	90	98.7	+9.1	89.1	+9.6	59 of 65 students
2018	91	91.0	-7.7	87.2	+3.8	61 0f 67 students
2019						

West Washington Jr./Sr. High School

Academic Honors Diploma and Core 40

i. Academic Honors Provisions

West Washington Jr./Sr. High School offers numerous courses to allow students to become eligible to earn the Academic Honors Diploma. Students are encouraged by teachers and the guidance department to enroll in rigorous coursework.

INDIANA CORE 40

Effective beginning with students who enter high school in 2012-13 school year (class of 2016).

Course and Credit Requirements	
English/ Language Arts	**8 credits** Including a balance of literature, composition and speech.
Mathematics	**6 credits (in grades 9-12)** 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II *Or complete integrated Math I, II, and III for 6 credits.* *Students must take a math or quantitative reasoning course each year in high school.*
Science	**6 credits** 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	**6 credits** 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	**5 credits** World Languages Fine Arts Career and Technical Education
Physical Education	**2 credits**
Health and Wellness	**1 credit**
Electives*	**6 credits** (College and Career Pathway courses recommended)
40 Total State Credits Required	

Schools may have additional local graduation requirements that apply to all students.

* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.

CORE 40 with Academic Honors *(minimum 47 credits)*

For the **Core 40 with Academic Honors** diploma, 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:
  - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - B. Earn 6 verifiable transcripted college credits in dual credit courses from priority course list
  - C. Earn two of the following:
    1. A minimum of 3 verifiable transcripted college credits from the priority course list,
    2. 2 credits in AP courses and corresponding AP exams,
    3. 2 credits in IB standard level courses and corresponding IB exams.
  - D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
  - E. Earn an ACT composite score of 26 or higher and complete written section
  - F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE 40 with Technical Honors *(minimum 47 credits)*

For the **Core 40 with Technical Honors** diploma, 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:
  1. Pathway designated industry-based certification or credential, or
  2. Pathway dual credits from the lists of priority courses resulting in 6 transcripted 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.
  - A. Any one of the options (A - F) of the Core 40 with Academic Honors
  - B. Earn the following scores or higher on WorkKeys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
  - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
  - D. Earn the following minimum score(s) on Compass; Algebra 66 Writing 70, Reading 80.

ii. Encouragement of Students to Earn Academic Honors Diploma

Incoming freshmen are encouraged by the guidance department to plan out their career or college path. The guidance counselor encourages the students to talk with teachers concerning the scheduling of future classes. Every student is encouraged to take the most rigorous class available for the appropriate level of learning. Honors Diploma students who have not earned a "C" in courses that count toward the specified diploma are given an opportunity to retake the course in order to remain on the Honors Diploma track. Numerous dual credit and advanced placement classes are offered at West Washington. This allows the student more than enough opportunity to fulfill the dual credit/college credit requirements.

West Washington Jr./Sr. High School

Specific Areas Identified for Improvement, Benchmarks for Progress, Proposed Interventions and Immediate Action Plans

Continuous school improvement is needed in the follow areas:

- ISTEP+ scores
- Attendance
- Graduation Rate

i. ISTEP+/ILEARN Scores

The School Improvement Team identified two areas which, upon improvement of individual area, will improve the test taking skills, reading comprehension and expository writings of student test takers.

Target Area:Literacy (School Wide)

Target Area Goal: All students demonstrate improved competence in reading as evident through reading and writing skills/strategies in all curricular areas.

Strategies to Achieve Goal:

a. All curricular areas require written work of all students.

b. Students will read and respond to complex questions or tasks in all curricular areas (scientific, narrative, etc…).

Action:

a. Teachers will demonstrate various best-practice reading/writing strategies throughout the school year.

b. Teachers will present questions to students in a form which mimics high stakes testing (ISTEP+ and ILEARN) questions; specifically, requiring students to support answers using evidence from the text.

c. A visual will be displayed in each classroom identifying key strategies that all students will follow in all subject areas.

d. Teachers are given collaboration time to discuss Indiana Department of Education Literacy expectations.

Target Area:Math (School Wide)

Target Area Goal: All students demonstrate improved competence in mathematics as evident through mathematics skills/strategies in all curricular areas.

Strategies to Achieve Goal:

a. All curricular areas require relevant problem-solving activities.

b. Students will analyze and draw conclusions in all curricular areas

Action:

a. Teachers will demonstrate various best-practice mathematics strategies throughout the school year.

b. Teachers will present questions to students in a form which mimics high stakes testing (ISTEP+ and ILEARN) questions; specifically, requiring students to support answers using evidence from the text.

c. A visual will be displayed in each classroom identifying key strategies that all students will follow in all subject areas.

d. Teachers are given collaboration time to strategically discuss mathematics across the curriculum.

School Improvement Immediate Action Plan
for
West Washington Jr./Sr. High School

Target Area: Literacy
Target Area Goal: All students demonstrate improved competence in reading as evident through writing skills/strategies in all curricular areas.

Support Data (from the Profile): ISTEP+, PSAT, SAT, ACT, Core 40 End of Course Assessments, Acuity, GRADE	**Standardized Assessments**: E/LA ISTEP+ and ILEARN sample questions -IDOE Writing Rubrics -IREADY	**Local Assessments**: Authentic reading/writing assignments in each academic area -Department writing rubric

Intervention: Students will learn to use various reading strategies when reading informational texts.	**Research/Best Practice Sources**: IDOE, Best Practices Strategies

Activities to implement the Intervention:	**Person(s) Accountable:**	**Timeline:**		**Resources:**	**Staff Developments Activities:**
		Beg	**End**		
Professional Development devoted to literacy standards and high stakes testing questions	All teachers	Aug	May	-IDOE/Learning Connection website -ISTEP+ examples -ILEARN examples -March2Success	- professional development days reading activity -collaboration time
Teachers will be encouraged to use a strategy from Think Literacy in classroom at least once a grading period	All teachers/ principal	Aug	May	http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/library.html	Professional Development weekly
Reading/writing assessments in all academic areas	All Teachers	Sept	May		

School Improvement Immediate Action Plan
for
West Washington Jr./Sr. High School

Target Area: Math
Target Area Goal: All students demonstrate improved competence in mathematics as evident through mathematics skills/strategies in all curricular areas.

Support Data (from the Profile): ISTEP+, PSAT, SAT, ACT, ILEARN	**Standardized Assessments**: -Math ISTEP+ and ILEARN -IREADY	**Local Assessments**: -Quarterly Assessments

Intervention:	**Research/Best Practice Sources**:

Students will learn to analyze and problem solve.					
Activities to implement the Intervention:	**Person(s) Accountable:**	**Timeline:**		**Resources:**	**Staff Developments Activities:**
		Beg	**End**		
Professional Development devoted to math standards and high stakes testing questions	All teachers	Aug	Dec	-IDOE/Learning Connection website -ISTEP+ examples -ILEARN examples -March2Success	- professional development days reading activity -collaboration time

The following tables serve as **Benchmarks** for Progress:

Subject	**Goal set for 2018-2019**	**Results for 2018-2019**	**Met Goal Y or N**	**S.M.A.R.T. Goal for 2019-2020**	
				% ↑	% passing
English Language Arts	10th- 60% passing	65.9	Y	3	68.9
Math	10th – 30% passing	27.2	N	3	33

Subject	**Goal set for 2018-2019**	**Results for 2018-2019**	**Met Goal Y or N**	**S.M.A.R.T. Goal for 2019-2020**		**S.M.A.R.T. Goal for 2020-2021**		**S.M.A.R.T. Goal for 2021-2022**	
				% ↑	% passing	% ↑	% passing	% ↑	% passing
ILEARN 7th Math	49% passing	43.9	N	3	80	3		3	
ILEARN 7th ELA	61% passing	43.9	N	3	60	3		3	
ILEARN 8th Math	51% passing	36.1	N	3	85	3		3	
ILEARN 8th ELA	66% passing	49.2	N	3	60	3		3	

ii. Attendance and Graduation Rates

Securing an education to live a happy and productive life is the most important accomplishment of any young person. Regular attendance is considered to be essential in successful school life. No student can hope to be successful if he/she is not in class regularly.

Classroom attendance is taken every period all day long by the classroom teacher and entered into the common database (ALMA). After the first period attendance is taken and entered, the daily attendance is reviewed and a designee of the school calls the home of each absent student. A parent conference is scheduled after the third unexcused absence with increasingly severe consequences being served thereafter for each unexcused absence, culminating with a home visit and referral to Washington County probation. With the tightening of the absence policy, it is logical that an increase in attendance will follow. When the weekly attendance average is 96% and above, students are rewarded with a "hat day" on Friday.

The graduation rate has been trending higher than the state average. It is our goal to continue this trend and maintain a rate above 90%. The ultimate goal is 100%, but circumstances beyond our control know that is is unlikely.,

iii. Parental Involvement

The open house night at the beginning of the school year is highly attended by our parents and family members. This is an opportunity for parents to tour the school and meet the staff and prepare for the upcoming school year. There are also specific meetings for the 12th grade students and parents to keep on track for graduation and post-graduation decisions. These meetings are an opportunity to discuss the strengths and possible solutions to some areas of concern. It is established that this is not a time for parents to raise concerns about individual teachers or events that have occurred in the student's life but offer suggestions for improvements. In the past, parents contributed in the revision of the student handbook, student expectations during athletic events, school website information, etc… The work of teachers during professional development or school wide curricular concerns are addressed also. The school has hosted a Spring Carnival in the past that has been very successful involving the parents and community. This level of success has led us to add a Fall Festival for the 2018-19 school year.

West Washington Jr./Sr. High School

Professional Development

Professional Development (PD) for teachers is a very important part of the total school improvement process. West Washington Jr./Sr. High School is contractually obligated to have teachers at school 185 days. Prior to the beginning of the first 2018- 2019 student day, teachers were engaged in a half day of professional development presented by Dave Weber. Mr. Weber is nationally recognized for speaking to corporate America and educators elementary- college level. His presentation was based off of his book *Sticks and Stones*. Our staff will continue this focus with a book study of his book. Due to the lengthening of the school day for certified staff, professional development will be held once a week (Thursday) prior to the beginning of the student school day. Teachers play a pivotal role in delivering professional development to their peers. The administration encourages peer coaching of best practices and invites teachers to share knowledge gained either through workshops or personal research with others. During the 2018-2019 school year a strong emphasis will be place on continuing the positive culture while building relationships with our students. We believe that this culture change will lead to an increase in test scores, attendance and graduation rate.

The faculty has participated in school wide readings of professional literature. There is a designated PD section in the library. Several professional learning communities have been established for professional reading and growth. Titles include (but not limited to):

- *Sticks and Stones* by Dave Weber
- *Move Your Bus* by Ron Clark
- *Do I Really Have to Teach Reading?* by Cris Tovani (required read with reflection piece)
- *Failure is NOT an Option* by Alan M. Blankstein – voluntary
- *Whatever It Takes* by R. DuFour, R. DuFour, R. Eaker, and G. Karhnek – voluntary
- *The New Teacher's Companion* by Gini Cunningham – new teachers
- *Classroom Instruction that Works* by R. Marzano, D. Pickering, and J. Pollock – voluntary
- *Math in Plain English* by Amy Benjamin – Math team only
- *A Framework for Understanding Poverty* by Ruby Payne – voluntary
- *Teach Like A Champion* by Doug Lemov and Norman Atkins (required read with reflection piece)

Teachers are encouraged to seek out their own professional development with the support of the administration. They are given the opportunity to spend one of their professional development days as a Flex PD day. Once the pd is chosen by each teacher, it is then approved by the administration. Documentation is then turned in to the corporate office reflecting on the pd and to document the completion of the Flex PD day.

Professional Growth Points will be awarded to teachers seeking license renewal if the PD is in accordance with the Professional Growth Plan Experience provided by the Indiana Department of Education.

West Washington Jr./Sr. High School

Three Year Plan

West Washington Jr./Sr. High School is currently in year one of a three-year plan established in 2018-2019 school year. The plan was created by teachers, administrators, and parents. The three year plan is a dynamic document, ever changing to suit the needs of the students and the educational climate of the school.

Professional Development:

Year One 2018-2019 School Year	Year Two 2019-2020 School Year	Year Three 2020-2021 School Year
Professional Growth Plans completed by teachers/staff at the beginning of the school year. Reflected upon at the end of the school year. Action taken during summer months if necessary.	**Professional Growth Plans** completed by teachers/staff at the beginning of the school year. Reflected upon at the end of the school year. Action taken during summer months if necessary.	**Professional Growth Plans** completed by teachers/staff at the beginning of the school year. Reflected upon at the end of the school year. Action taken during summer months if necessary.
Book Study: Sticks and Stones	**Book Study:**	**Book Study:**

Professional Development continued:

Year One 2018-2019 School Year	Year Two 2018-2019 School Year	Year Three 2018-2019 School Year
Best Practices: Research done by principal and shared with staff at PD or staff meetings. Strategies used by faculty in classrooms.	**Best Practices:** Faculty members research best practice strategies and share with faculty. Strategies are used in classrooms.	**Best Practices:** Faculty members research best practice strategies and share with faculty. Strategies are used in classrooms.

Target Goal – School Wide Literacy:

Year One 2018-2019 School Year	Year Two 2018-2019 School Year	Year Three 2018-2019 School Year
Common English Strategies identified by english teachers to be used in all classrooms.	Rubric reviewed.	Rubric reviewed.
Writing/Reading strategies taught in all classrooms.	Strategies revisited and revised.	Strategies revisited and revised.
Reading and writing to a prompt twice a year completed in every classroom.	ISTEP+and ILEARN scores reviewed. Academic Advisory Team reviewed. Goal revised if necessary.	ISTEP+and ILEARN scores reviewed. Academic Advisory Team reviewed. Goal revised if necessary.

Target Goal- Mathematics

Year One 2018-2019 School Year	Year Two 2018-2019 School Year	Year Three 2018-2019 School Year
Common Math Strategies identified by math teachers to be used in all classrooms.	ISTEP+and ILEARN scores reviewed. Academic Advisory Team reviewed Strategies reviewed. Goal revised if necessary.	ISTEP+and ILEARN scores reviewed. Academic Advisory Team reviewed. Strategies reviewed. Goal revised if necessary.
Graphs used in other subjects will be analyzed and not skipped over.	Graphs will be analyzed in all other subjects and students will create graphs in those subjects.	Graphs will be analyzed in all other subjects and students will create graphs in those subjects.

I sign as the teacher representative as an indication of support for the professional development plan component of the school improvement plan.

Name Gina M Rosenbaum-Tragesser

Signature Gina M Rosenbaum-Tragesser

Date 10/16/19