

BOARD MINUTES
BOARD MEETING
ADMINISTRATION OFFICE
November 9, 2020
7:00 P.M.

Call to Order: Phil Foster, Brian Gott, Mike Martin, Dennis Reagan, Melissa Smith and Shane Steimel. Absent – Rick Davis
Pledge of Allegiance
Prayer

- **MINUTES**

- The Chair entertained a motion to approve the minutes of the October 12, 2020, School Board Meeting.

Motion: Mike Martin, Second: Dennis Reagan, (Discussion), Vote: 6-0

- **SPECIAL PRESENTATIONS/RECOGNITIONS**

- Kassie Frazier, a representative from Sylvia's Child Advocacy Center, presented to the school board regarding mandatory sexual abuse prevention services and their partnership with Western Boone County Community School Corporation.
- Superintendent Rob Ramey recognized Cecil Gosser, Director of Transportation, on his retirement after 31 years of service to Western Boone County Community School Corporation.

- **TEACHER CONTRACT – Public Hearing**

- The board president entertained a motion to open the Teacher Contract Hearing

Motion: Brian Gott, Second: Dennis Reagan, (Discussion), Vote: 6-0

- The board president entertained comments regarding the Teacher Contract

No public comment was provided.

- The board president entertained a motion to close the Teacher Contract Hearing

Motion: Melissa Smith, Second: Mike Martin, (Discussion), Vote: 6-0

- **SUPERINTENDENT CONTRACT – Public Hearing**

- The board president entertained a motion to open the Superintendent Contract Hearing

Motion: Dennis Reagan, Second: Phil Foster, (Discussion), Vote: 6-0

- The board president entertained comments regarding the Superintendent Contract

No public comment was provided.

- The board president entertained a motion to close the Superintendent Contract Hearing

Motion: Brian Gott, Second: Melissa Smith, (Discussion), Vote: 6-0

ACTION ITEMS

By individual motions, the Board approved/adopted the following items or action.

- **PERSONNEL** All employment recommendations are pending completed satisfactory criminal background history report.
- **Granville Wells**
 - ECA
 - Wes Nicley – 5th Grade Boys Basketball Coach
- **Thorntown**
 - ECA
 - Logen Adkins – 5th Grade Boys Basketball Coach
- **Western Boone**
 - Laura Kirkman – Employment – Part-time Cafeteria effective October 29, 2020
 - Kerry Colgrove – Resignation – Maintenance/Grounds effective October 26, 2020
- **Western Boone Administration**
 - Lisa Pearson – Change in Position – Bus Driver to Director of Transportation effective November 23, 2020
- **Western Boone Transportation**
 - John Hume – Substitute Bus Driver – effective October 26, 2020
 - Lisa Pearson – Resignation – Bus Driver effective November 20, 2020

Motion: Dennis Reagan, Second: Mike Martin, (Discussion), Vote: 6-0

- **BUSINESS**

- **2020-2021 Teacher Contract**
 - Superintendent Ramey recommended the Board to approve the 2020-2021 Teacher contract which includes a 2.0% increase to the Salary Schedule and the Extra Curricular Schedule.

Motion: Brian Gott, Second: Melissa Smith, (Discussion), Vote: 6-0

- **Administration Contracts**
 - Superintendent Ramey recommended the Board to approve the Administrative 2020-2021 extended contracts which include a 2.0% salary increase.

Motion: Phil Foster, Second: Brian Gott, (Discussion), Vote: 6-0

- **ECA – Non-Bargaining Unit**
 - Superintendent Ramey recommended the Board to approve a 2.0% increase for Varsity Girls Basketball coach and Varsity Boys Basketball coach.

Motion: Dennis Reagan, Second: Phil Foster, (Discussion), Vote: 6-0

- **Transfer Students** **BP-6195**
 - Superintendent Ramey recommended the Board approve the revised Transfer Students policy transfer students whose legal settlement is not within the boundaries of the Western Boone County Community School Corporation.

Motion: Brian Gott, Second: Dennis Reagan, (Discussion), Vote: 6-0

- **Financial Transparency Policy** **BP-7021**
 - Superintendent Ramey recommended the Board approve the Financial Transparency policy.

Motion: Phil Foster, Second: Dennis Reagan, (Discussion), Vote: 6-0

- **Reserve and Liquidity Policy** **BP-7022**
 - Superintendent Ramey recommended the Board approve the Reserve and Liquidity policy.

Motion: Mike Martin, Second: Brian Gott, (Discussion), Vote: 6-0

- **Debt Management Policy** **BP-7023**
 - Superintendent Ramey recommended the Board approve the Debt Management policy.

Motion: Phil Foster, Second: Dennis Reagan, (Discussion), Vote: 6-0

- **Investment of Corporation Funds in Transaction Accounts** **BP-7025**
 - Superintendent Ramey recommended the Board approve the revised Investment of Corporation Funds in Transaction Accounts.

Motion: Brian Gott, Second: Melissa Smith, (Discussion), Vote: 6-0

- **Ricoh Lease**
 - The Director of Business and Technology recommended the Board approve a five-year copier lease with Ricoh including PaperCut MF. The lease payment is \$1,532.59 per month for 60 months beginning on October 19, 2020.

Motion: Phil Foster, Second: Mike Martin, (Discussion), Vote: 6-0

- **School Improvement Plan 2020-2021**
 - Superintendent Ramey recommended the Board approve the Corporation School Improvement plan for 2020-2021 school year.

Motion: Brian Gott, Second: Melissa Smith, (Discussion), Vote: 6-0

- **Out of State/Overnight Field Trips**
 - Superintendent Ramey recommended the Board to approve the field trip request for
 - Junior High Washington DC – Riley Lerch has been rescheduled to June 2, 2021 to June 6, 2021.

Motion: Mike Martin, Second: Phil Foster, (Discussion), Vote: 6-0

- **Non-Resident Students**
 - Superintendent Ramey recommended the Board approve the following Non-Resident Student:
 - Kamden Blankman – Thorntown, 1st Grade, 2020-2021 school year.

Motion: Dennis Reagan, Second: Mike Martin, (Discussion), Vote: 6-0

- **Donations**

- Superintendent Ramey recommended the Board approve the following donations:
 - HS Baseball received \$500.00 donation from Baseball Alumni Class of 2017 and 2018
 - HS Boys Soccer Anonymous donation \$250.00
 - HS Athletics received \$3,000.00 from Home National Bank

Motion: Dennis Reagan, Second: Phil Foster, (Discussion), Vote: 6-0

- **Renovations and Improvements**

- Superintendent Ramey recommended the Board approve the publication of the Notice of Public Hearing for renovations and improvement at Thorntown Elementary School.

Motion: Brian Gott, Second: Phil Foster, (Discussion), Vote: 6-0

- **CLAIMS**

- The Chair entertained a motion to approve the claims for the period of October 12, 2020, through November 9, 2020, as submitted.

Motion: Melissa Smith, Second: Dennis Reagan, (Discussion), Vote: 6-0

- **MONTHLY FINANCIAL REPORTS**

- Kristen Dunn, Corporation Treasurer, provided an update on the financial reports of the school corporation.

- **ANNOUNCEMENTS**

- Western Boone School Corporation – eLearning Day November 25, 2020
- Western Boone School Corporation – Thanksgiving Break November 26 and November 27, 2020
- Swimming pool is complete and being used by the swim teams. The first swim meet will be next week.
- Congratulations to the football team on winning sectionals for the 4th year in a row. They will play at Heritage Christian on Friday night for the regional championship.
- The number of COVID-19 cases within the school district have increased. Both the number of students quarantined and the number of positive cases are being monitored closely.

- **ADJOURNMENT**

Motion: Mike Martin, Second: Dennis Reagan, (Discussion), Vote: 6-0

TRANSFER STUDENTS
Non-resident Student Admissions

BP - 6195

The Board of School Trustees recognizes that a parent of a child must be a legal resident of the Western Boone County Community School Corporation in order for the child to attend its schools. The Board recognizes it has the authority to accept transfer students and it is the intent of the Board that all applicable laws in regard to student transfers shall be strictly followed. A transfer student is one whose legal settlement is not within the boundaries of the Western Boone County Community School Corporation.

School Employee Requests

Requests for transfer made by any school employee whose annual salary is at least \$8000 for his or her own child(ren) will be accepted prior to any other requests for student transfer provided there is capacity in the grade level in the building as determined annually by the Board of School Trustees.

Other Transfer Student Requests

If there is capacity remaining after the acceptance of school corporation employees' transfer requests, parents, guardians, or custodians who are not school corporation employees of Indiana students who do not reside in the Western Boone County Community School Corporation but who wish to enroll their child in the school corporation may request a transfer and will be considered for enrollment under the following conditions:

1. A student requesting transfer shall complete the Application for Transfer of Non-Resident Student and submit it to the school's principal prior to September 1st. A student requesting transfer beginning the 2nd semester, must submit the Application for Transfer of Non-Resident Student by January 15th. New non-resident enrollments for 2nd semester will only be considered if the State of Indiana issues funding based on a 2nd count day. Once the written request (see application form) is submitted it will not need to be renewed unless parents/guardians and student are notified differently by administration.
2. The parent, guardian, custodian, or student agrees to provide his/her own transportation to and from the school unless there is an established residence in our district with an adult accepting responsibility of this arrangement.
3. Capacity for each grade level in each building as determined annually by the Board of School Trustees will be a consideration as to whether the student will be admitted, or a publicly verifiable random selection process will be necessary to determine who will be accepted. The random selection process will take place in a public meeting of the school board when the number of eligible transfer applicants exceeds the capacity of the grade level. When determining capacity, space needed for resident students, current transfer students, siblings of such students, and employees' children will be taken into consideration.
4. When applicable, the parents, guardians, or custodians agree to pay the transfer tuition in a timely manner as established by the Superintendent.

Under no circumstances will a transfer student be accepted for athletic reasons.

The building principal and superintendent shall deny a transfer request based on one or more of the following criteria:

1. The student has been suspended or expelled for 10 or more school days in the 12 months preceding the request for transfer.
2. The student was suspended or expelled for possessing a firearm, deadly weapon, or destructive device in the preceding 12 months.
3. The student was suspended or expelled for causing physical injury to a student, school employee, or visitor to the school.
4. The student was suspended or expelled for violating a drug or alcohol rule.
5. The student has a history of unexcused absences and based upon the location of the student's residence, attendance of the student would be a problem if enrolled in the school corporation.

Students transferring to this Corporation from other schools or school corporations shall be placed in those classes or at those grade levels for which their previous educational experiences appear to qualify them. The School Corporation reserves the right to change or modify such placements on the basis of later information, testing, or investigation.

The Superintendent shall develop the operational procedures and forms necessary for the implementation of this policy.

Legal References: I.C. 20-26-11-2
I.C. 20-26-11-6
I.C. 20-26-11-6.5
I.C. 20-26-11-32

Date Adopted: 12/08/08
Date Revised: 05/11/09
12/14/09
06/13/11
01/14/13
04/22/13
07/15/13
07/15/19
11/09/20

NON-RESIDENT STUDENT TRANSFER REQUEST FORM

_____ Granville Wells Elementary
_____ Thornstown Elementary
_____ Western Boone Jr.-Sr. High

Student: _____ Incoming Grade: _____ School Year: _____

School corporation student would normally attend: _____

Name of school building in home corporation: _____

Name of parents/guardians submitting request: _____

Address: _____

City: _____ Zip Code: _____

Home Phone: (____) _____ Cell Phone: (____) _____

Reason for transfer: _____

Please attach disciplinary record from previous year.

Date form received: _____

Transfer Approved: Yes _____ No _____

Superintendent/Designee signature: _____ Date: _____

Transportation Requested:
At Residence of

Bus Pickup: Name: _____ Address: _____

Bus Drop Off: Name: _____ Address: _____

Signature of adult at this residence assuming responsibility of this arrangement / Phone Number

FINANCIAL TRANSPARENCY POLICY

BP – 7021

The purpose of the Corporation's Financial Transparency Policy ("Policy") is to provide the School Board with the financial information needed for effective oversight and the general public and potential investors in the Corporation's financial obligations with access regarding the fiscal stability and operations of the Corporation. The Corporation's Superintendent, Director of Business & Technology and Corporation Treasurer will assist with the implementation of this policy.

Monthly Reporting

On a monthly basis, the Corporation Treasurer will provide to the Board a fund report which shows the most current end of month budget to actual revenues, expenditures and cash balances comparison. An investment report will also be provided to as a part of the monthly financial report provided to the Board.

All claims for payment for the Corporation shall presented to the Board for approval at its monthly meeting.

Annual and Biennial Reporting

Annually, during the budgeting process, the Director of Business & Technology will prepare a presentation of the Corporation's estimated revenue and appropriations for its Education Fund (0101), Operations Fund (0300) and Debt Service Fund (0200) which will be presented to the Board and posted on the Corporation's website.

The Director of Business & Technology also provides the Board of Finance with a Finance Annual Report in January of each year ("Finance Annual Report"). The Finance Annual Report provides a 2019 Comparison Report/Year in Review, Investment Policy Review, 2019 Investments Review, Outstanding Checks/Warrants and the Financial Condition Assessment Report.

Annual financial statements of the Corporation and additional required financial reporting are available on the Corporation's website and are provided to the Department of Education and available to the public via the Indiana Gateway system ("Gateway") and the Indiana Department of Education's website.

The Indiana State Board of Accounts completes a biennial Financial Statement Audit Report and a Federal Compliance Audit Report which are posted online in the State Board of Accounts Audit Database.

All official action of the Board shall be made at public meetings in accordance with Indiana Code 5-14-1.5. All resolutions, when in final form, are public documents available to any member of the public under Indiana law.

Debt Reporting

All debt of the Corporation is posted on Gateway and affirmed annually by the Director of Business & Technology. Any debt that is incurred by the Corporation will be submitted on Gateway within 30 days of incurrence. The Corporation will provide any necessary documentation onto Gateway.

The Corporation will also meet its obligations to provide certain financial information related to its continuing disclosure undertakings and posting this information on the Municipal Securities Rulemaking Board's Electronic Municipal Market Access ("EMMA") website as required under agreements executed in connection with certain bond issues and its accordance with its Amended and Restated Post Issuance Compliance Procedures, dated February 11, 2019 ("Post Issuance Procedures").

Date Adopted: November 9, 2020

RESERVE AND LIQUIDITY POLICY

BP – 7022

The purpose of the Corporation's Reserve and Liquidity Policy ("Policy") is to provide the School Board, the Superintendent and the Director of Business & Technology with shared objectives and parameters for the management of its funds, to maintain and improve the financial stability of the Corporation and maintain sufficient liquidity of the Corporation's funds to provide an adequate cushion against unexpected temporary revenue shortfalls or unpredicted one-time expenditures while maintaining tax rates. It is also the intent that this Policy will signal to credit rating agencies, investors and the capital markets that the Corporation is well-managed and has budgetary flexibility. This Policy shall be reviewed twice a year in January and July by the Superintendent and the Director of Business & Technology.

Definitions:

For purposes of this policy, the following definitions apply:

Available Fund Balance shall be defined as the amount, measured in dollars, of available reserves of the Corporation as measured by the balance remaining after the total liabilities are subtracted from the total assets in each Unrestricted Fund ("Available Fund Balance").

Reserve Target shall mean target level of Available Fund Balance/Unrestricted Funds expenditures.

Unrestricted Funds shall be defined as the Corporation's Education Fund and Rainy Day Fund.

Reserve Target:

When assessing the Available Fund Balance for the Corporation, the Corporation shall consider the Corporation's Unrestricted Funds. Unrestricted Funds are available for operational needs of the Corporation and may be considered when setting a reserve target for the Available Fund Balance for a combined minimum target level equivalent to fifteen percent (15%) ("Reserve Target") which approximately three months of expenditures. The Superintendent and Director of Business & Technology will measure compliance with this Policy as of December 31st each year, or as soon as practical after final year-end account balances become available and will also actively monitor the Reserve Target throughout the year. For the purposes of this Policy, current year's actual operating expenses will exclude significant capital outlays and non-recurring items as identified by the Corporation's Superintendent and Director of Business & Technology.

If the Reserve Target is not met or is projected to not be met at some point within a five-year time horizon, then during the annual budgeting process, Available Fund Balances and reserve levels will be considered and a plan to replenish the Available Fund Balance to a level consistent with the Reserve Target will be established based on the requirements outlined in this Policy.

Maintaining Reserve Target:

In order to provide liquidity adequate to meet the needs and demands of providing government services, the Reserve Target will be maintained and managed through a method to minimize the need to borrow in the event of unforeseen financial challenges, including changes in revenue streams and expenses and weathering significant economic downturns or enrollment declines. The Reserve Target will generally be funded or replenished by excess revenues over expenses or one-time revenues.

It is the intent of this Policy to limit use of reserves to address unanticipated, non-recurring needs. Reserves shall not normally be applied to recurring annual operating expenses. Reserves may, however, be used to allow time for the Corporation to restructure its operations in a deliberate manner as might be required in the event of an economic downturn, enrollment decline or increase in operational costs due to an increase in enrollment. Such use of the Reserves will only take place in the context of an adopted long-term financial plan.

Maintaining Liquidity:

This Policy sets forth the minimum risk management measures that the Corporation must implement to ensure its current and future liquidity position is managed in a prudent manner. Liquidity is the amount of cash and the ease of converting assets to cash with minimum loss of the value of the asset to meet financial obligations of the Corporation. The marketability or ability to buy or sell an asset without incurring significant losses to access the funds determines the liquidity and availability of the asset. Adequate liquidity shall be evaluated by the Superintendent and the Director of Business & Technology to ensure that the Corporation is able to meet foreseeable and unforeseeable financial obligations. This Policy is implemented to provide guidance on the minimum liquidity level that the Corporation should maintain.

There are various tools to help manage cash flow. The three most prominent are:

- Using a government's reserves;
- Interfund borrowing; and
- Borrowing funds externally, as permitted by state law.

Use of Available Fund Balances should comply with this Policy.

A. Key Considerations for Interfund Borrowing

Interfund borrowing may be used for non-restricted funds of the Corporation, but only to the extent allowed by state law. If interfund borrowing occurs, proper documentation, including any repayment structure will be included.

B. Key Considerations for Minimum Required Liquidity

The following constitutes key elements to consider when determining whether the Corporation has adequate liquidity:

- An evaluation of all commitments resulting from liabilities related to employees' rights and benefits, including post-employment benefits, accrued paid time off and insurance;
- Reserve Target is evaluated as outlined in this Policy;
- Ability to repay outstanding debt obligations, including bonds, lease rental payments and other financial commitments to repay debt; and
- A level of cash available for the normal operational expenditures to ensure that the Corporation will be able to withstand fluctuations in monthly revenues/expenditures, to enable the Corporation to be able to timely meet its financial obligations. Three month's operational expenditures should be available in cash or cash equivalent.

Policy Modifications:

The School Board may modify this Policy and may make exceptions to any of its guidelines, including the Reserve Target, at any time to the extent that the management of the reserves and liquidity achieves the goals of the Corporation and as long as such exceptions or changes are consistent with the state and local laws.

Adopted: 11/09/20

DEBT MANAGEMENT POLICY

BP – 7023

The board of school trustees of the Western Boone County Community School Corporation ("Corporation") is establishing this debt policy ("Debt Policy") to maintain defined guidelines around issuing new debt and considerations for outstanding debt to protect the fiscal stability of the Corporation. The Finance Team shall include the Corporation's Superintendent, Director of Business & Technology, municipal advisor and bond counsel. The Finance Team will review this Debt Policy annually to determine whether any adjustments should be made. Any changes to this Debt Policy will be presented to the School Board.

Definitions:

For purposes of this policy, the following definitions apply:

Board shall mean the Western Boone Community School Board.

Total Expenses shall mean total Corporation expenses from the Education Fund, Operations Fund and Debt Service Fund (as determined by the Finance Team).

Corporation Debt shall include short-term debt, long-term debt or any related school building corporation debt.

Debt shall mean the total principal amount outstanding of any financial obligation which is payable from the Corporation's Debt Service Fund.

Debt Service shall mean the total annual debt service payment, including principal and interest, for any financial obligation which is payable from the Corporation's Debt Service Fund.

Objectives:

In order to achieve its purpose, the Debt Policy has the following objectives:

- To guide the Corporation's Finance Team;
- To set forth operating principles minimizing the cost of government and financial risks;
- To maintain appropriate financial capacity for present and future needs; and
- To protect the Corporation's credit rating and provide for adequate resources to repay Corporation Debt.

Guidelines for Debt:

Financing Team

The Corporation employs various professionals for assistance with its debt issuance. These professionals include underwriters, trustees, consultants, municipal advisors and attorneys. For these professional services, the Corporation, through its Superintendent and Director of Business & Technology will evaluate its professionals as needed. When evaluating the professionals, the Corporation will consider general municipal financing expertise and qualifications, as well as the specific understanding of the Corporation's debt structure, finances, legal covenants and familiarity with the Corporation.

Debt Limits

The Corporation will observe state constitutional and statutory restrictions applicable to any debt issued by the Corporation. The Corporation shall not be subject to any additional local debt limitation, but as a policy goal, the Corporation will maintain its debt at a level not to exceed:

1. **Five percent (5%)** of the gross assessed valuation of the Corporation;
2. Debt service will not exceed **thirty percent (30%)** of Total Expenses; and
3. Net direct debt per capita will not exceed **five thousand dollars (\$5,000)**

The Corporation, with the assistance of and oversight by the Finance Team, will work to maintain the above referenced thresholds in 1-3 above, and any changes to this policy goal must be approved by the School Board.

Refunding Bonds

The Corporation may refund outstanding debt to achieve interest cost savings, remove or change burdensome bond covenants, adjust interest rates, release reserve funds, restructure debt service payments and for any other reason that it is deemed in the best interests of the Corporation, as determined by the Finance Team with approval from the Board.

If the Corporation determines it will refund outstanding debt to achieve cost savings, then such cost savings shall be targeted to be approximately a minimum savings or benefit to the Corporation of three percent (3%); however, two percent (2%) savings may be evaluated for financings where there are significant present value savings and the interest rate environment is increasing.

Tax-Exempt or Taxable Debt

Most debt will be issued as tax-exempt when permitted under federal law. To qualify as tax-exempt, the terms of the issuance and the use of issuance proceeds must comply with IRS regulations. Bond counsel will review the transaction and intended use of bond proceeds with the Finance Team and make a determination on the tax status of the bonds under consideration. The Corporation will take the necessary steps to maintain the tax-exempt status of the bonds after issuance in accordance with its Amended and Restated Post Issuance Compliance Procedures, dated February 11, 2019 ("Post Issuance Procedures").

The Corporation may issue taxable debt for projects or uses that do not meet federal and/or state regulations for tax-exempt funding. In some instances, the use of tax-exempt debt might not be cost effective, leading to the use of a taxable issuance as the lowest possible cost of funds. The Finance Team shall determine the most cost-effective way to finance the project for each financing. The following items should be considered when the Corporation plans to issue taxable debt:

- Conventional call provisions in the taxable market can differ materially from those included in the tax-exempt market, and, if deemed appropriate, the Corporation will consider the economic benefits and costs of a make-whole call or issuing non-callable bonds, both of which are common in the taxable bond market.
- Consideration should be given to whether the Corporation would benefit from using a blend of tax-exempt bonds and taxable bonds on a particular deal. Analysis should be completed prior to the bond sale as to what structure would produce the lowest cost for a given maturity when considering applicable legal options.

Debt Considerations:

Debt Structure

All capital improvements financed through the issuance of debt will be financed for a period, in general, not to exceed the useful economic life of the improvements and in consideration of the ability of the Corporation.

Long-term debt payable from ad valorem taxes is limited to the maximum allowable time period under law. Call features should be evaluated based on market conditions and other considerations at the time debt is issued. The Corporation will evaluate call features with the Finance Team, with the advice of its municipal advisor, and will determine what is in the Corporation's best interest based upon an assessment of the municipal bond market at the time of the financing.

The Corporation only plans to issue fixed rate debt and will not issue variable rate debt. Should future market conditions change to make variable rate debt a more attractive option for the Corporation, then the School Board will re-evaluate this portion of the Debt Policy at that time.

Bond Ratings

In connection with a bond financing, the Finance Team shall evaluate whether there is a benefit to have one or more ratings assigned to the bond issue. When making this assessment, the Finance Team shall determine whether the estimated cost of securing the rating or ratings is likely to result in an estimated reduction in the total interest cost. The estimated reduction in interest cost should exceed the estimated costs to secure the rating, including the cost of professional services needed to assist with the rating process. The Corporation should evaluate the rating agency it utilizes in connection with a financing based upon considerations which include rating costs, predictability of rating outcome, timeframe rating is required and the rating requirements under the applicable criteria or methodology.

Additionally, the Finance Team shall respond to any inquiries from the rating agencies after the debt has been issued to provide the rating agencies with accurate and timely information that is relevant to the financial position of the Corporation.

Short Term Borrowing/Line of Credit

The Finance Team may evaluate capital needs, operational needs and determine that it requires or would be financially advantageous to secure, short-term funding for operations or capital needs. The Finance Team shall evaluate whether it will pursue a line of credit from a financial institution, or tax anticipation warrants based upon the overall cost of borrowing and timing requirements for the availability of funds in consultation with bond counsel.

Management of Bond Proceeds

When bonds are issued, the bond proceeds will be deposited into the accounts as set forth in the authorizing document for the bond financing, and which may include the construction fund and an escrow fund for refundings. Monies allocated to these funds are invested until needed. The investment strategy for each fund will depend, in part, on federal and state statutes and regulations governing the types of instruments permitted to be used and will consider any tax covenants associated with tax exempt debt. The funds will be invested in accordance with the School Board's investment policy, BP -7025– Investment of Corporation Funds in Transaction Accounts, and the Corporation's Superintendent and Director of Business & Technology, with advice from its Finance Team, shall determine the appropriate investments of bond proceeds for the applicable bond issue which will meet these state and federal requirements.

Post Issuance Compliance

The Corporation will adhere to its Post Issuance Procedures as supplemented and revised from time to time.

Date Adopted: 11/09/20

INVESTMENT OF CORPORATION FUNDS IN TRANSACTION ACCOUNTS

BP - 7025

The board of school trustees for Western Boone County Community School Corporation supports and authorizes a safe and sound investment program. Such a program is viewed as an important ingredient of sound fiscal management, the purpose of which is to secure a maximum yield of interest revenues to supplement other corporation revenues for the support of the educational program of the corporation.

The investing officer for Western Boone County Community School Corporation is the corporation Director of Business and Technology. The investing officer will manage the various funds of the school corporation. This includes the funds to which local and state tax dollars are received, as well as federal and community grant funds.

The objectives, in priority order, of the investment program are:

1. The safety of principal and funds
2. The liquidity of the portfolio sufficient to enable the corporation to meet all cash flow and other operational requirements
3. The attainment of the highest rate of return through fiscal and economic cycles, within the boundaries of statutory constraints, cash flow requirements, and the primary objects of safety and liquidity

Whenever there occurs a cash balance in any active fund which, though allocated to a specific use, is temporarily not needed, the balance will be invested temporarily to the best advantage of the corporation in such securities as are permitted by law.

Investment Guidelines

The investing officer shall approve investing available school funds in the following accounts and within the following parameters. These investments must comply with the requirements of I.C. 5-13.

A. Deposit Accounts

The treasurer may deposit funds only with the financial institutions designated by the State Board of Finance as depositories and by the local board of finance.

B. Suitable and Authorized Investments

Consistent with Indiana Code 5-13-9, the following investments will be permitted by this Policy:

- (1) Securities backed by the full faith and credit of the United States Treasury or fully guaranteed by the United States and issued by any of the following:
 - (A) The United States Treasury.
 - (B) A federal agency.
 - (C) A federal instrumentality.
 - (D) A federal government sponsored enterprise.
- (2) Securities fully guaranteed and issued by any of the following:
 - (A) A federal agency.

- (B) A federal instrumentality.
- (C) A federal government sponsored enterprise.

- (3) Municipal securities issued by an Indiana local governmental entity, a quasi-governmental entity related to the state, or a unit of government, municipal corporation, or special taxing district in Indiana, if the issuer has not defaulted on any of the issuer's obligations within the twenty (20) years preceding the date of the purchase in accordance with IC 5-13-9-2.
- (4) Money market mutual funds rated AAAM, or its equivalent, by Standard and Poor's Corporation or Aaa, or its equivalent, by Moody's Investors Service, Inc. in accordance with IC 5-13-9-2.5.
- (5) Repurchase agreements in accordance with IC 5-13-9-3.
- (6) Certificates of deposit in accordance with IC 5-13-9-4.
- (7) Certificates of deposit authorized by a resolution of the corporation in accordance with IC 5-13-9-5 and 5-13-9-5.3, which expands the list of approved financial institutions to include all Indiana depositories approved for the receipt of public funds according to the Indiana State Board for Depositories.
- (8) Local government investment pools in accordance with IC 5-13-9-11.

Consistent with Indiana Code 36-1-7, the corporation may pass a resolution to enter into interlocal cooperation agreements for the joint exercise of powers, including the investment of public funds.

C. Maximum Maturities

The corporation's investments must have a stated final maturity of not more than two years pursuant to IC 5-13-9-5.6. The corporation may adopt an ordinance, pursuant to IC 5-13-9-5.7, authorizing its Investment Officer to make investments having a stated final maturity that is more than two (2) years but not more than five (5) years after the date of purchase. The total investments of the corporation with maturities of two (2) to five (5) years outstanding at the time of purchase may not exceed twenty-five percent (25%) of its total portfolio of public funds invested, including balances in transaction accounts. Such ordinance expires on the date on which this Policy expires, which may not exceed four (4) years.

The treasurer shall prepare a report on December 31st summarizing the financial activities that occurred during the previous month.

This policy is effective until four (4) years from the date it is adopted by the school board.

Legal Reference: I.C. 5-13-9-5.7

Date Adopted: 10/08/12

Date Adopted: 02/11/19

Date Adopted: 11/09/20



Western Boone County Community School Corporation
 1201 North State Road 75
 Thorntown, IN 46071
 765.482.6333 o.
 765.482.0890 f.
 www.weboschools.org

October 19, 2020

Mr. Ramey and Members of the Board,

I recommend the board approve a five year copier lease with Ricoh including PaperCut MF. The lease payment is \$1,532.59 per month for 60 months and officially will begin on October 19, 2020, utilizing the Indiana QPA. This lease provides copiers for all three schools and administration building.

60 Month Lease for Copiers and Papercut MF

Lease Option	Description	Pricing
60 Month	(4) MP6055SP (4) MP9003SP (1) MP5055SP (1) Install Papercut MF on 9 Devices	60 Month Lease: \$1,532.59 per month *State of Indiana QPA contract pricing with new customer discounts.
Click Rates: MP5055SP – B&W: \$.0045 MP6055SP – B&W: \$.0045 MP9003SP – B&W: \$.0030		

Included in Above Programs:
<ul style="list-style-type: none"> ▪ Parts ▪ Labor ▪ Toner ▪ Staples ▪ Installation ▪ Training

Kyle Whiteley, Director of Business & Technology

WESTERN BOONE JUNIOR-SENIOR HIGH SCHOOL

School Improvement Plan

2020

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School Improvement Committee

Megan Alexander – Teacher	—
John Brunty – Teacher	—
Tyler Brunty – Student	—
Alayna Christner – Student	—
Jon Compton – Assistant Principal	—
Julie Hill – Guidance	—
Melissa Imbus – Parent	—
Hope Martin – Teacher	—
Brent Miller – Chair	—
Susan Neese – Teacher	—
Alison Owens-Kaup – Teacher	—
Dee Nicley – Parent	—
Mark Riggins – Teacher	—
Jane Taylor – Assistant Principal	—
Chris Tucker – Chair	—

WESTERN BOONE JR. - SR. HIGH SCHOOL
School Improvement Plan Prepared in
Compliance with Indiana Public Law 221
Fall 2020

I. Introduction

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

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

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

Western Boone Junior-Senior High School, serving grades 7-12, is centrally located in the 220-square mile school district. The school building opened in 1974 and was renovated during the 95-96 school year. Furthermore, the building underwent approximately \$13 million worth of improvements in 2010, \$2 million worth of improvements in 2016, and a \$3 million renovation in 2019. Grades K-6 are housed in two elementary schools which were both extensively renovated in 1995 with additional improvements made in 2010.

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

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

The enrollment at the junior-senior high school, as of September 18, 2020, is 841 students. The majority of our students come from low to middle socio-economic families employed in agriculture, service, construction and maintenance, and production areas of the economy. The per capita income of the residents of Western Boone County Community School District is less than the per capita income of both the county and the state of Indiana.

B. Curriculum-Description and Location

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

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

C. Assessments-Used in Addition to 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 teachers to improve teaching strategies while focusing on results.

In compliance with state requirements, Western Boone will administer the ISTEP+ 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 10.

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

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, AP Studio Art Drawing, Studio Art 2D, and Studio Art 3D. Students can take additional AP courses by online independent study.

II. Statement of Mission, Vision, and Beliefs

Mission

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

Vision

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

Belief

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

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

Percent of Students Passing ISTEP+ Test or ILEARN (starting Spring 2019 for grades 7 and 8 and Biology)

Language Arts

Grade	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
7 th	66.7	75.8	69	47.9	NA
8 th	70.7	47.7	62	54.6	NA
10 th	65.9	71.7	61	55	NA

Math

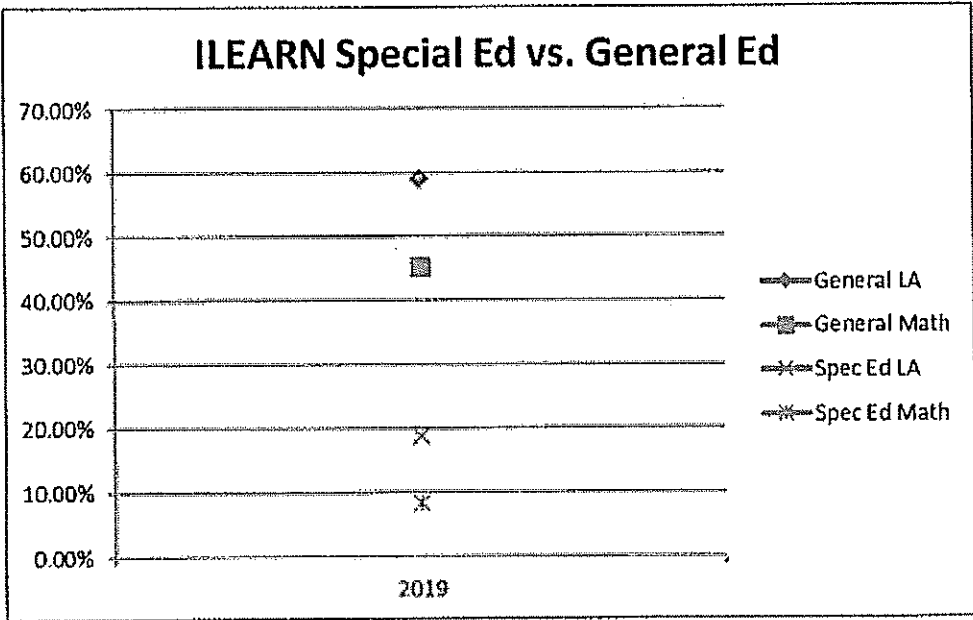
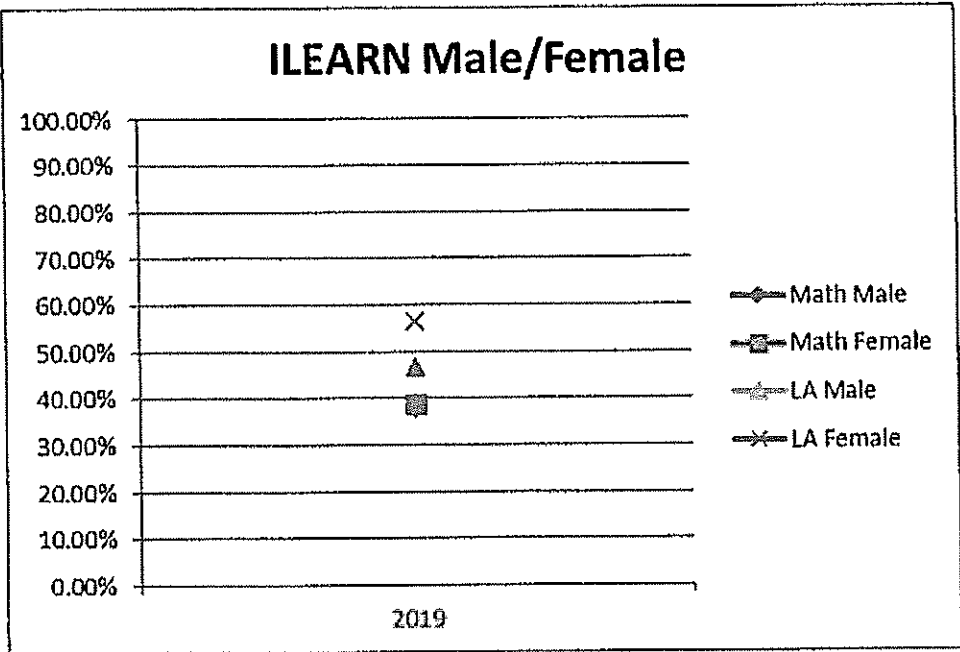
Grade	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
7 th	48.7	65.3	59	43	NA
8 th	64.7	48.3	52	33.8	NA
10 th	33	41.4	31	24	NA

Social Studies

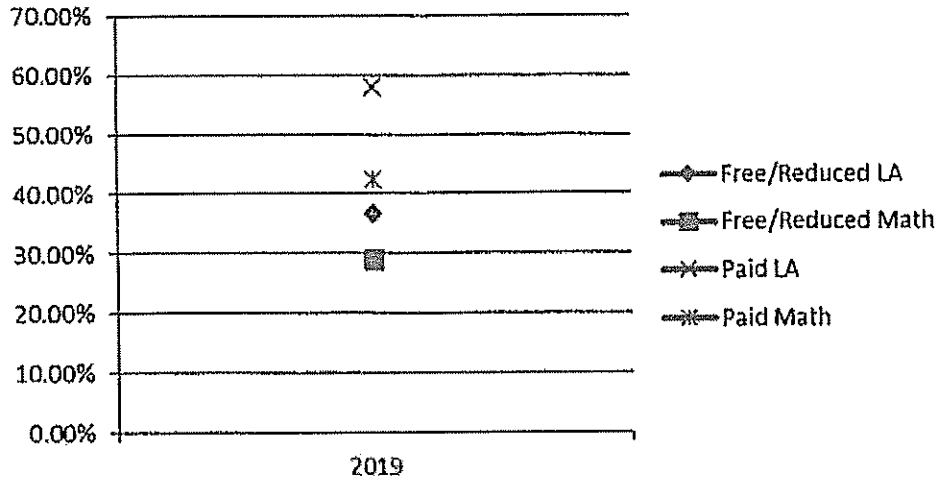
Grade	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
7 th	93.1	85.5	70.0	83.5	75

Science

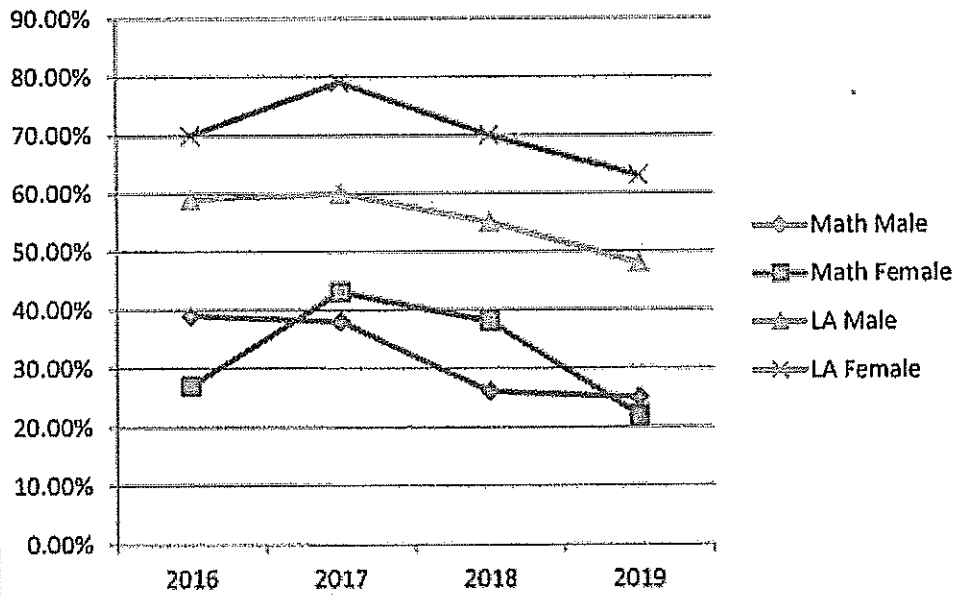
Grade	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
10 th	63	59.4	65	34	NA



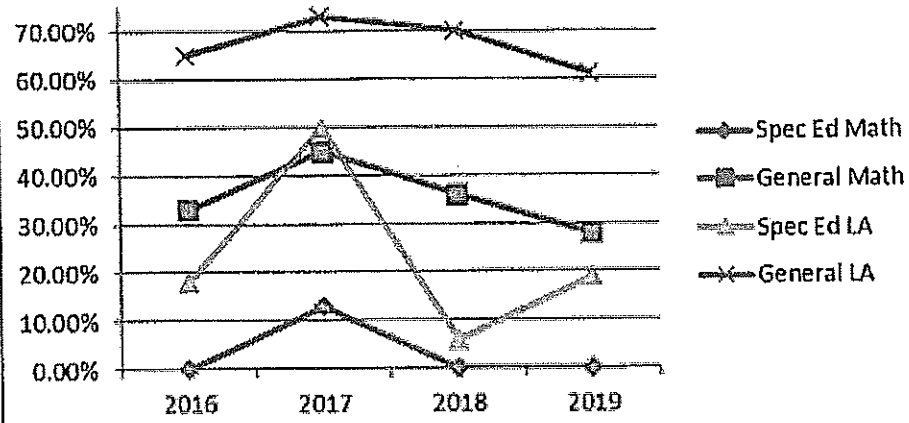
ILEARN Free/Reduced vs. Paid



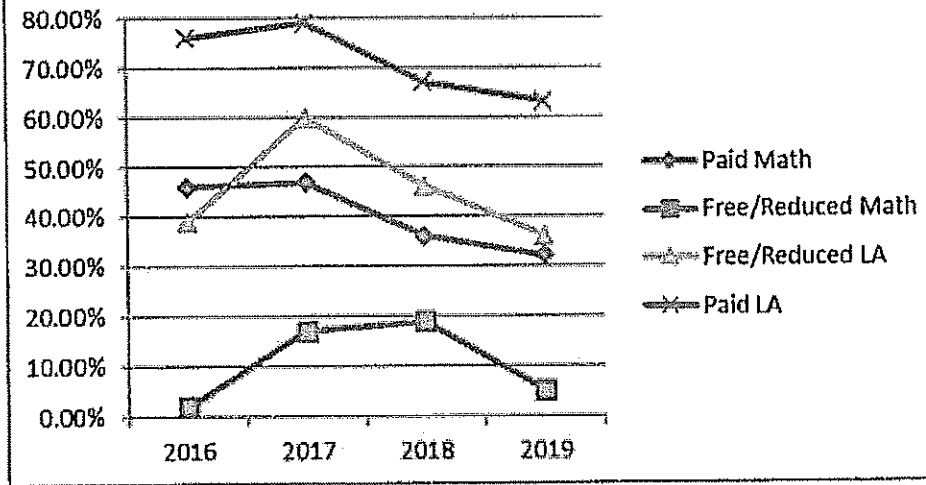
Math/LA ISTEP 10 - First Time Male vs. Female



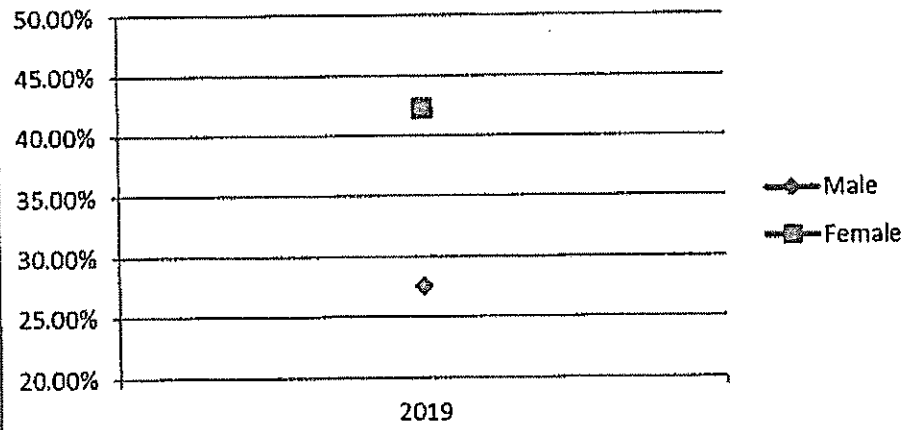
Math/LA ISTEP 10 - First Time Special Ed vs. General ED



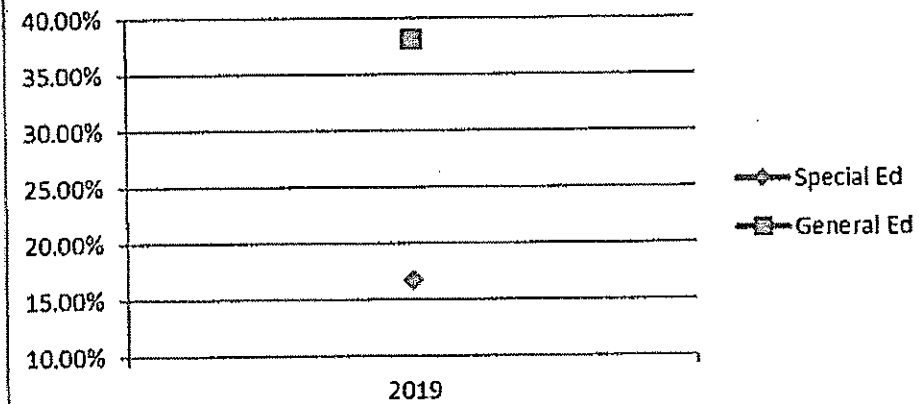
Math/LA ISTEP 10 - First Time Free/Reduced vs. Paid

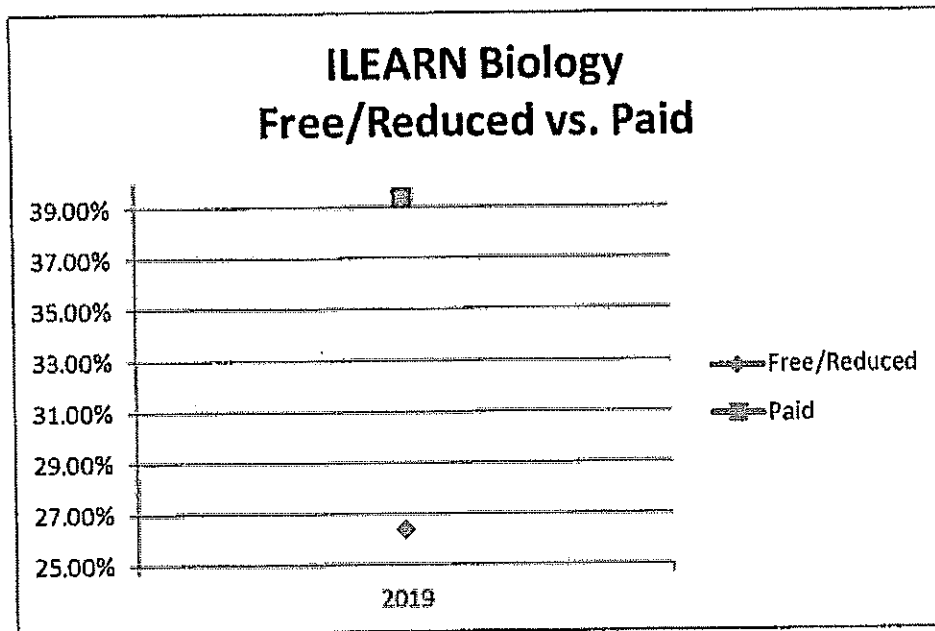


ILEARN Biology Male vs. Female



ILEARN Biology Special Ed vs. General Ed





Scores for the 2020 ISTEP were not received due to the COVID 19 pandemic. Western Boone Jr.-Sr. High School plans on using the 2019 test administration data to assess and compare the 2020 – 2021, while making note that students are on a hybrid schedule. The 2019 test administration of the ILEARN was the first time students took the test. Scores were mostly above State-average. 47.9% of the 7th grade students and 54.6% of the 8th grade students passed the English/Language Arts ILEARN test whereas 43% of the 7th grade students and 33.8% of the 8th grade students passed the Math ILEARN. The scores at Western Boone Junior-Senior High School stayed above the state average in both Grade 8 English/Language Arts and Grade 7 Math. Schools across Indiana showed similar drops in scores as Western Boone Jr./Sr. High experienced.

The subgroups tracked by Western Boone performed worse than their counterparts overall. The Special Education subgroup struggled the most with 18.8% passing the English assessment and 8.3% passing the Math assessment. The subgroups with the smallest gap, Male Students vs. Female Students, both performed near the school's average score.

In looking at the data for ISTEP+ End-of-Course Assessments, Language Arts and Math both saw scores similar to the first year of testing. The Special Education subgroup scored 13% higher than the previous high year's English/Language Arts scores.

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

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

- Staff members will participate in monthly grade level meetings to discuss at risk students, those who did not pass and those who only passed by a small margin. Students are intentionally placed in Language Arts and Mathematics homerooms in order to better accommodate their needs for remediation and intervention. AMP student mentors are intentionally placed in homerooms to peer

teach and peer mentor. Teachers will use each student's previous ISTEP+ Individual Student Report and Image Prints to identify areas for remediation and focus. Teachers will address issues and concerns in the areas of academic performance, attendance, and behavior. The staff will also discuss different ways to connect and intervene with individual students.

- Students in grades 11 and 12 who did not pass ISTEP+ will be provided the opportunity to enroll in CTE programs. This will allow them to learn a trade and have the opportunity to 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, ISTEP+ and SAT/ACT standardized tests.

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

All students in grades seven and eight as well as students in Biology are administered ILEARN. The students graduating in 2022 are the last group to take the ISTEP+ and, due to the COVID 19 pandemic, they will be completing their first full assessment in the spring of 2021. Beginning in the fall of 2017, NWEA was

administered in language arts and math for all students in grades 7 through 12; however, during the 2018-2019 school year, NWEA will be administered in language arts and math for all students in grades 7 through 10. Furthermore, local assessments in all content areas are utilized at least three times a year. These tools are used on a routine basis to evaluate student progress and growth and to modify effective teaching methods.

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

We believe that the learning and education process of our youth is best achieved through a combined effort of the parents and their local school. The combination of the parents and school plays an important role in the success of each individual student. The school calendar, handbook, website, and newsletter provide numerous opportunities for parental involvement at Western Boone Junior-Senior High School along with the following, which may be slightly altered due to the COVID-19 Pandemic:

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

- **Co-curricular and Extra-curricular activities** – Group, club, and team activities beyond the school day provide additional opportunities for parent involvement.
- **Textbook Selection** - Parents are actively involved in the selection process for all departments.
- **School Improvement Committee** – Parents and students are represented and have an active voice during the development and approval of the School Improvement Plan.
- **College Admission Information Night** – Guidance meet with parents to offer help with college admissions and application processes.
- **Financial Aid Information Night** – Guidance counselors meet with parents to help begin FAFSA and scholarship processes.
- **Western Boone Food Pantry** – Housed at Western Boone Jr./Sr. High school and is open on the first Thursday of each month. Any family in need of this support is able to participate.

E. Technology as a Learning Tool

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

- I. Teachers Teaching Teachers, a program in which staff members conduct technology classes and provide continued training, has been in existence for thirteen years.
- II. The ISTEP+ Multiple-Choice portion for 7th, 8th, and 10th graders, all NWEA tests, and all End-of-Course Assessments are administered via computer.
- III. ODYSSEYWARE, a web-based credit recovery program that affords students in grades 9-12 the opportunity to earn credit in a non-traditional setting while staying on track to graduate.
- IV. On-line 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 grade 7-12 teachers in Math and Language Arts, and a predictive tool for ISTEP 7, ISTEP 8, and the Algebra 1, and English 10 assessments three times a year.
- 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. 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
- Project Lead The Way – Principles of Engineering, Introduction to Engineering Design, Digital Electronics
- iCap – 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 for the Western Boone County Community School Corporation. Elements of this program include the following:

- Exterior doors are locked during the day and all visitors are required to enter through a secured vestibule with access controlled by front office staff.
- Exterior directional signs indicate key areas of the campus.
- A web-based security monitoring system is in effect with 115 cameras strategically placed throughout the building.
- Keyless entry system is utilized with the ability to track access to the building at all times.
- Administrators are available via cell phones at all times.
- Additional lighting has been added to the main parking lot and bus entrance.
- Parking lot has been reconfigured for pedestrian safety.
- Continued focus on Character Education.
- An Anti-Bullying campaign began at the beginning of the 2011-12 school year. Students and teachers were trained in identifying and reporting bullying in October 2013. All staff and students have received an annual training over Western Boone's Anti-Bullying policies since this time.
- Student Handbooks explain school policies and rules and contain a calendar of events and a resource guide for students. Every student receives a handbook and is asked to sign acknowledgement of receipt.
- A Random Drug Screening Policy is in effect and drug tests are administered sporadically several times a year.
- A Western Boone Emergency Management Guide is updated as needed and provided to all staff.
- A DARE officer is housed in the building.
- The building is handicapped accessible.
- All main entrances have outside lighting.
- There are locks on classroom doors.
- Mirrors are in hallways and locker bays.
- A school safety team meets on a regular basis to discuss issues and review procedures.
- A student advisory committee meets on a regular basis.
- Random Drug searches with dogs occur with the cooperation of The Boone County Sheriff Department.
- Student I.D. tags are provided for all students.
- School Reach, a communication system, notifies parents, students, and staff of school closings, etc.
- Emergency, fire, and tornado drills occur as mandated by state code.
- Guest speakers are brought in on a consistent basis to address health and safety issues.
- "Every 15 Minutes" program is offered every four years to discuss the dangers of drinking and driving along with making responsible decisions.

- A.L.I.C.E Training (Alert, Lockdown, Inform, Counter, Evacuate) is being introduced and implemented to mitigate liability, assume less risk and, most importantly, equip students and faculty with life-saving skills.
- All teachers are trained in QPR for suicide prevention.
- All teachers and staff are trained on the COVID-19 Re-entry Plan and procedures.

G. Professional Development

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

Topics covered include the following:

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

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

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

The following is provided:

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

H. College and Career Readiness

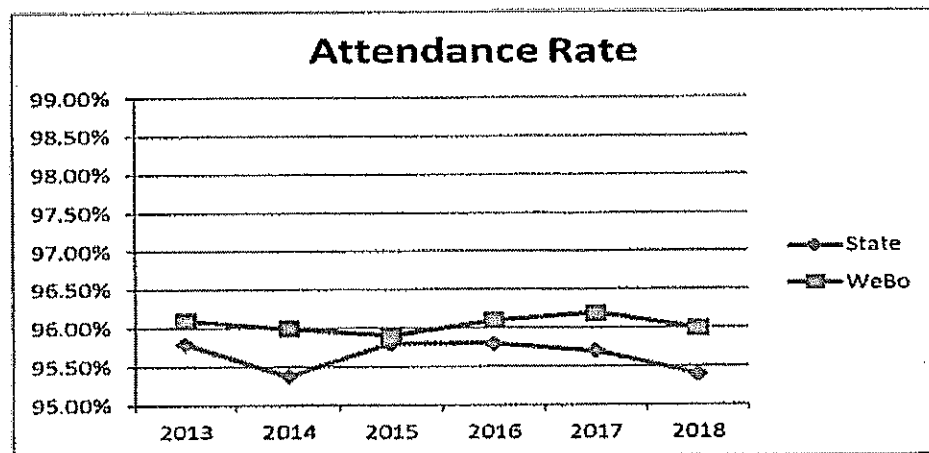
Western Boone has significantly increased our college and career preparation activities in recent years. Following a needs assessment to determine our areas of focus, we have developed and implemented the following programs:

- 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 and also incorporates Indiana Career Explorer.
- 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 (grade 10 & 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.

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

A. Attendance Rate

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



Goal:

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

Objectives:

- All students are accounted for each day via phone calls to and from the receptionist.
- The back to school newsletter in August emphasizes the importance of attendance.
- Issues concerning attendance are noted on Harmony by administrators.
- A letter from the administration is sent home after the fourth and eighth absences.
- A personal conference with the student and/or parent is required at the eighth absence.
- A student may lose credit for the semester upon the ninth absence from class or school.
- A perfect attendance incentive program is utilized at the conclusion of each semester.
- A bi-weekly briefing of at-risk students occurs with guidance department and administration.
- Multiple means of recognizing student attendance are utilized.
- After missing 8, non-medical days, students are required to stay after school to make up missed hours of instruction. For example, 1 day equals 7 hours.

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

The graph below is the percentage of Western Boone students passing ISTEP+ during the spring 2015 testing and the subsequent years. Public Law 221 goals have been established using these baseline percentages for grades 7-8. ISTEP+ End-of-Course Assessment baselines have been established beginning with the class of 2012 cohort.

Grade 7	2016	2017	2018	2019	2020
Language Arts					
Western Boone	67	76	69	47.9	NA
State Percent Passing	67.5	63	64.3	49	NA
Mathematics					
Western Boone	49	65	59	43	NA
State Percent Passing	52.3	49	50.3	41	NA
Social Studies					
Western Boone	70	84	75	NA	NA
State Percent Passing	67.2	65.4	61.4	NA	NA

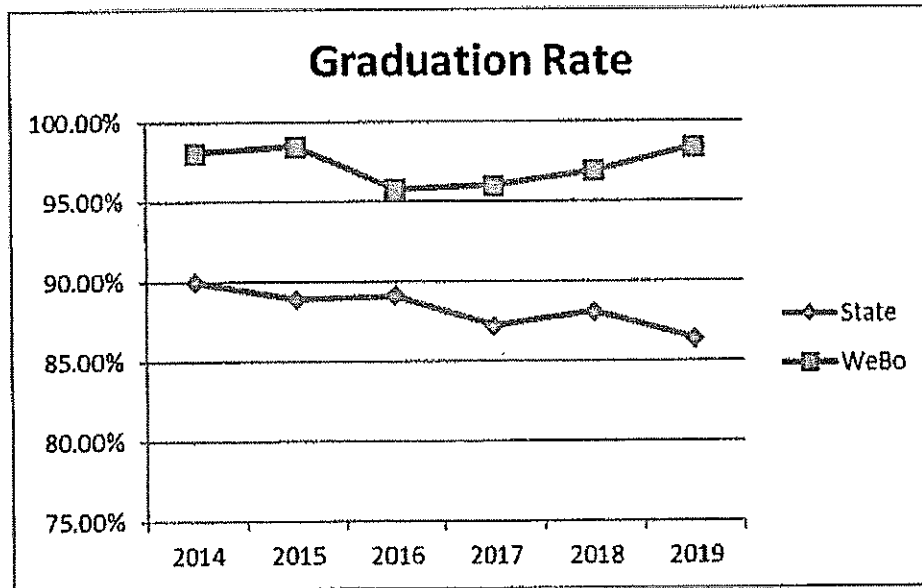
Grade 8	2016	2017	2018	2019	2020
Language Arts					
Western Boone	71	48	62	54.6	NA
State Percent Passing	61.8	59	63.6	50	NA
Mathematics					
Western Boone	65	48	55	33.8	NA
State Percent Passing	53.4	53	55.7	37	NA

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

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

C. Graduation Rate

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



Goal

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

1. Implement the waiver process per state guidelines.

The state guidelines are as follows:

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

Guidance will be responsible for each of the following steps:

- Counselors will meet with students during the first three months of the second semester to discuss past progress and future plans. Parents of each student will be contacted during the scheduling process and be encouraged to participate in their child's academic scheduling process.
- At the beginning of the school year, counselors will meet with seniors to ensure that they will meet graduation requirements for the state of Indiana and Western Boone County Community School Corporation.
- Freshmen counselors will meet with 8th grade students during the second semester to create a four year academic plan.
- Guidance Facebook and Twitter pages were created to increase access to information and improve communication between guidance, students, and the community.

VI. Specific Areas Improvement is Needed Immediately

Goals:

1. Based upon I-STEP+/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 I-STEP+/ILEARN. For PSAT, the goal is to increase by 1 point.

I-STEP/ILEARN – Academic Standards – Percent Mastery

Class of 2020	7	8
English/Language Arts	Spr 15	Spr 16
Reading: Literature	88	71
Reading: Nonfiction and	88	74
Writing: Genres, Writing and	91	72

Writing: Conventions of	89	73
Class of 2021	7	8
English/Language Arts	Spr 16	Spr 17
Reading: Literature	67	46.98
Reading: Nonfiction and	66	48.32
Writing: Genres, Writing and	70	51.01
Writing: Conventions of	69	48.99
Class of 2022	7	8
English/Language Arts	Spr 17	Spr 18
Reading: Literature	74.6	63.41
Reading: Nonfiction and	73.02	62.6
Writing: Genres, Writing and	74.6	62.6
Writing: Conventions of	76.19	63.41
Class of 2023	7	8
English/Language Arts	Spr 18	Spr 19
Reading: Literature	67.94	
Reading: Nonfiction and	69.47	
Writing: Genres, Writing and	68.7	
Writing: Conventions of	70.99	

ISTEP 10

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

PSAT

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

2. Based upon I-STEP+, 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 I-STEP+. With PSAT, the goal is to improve by at least 1 point.

I-STEP/ILEARN – Academic Standards – Percent Mastery

Class of 2021	7	8
Mathematics	Spr 16	Spr 17
Number Sense &	49	51.68
Algebra & Functions	46	51.01
Geometry & Measurement	48	48.99
Data Analysis, Statistics, &	48	49.66
Mathematical Process	47	42.28
Class of 2022	7	8
Mathematics	Spr 17	Spr 18
Number Sense &	62.7	56.10
Algebra & Functions	61.9	60.16
Geometry & Measurement	61.9	56.91
Data Analysis, Statistics, &	65.08	55.28
Mathematical Process	61.9	53.66
Class of 2023	7	8
Mathematics	Spr 18	Spr 19
Number Sense &	60.31	
Algebra & Functions	55.73	
Geometry & Measurement	62.6	

Data Analysis, Statistics, &	56.49	
Mathematical Process	61.07	

ISTEP 10

Math 10	2016-17	2017-18	2018-19
Number Sense & Computation	40.77	25	24.46
Geometry & Measurement	44.62	35.8	24.46
Data Analysis, Statistics, & Probability	39.23	24.43	24.46
Linear Equations, Inequalities, and Functions	41.54	23.3	22.3
Systems of Equations and Inequalities	36.92	23.86	26.62
Quadratic and Exponential Equations and Functions	40	26.14	24.46
Mathematical Process	40	27.27	25.18

PSAT

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

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

VII. Benchmarks for Progress

With the implementation of the new Indiana Academic College and Career Ready Standards and the implementation of the new ISTEP+/LEARN Assessment, Western Boone's goal is for ISTEP+/LEARN scores to exceed the state averages in the areas of math and language arts. The goal for ISTEP+/LEARN 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, NWEA will be used to assess student performance on periodical basis throughout the academic year. The curriculum will continue to be realigned to reflect the state standards.

The Western Boone staff and administration will continue to utilize the inclusion program in order to meet the needs of all students in grades 7-12 in the special needs program. Furthermore, the administration will

place an emphasis on tracking students in specific subgroups. The staff will meet on a bi-weekly basis during collaboration time to communicate necessary information in regard to these students.

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

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

English Language Arts	8 credits/4 years
Mathematics	6 credits/4 years (2 credits: Algebra I, 2 credits: Geometry, 2 credits: Algebra II)
Social Studies	6 Credits/3 years (2 credits: US History, 1 credit: Government, 1 credit: Economics or AP Micro Economics, either 2 credits: World History or Geography 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, Advance Biology, or Advanced Chemistry)
Directed Electives	5 credits (World Languages, Fine Arts, Career/Technical)
Physical Education	2 credits
Health and Wellness	1 credit
Electives	6 credits
	42 total state credits required

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

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

Academic Honors Diploma

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 transcribed college credits in dual credit courses from the approved dual credit list.
 - Earn two of the following:
 - A minimum of 3 verifiable transcribed 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 transcribed 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 Guidance Curriculum Newspaper is updated every year and a copy is given to every student before the scheduling process begins. Students are encouraged to share this information with their parents and are required to have their parents sign the course selection sheet. Students then meet individually with the counselor to discuss selections and finalize requests.

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

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

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

Percent Core 40 Diplomas

Year	State Average	Western Boone Schools
15	86.5%	98.5%
16	87.8%	97.8%
17	88.7%	97.5%
18	90.5%	100%
19	90.3%	99.2%

Percent Honors Diplomas

Year	State Average	Western Boone Schools
15	36.1%	50.8%
16	37.9	60.6%
17	38.9%	52.1%
18	39.8%	57.5%
19	39.8%	60.8%

IX. Proposed Interventions Based on School Improvement Goals

Action Plan

Goal One

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

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

Current State: 2019 percent passing for State of Indiana:

- 7th grade 49%
- 8th grade 50%
- 10th grade 62.4%

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 48%
- 8th grade 54%
- 10th grade 55%
- PSAT 470

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

Interventions: (data supports this intervention and why these students are not succeeding)	Person(s) Accountable	Timeline Start - End	Steps to Implement Intervention	Staff Development Activities
1. Utilize MAP reading assessment to track reading growth and improve reading comprehension for grades 7-10.	Entire Staff	Through 2020-2021 School Year	<ul style="list-style-type: none"> • 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. Include two reading comprehension questions utilizing nonfiction/info text on two homework assignments and/or assessments per nine-weeks.	Entire Staff	Through 2020-2021 School Year	<ul style="list-style-type: none"> • 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. Implement Problem Based Learning into curriculum.	Entire Staff	Through 2020-2021 School Year	<ul style="list-style-type: none"> • Develop content • Explore e-Learning assignment opportunities 	Teachers will participate in a problem-based learning activity.
4. Develop inquiry-based learning opportunities.	Entire Staff	Through 2020-2021 School Year	<ul style="list-style-type: none"> • Professional development • Pilot with junior English curriculum 	Teachers will participate in professional development to learn how to include inquiry in the classroom.

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 49%
- 8th grade 50%
- 10th grade 62.4%

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 48%
- 8th grade 54%
- 10th grade 55%
- PSAT 470

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. Incorporate subject-specific informal and formal writing activities during each nine-week grading period.	Entire Staff	Through 2020-2021 School Year	<ul style="list-style-type: none"> Professional Development Schedule 	Teachers will meet to discuss and analyze overall trends in writing applications and develop a common language for assessment.
2. Implement writing blocks into weekly schedule.	Language Arts Department	Through 2020-2021 School Year	<ul style="list-style-type: none"> Designate time and day Department Meeting Schedule 	Language arts department will meet to discuss progress and make recommendations for improvement.
3. Analyze assessment data to differentiate instructional strategies and promote individual student growth. Teachers and students will develop student goals and track progress.	Language Arts Department	Through 2020-2021 School Year	<ul style="list-style-type: none"> Department Meeting Schedule Administration-led discussions. 	Language arts department will meet to analyze methods and strategies that are successful. 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.	Entire Staff	Through 2020-2021 School Year	<ul style="list-style-type: none"> 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 35.3%

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 23.9%
- PSAT 457

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(\$) 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 2020- 2021 School Year	<ul style="list-style-type: none"> • 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 math skills progress and improve growth in weak areas for students in grades 7-10.	Mathematics Department	Through 2020- 2021 School Year	<ul style="list-style-type: none"> • Test Schedule • Professional Development Schedule • Department Meeting Schedule 	Mathematics department will present MAP math data during grade level meetings and discuss individual levels for all students.
3. Provide students opportunity to retake assessments in which they did not show mastery after completing remedial work.	Mathematics Department	Through 2020- 2021 School Year	<ul style="list-style-type: none"> • Assessment Schedule • Retest 	The mathematics department will implement remediation strategies, such as items through Pearson enVision, to improve students' application.
4. Adjust schedules of struggling math students to meet their graduation requirement needs.	Mathematics Department Guidance Department	Through 2020- 2021 School Year	<ul style="list-style-type: none"> • Graduation Exam Scheduling • Senior Meetings 	Teachers will be sent to professional development over new standardized assessments.

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

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

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

- See attached School Improvement Action Plan

XI. Statutes and Rules to be Waived

- None

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

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

**Granville Wells Elementary School
School Improvement Plan
2020-2021**

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School Improvement Action Plan

Part I: Introduction

Part I: Introduction

**SCHOOL IMPROVEMENT
STEERING COMMITTEE**

Tricia Stanley	Principal/Parent
John Reynolds	Assistant Principal
Kim Myers	Primary Teacher
April Gott	Primary Teacher/Parent
Robin Miller	Primary Teacher
Beth Juillerat	Primary Teacher
Christi Imes	Intermediate Teacher
Abbie Littrell	Intermediate Teacher
Kathy Riner	Intermediate Teacher
Kim Carlson	Special Education Teacher

Granville Wells Elementary School Instructional Staff

PRINCIPAL

Mrs. Tricia Stanley

ASSISTANT PRINCIPAL

Mr. John Reynolds

KINDERGARTEN

Mrs. Robin Miller

Mrs. Sara Gentry

FIRST GRADE

Mrs. Stefanie Ross

Ms. April Gott

SECOND GRADE

Mrs. Becky Crawford

Ms. Kim Myers

THIRD GRADE

Mrs. Beth Juillerat

Mrs. Allyson Gardner

FOURTH GRADE

Mrs. Greta Shadburn

Mrs. Christi Imes

FIFTH GRADE

Ms. Stephanie Spiritoso

Mrs. Teather Hiatt

SIXTH GRADE

Mr. Tres Barker

Mrs. Kathy Riner

TITLE I DIRECTOR

Mrs. Jaime Ramsey

TECHNOLOGY COACH

Mrs. Mandy Dudley

SCHOOL RESOURCE OFFICER

Mr. Cary Clanton

SECRETARY

Mrs. Lisa Horlacher

ECA BOOKKEEPER

Mrs. Erin Kinsel

NURSE

Miss Linda Hoffman

VISUAL ARTS

Mrs. Leisa Burgin

VOCAL MUSIC

Mrs. Channa White

PHYSICAL EDUCATION

Mr. Wesley Mikesell

HIGH ABILITY

Mrs. Julie Lester

SPECIAL EDUCATION K-3

Mrs. Kelly Adams

SPECIAL EDUCATION 4-6

Mrs. Amber Cowley

SEVERE DISABILITIES

Mrs. Kim Carlson

SPEECH AND LANGUAGE

Mrs. Skylar Parmer

TECHNOLOGY

Mrs. Cassie Anderson

PRESCHOOL SERVICES

Mrs. Miranda Beck-King

Mrs. Stacy Utterback

Mrs. Amanda Wildman

Mrs. Krystal Smith

OCCUPATIONAL THERAPY

Mrs. Dava Poeck

PHYSICAL THERAPY

Mrs. Emily Anderson

BLIND/LOW VISION TEACHER

Mrs. Kathy McGee

INSTRUCTIONAL ASSISTANTS

Mrs. Natalie Copeland-Special Education Assistant 4-6

Mrs. Shannon Reid-Special Education Assistant K-3

Mrs. Aletha Lumpkin - Classroom Assistant

Mrs. Dawn Williams- Title I Assistant

Mrs. Donna Stachowicz – Title I Assistant

Mrs. Meagan Willis- Title I Assistant

Mrs. Sheila McDonald- Lifeskills Assistant

Mrs. Danielle Williams-Lifeskills Assistant

Mr. David Mathis– Lifeskills Assistant

Mrs. Shalyn England – Cafeteria Supervisor

Mrs. Krystal Smith- Cafeteria Supervisor

CUSTODIANS

Mrs. Angela Lloyd

Mrs. Karen Clingler

Ms. Gloria Arnold

MAINTENANCE

Mr. Eddie Cook

COOKS

Mrs. Reanon Latham

Mrs. Joyce Richardson

Mrs. Rita Bevington

Mrs. Jackie Covington

Mrs. Cris Mills

Mrs. Monica Sprong

Granville Wells Elementary School 2020-2021 School Improvement Plan

This school improvement plan is submitted on behalf of Granville Wells Elementary School. It was prepared under the leadership of the building administrators working in cooperation with the school improvement committee appointed in compliance with Indiana Public Law 221. The plan is structured using the guidelines provided in rules approved by the Indiana State Board of Education. It remains the goal of the faculty and staff at Granville Wells Elementary School to provide instruction which facilitates continued achievement and growth for all students.

Narrative Description of the School, Community, and Educational Program

Granville Wells Elementary School, located at 5046 South State Road 75, Jamestown, was constructed in 1955 as a consolidation of Advance and Jamestown Schools. The school is located on State Road 75, north of Interstate 74, in the south west corner of Boone County. The land the school occupies was given to Jackson Township by the Wells family. The school was named in honor of Granville Wells, who was a teacher, lawyer, public official, and civic leader in the community. Herman B Wells, the son of Granville Wells, served as President of Indiana University for 25 years. He served as President Emeritus of Indiana University until the time of his death in March of 2000. Herman B Wells was in attendance at the dedication ceremony after the 1994 remodeling of Granville Wells Elementary School.

From 1955 to 1974 the school housed grades one through twelve. Through the consolidation of Granville Wells School and Thorntown School, it became known as the Western Boone County Community School Corporation. A new high school was built and Granville Wells became an elementary school for grades kindergarten through sixth grade.

In the fall of 1994, a two-phase demolition/construction project began. The original spacious barrel-vaulted gymnasium was retained and a 77,580 square foot building was constructed around it. In addition to regular classrooms, the facility contains a media center, multipurpose room with performance platform, science laboratory for science enrichment classes, and specialty rooms for remediation, Title I, high ability, kindergarten, preschool, special education, and OT/PT/Speech.

A four-room kindergarten addition and an expanded cafeteria and administrative area was completed during the 2009-2010 school year. Technology was updated as well to include interactive SMART Boards, LCD projectors, and amplification systems in all classrooms and common areas.

The setting for Granville Wells is rural, but the primary source of income for the parents derives from sources other than agriculture. The majority of parents commute to jobs in Indianapolis, Crawfordsville, and Lebanon. Additionally, the Fukai Toyotetsu Indiana Corporation opened an operations and production plant located on State Road 75 in Jamestown, just south of Interstate 74. The Fukai Toyotetsu facility has provided additional job opportunities to members of the Western Boone Community.

Granville Wells has an enrollment of 450 students in grades preschool through sixth grade. The socio-economic makeup of the school's population is primarily middle-class. The population includes students with a wide range of diversified learning needs. Granville Wells offers a full-day preschool program for interested families residing in the Granville Wells attendance area. The Developmental Preschool program serves developmentally delayed and disabled students in the Western Boone attendance area.

Special services are also provided to eligible students for speech and language, deaf and hard of hearing support, occupational and physical therapy, blind/low vision and individualized services for students with mild to severe disabilities, and remedial learning needs. A breakfast program is available along with an after-school childcare program. Additionally, the school has a registered nurse in the building each day.

The school employs 25 certified teachers along with an experienced support staff of 12 instructional assistants, technology coach, Title I director, four members of the custodial and maintenance staff, five cooks, fifteen bus drivers, bookkeeper, secretary, full-time Registered nurse, PE assistant, and a technology assistant. Administrators for the school include a principal and an assistant principal.

Granville Wells students have the opportunity to participate in both curricular and extra-curricular activities which include boys and girls Basketball, Volleyball, Boy Scouts, Girl Scouts, 4-H, Student Council, Drama/School Play, Math Bowl, Spell Bowl, D.A.R.E., Science Fair, Girls on the Run, and Robotics Team.

Curriculum – Description and Location

The Granville Wells Elementary School Curriculum serves as a building block for the total school district curriculum. It is based on and aligned with the College and Career Academic Readiness standards adopted by the Indiana State Board of Education. Teachers, staff, and resource personnel at Granville Wells Elementary, under the direction of the building principal and assistant principal, implement and supplement the curriculum using a selection of instructional programs and practices. Such programs and practices include, but are not limited to a dedicated 90-minute Literacy Block per classroom using the Smekens Literacy Model, Leveled and Flexible Reading Instruction, a 75 minute math block, GO Math!, 6 + 1 Traits of Writing, and Accelerated Reader. Student services including Special Education, Rtl Intervention, Title I, High Ability, Speech/Language and Hearing, Physical and Occupational Therapy, Counseling Support, DARE, and Social Health classes help to support and enrich the curriculum.

Copies of the Indiana State Standards for Granville Wells Elementary School are available in the school office, and at the corporation office located at 1201 N SR75, Thorntown, IN. Copies of the Academic Standards are distributed to parents each year.

Granville Wells Elementary School Community Opportunities

Jamestown's proximity to Indianapolis and Central Indiana, along with easy access to a well-developed interstate system, puts it just minutes away from many opportunities for learning and recreation.

Educational Opportunities

Anderson University
Ball State University
Butler University
DePauw University
Franklin College
International Business College
Indiana State University
Indiana University/Purdue University Indianapolis (IUPUI)
Indiana Vocational Technical College (Ivy Tech)
Indiana Wesleyan College
Marian University
Professional Careers Institute
Purdue University
University of Indianapolis
Wabash College

Cultural and Recreational Opportunities

Ben Hur Museum
Benjamin Harrison Presidential Site
Circle Center Mall
Clowes Memorial Hall at Butler University
Conner Prairie Settlement
Eagle Creek State Park
Eiteljorg Museum
Farm Heritage trail
Fort Harrison State Park
James Whitcomb Riley Museum
Jamestown Nature Park
Indiana Repertoire Theater
Indiana State Capitol Building
Indiana State Museum
Indianapolis Children's Museum
Indianapolis Museum of Art
Indianapolis Symphony Orchestra/ Hilbert Circle Theater
Indianapolis Zoo and Botanical Gardens
McCloud Nature Park
NCAA Hall of Champions
The Palladium
Shades State Park
Turkey Run State Park
White River State Park

Sports Opportunities

Banker's Life Field House
Indiana State Fairgrounds
Indianapolis Motor Speedway
Lucas Oil Raceway Park
Lucas Oil Stadium
Victory Field
National Institute of Fitness and Health

Assessments of Student Achievement – ILEARN and Other Assessment Strategies

Indiana Learning Evaluation Assessment Readiness Network (ILEARN) measures student achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students in grades 3-8.

IREAD

Indiana Reading Evaluation and Determination (IREAD) is a summative assessment developed in accordance with Public Law 109 and is given in the spring to grade 3. The purpose of this assessment is to measure foundational reading standards through grade 3 in the areas of nonfiction text, literary text, and vocabulary.

Assessments – Titles and Descriptions of Assessment Instruments

Accelerated Reader- digitally-based program designed to assess student reading comprehension level, grades K-6.

NWEA MAP – an adaptive nationally-normed assessment used to determine individual students' Current level of mastery and determine an appropriate rate of skill growth that should occur in one school year.

Fountas and Pinnell Benchmark Assessments –Determine student strengths and weaknesses in the areas of phonics, vocabulary, and comprehension.

Rubrics, checklists, traditional tests- used in the classroom to assess student understanding on a daily/weekly basis, grades K-6.

Kindergarten Comprehensive Literacy Assessment: assessment developed by Western Boone Schools to assess kindergarten students to determine mastery of the kindergarten literacy standards.

Boone-Clinton-North West Hendricks Joint Services

Wide variety of achievement, ability, and behavior tests

Behavior Assessment System for Children (BASC-II)

Differential Ability Scale (DAS)

Stanford Binet Intelligence Test

Vineland Adaptive Behavior Scales

Wechsler Individual Achievement Test (WIAT II)

Wechsler Intelligence Scale for Children (WISC IV)

Woodcock Johnson Psychological Educational Assessment Battery Achievement

Cognitive Test (WJ III)

Adaptive Behavior Assessment System – Second Edition

Speech and Language Pathology

Language and articulation tests

Clinical Evaluation of Language Fundamentals (CELF III)

Goldman-Fristoe Articulation

Peabody Picture Vocabulary Test (PPVT)

Photo Articulation Test (PAT)

Test of Language Development (TOLD)

Physical and Occupational Therapy

Peabody Developmental Scale, 2nd ed.,

Beery-Buktenica Developmental Test of Visual-Motor Integration (VMI)

Bruininks-Oseretsky Test of Motor Proficiency

Motor-Free Test of Visual Perception (MVPT)

Test of Handwriting Skills (THS)

Part II: Statement of Mission and Vision

Part II: Statement of Mission/Statement of Vision

Western Boone Community Schools Mission Statement

We are a partnership of school and community that serves diverse educational needs by providing a safe learning environment that is innovative, competitive, a builder of self-worth, inspiring and fun!

Granville Wells Elementary School Vision Statement

- **We** support and care for every student as they strive for their personal best.
- **Every** student achieves their maximum potential in an engaging, inspiring, and innovative environment.
- **Learners** take ownership of their actions as a member of the school and community.
- **Life-long** learners and problem-solvers are developed through rigorous instruction, collaboration, and high academic expectations.
- **Students** will have success today and be prepared for tomorrow.

Granville Wells Mission Statement

Aim High, Work Hard, No Excuses.... It's the Wells Way!

Part III: Summary of Current Status

**Part III: Summary of Current Status, Annual Performance Report, Data Related to Other Indicators
Summary of Data, Derived from an Assessment of the Current Status of Educational Programming**

Graphs of Data from the Annual Performance Report: 2017-18

ISTEP Data

Grade 3							
<i>Year</i>	<u>2013</u>	<u>2014</u>	<u>2015*</u>	<u>2016*</u>	<u>2017</u>	<u>2018</u>	<u>State Avg</u>
Language Arts	85	81	67.2	67.2	89.7	70%	67%
Math	81	84	50	56.7	85.3	64%	59%
Passed Both	76	74	43.8	50.7	79.4	54%	53.10%
							Dropped from previous year
Grade 4							
Growth from previous year.							
<i>Year</i>	<u>2013</u>	<u>2014</u>	<u>2015*</u>	<u>2016*</u>	<u>2017</u>	<u>2018</u>	<u>State Avg</u>
Language Arts	88	90	70.4	59.4	70.4	79.5%	64%
Math	93	88	68.1	51.6	62.2	80.8%	61%
Passed Both	85	83	62	42.2	50.7	71.2%	52.70%
Grade 5							
<i>Year</i>	<u>2013</u>	<u>2014</u>	<u>2015*</u>	<u>2016*</u>	<u>2017</u>	<u>2018</u>	<u>State Avg</u>
Language Arts	94	84	75	72.2	59.1	69.4%	60%
Math	97	97	66.1	73.6	77.3	72.6%	66%
Passed Both	94	84	58.9	65.3	53	61.30%	52.60%
Grade 6							
<i>Year</i>	<u>2013</u>	<u>2014</u>	<u>2015*</u>	<u>2016*</u>	<u>2017</u>	<u>2018</u>	<u>State Avg</u>
Language Arts	90	92	67.6	69.2	76.3	69%	65%
Math	92	95	66.7	56.9	43.5	60.6%	58%
Passed Both	85	92	56.8	49.2	39.1	52.10%	52.80%

ISTEP Results:

The above graph displays the ISTEP+ percent passing rates for Granville Wells' students for the past six years. The data reveals that in spring 2018 we exceeded state average in all areas. We are very proud of this accomplishment.

In the spring of 2019, we participated in the ILEARN exam for the first time. The following graph displays the passing rates for Granville Wells' students.

Overall Performance on the ILEARN test, by Subject, Grade: Granville Wells Elementary School, Spring 2019

English			
Grade	Number of Students Tested	Granville Wells Percent Proficient	State Passing Rate
Grade 3	65	46%	46%
Grade 4	51	57%	45%
Grade 5	78	71%	47%
Grade 6	68	59%	47%
Math			
Grade	Number of Students Tested	Granville Wells Percent Proficient	State Passing Rate
Grade 3	65	65%	58%
Grade 4	51	80%	53%
Grade 5	78	69%	47%
Grade 6	68	54%	46%
Science			
Grade	Number of Students Tested	Granville Wells Percent Proficient	State Passing Rate
Grade 4	51	57%	46%
Grade 6	68	59%	48%
Social Studies			
Grade	Number of Students Tested	Granville Wells Percent Proficient	State Passing Rate
Grade 5	78	55%	46%

Standardized Testing:

NWEA Scores were not able to be completed due to a school closure from March until the end of the school year. During the 2018-2019 school year Granville Wells participated in the NWEA Map assessment in grades K-6th. The NWEA Measures of Academic Progress (MAP) is an adaptive assessment that precisely measures individual student progress and growth. Teachers at these grade levels use the data obtained from the exam to determine students' specific skill and standard needs. In response, teachers create and implement literacy and math data action plans for areas of concern revealed through the data. These instructional plans are intended to provide intense instruction and reteaching for students displaying a need on a specific skill or standard. Informal data tracking on each standard for each student is conducted throughout the 4-week plan.

NWEA-MAP Scores:

Grade	Met EOY RIT 2018	Met EOY Growth 2018	Met EOY RIT 2019	Met EOY Growth 2019
Kindergarten	89%	92%	79%	87%
First Grade	88%	76%	91%	73%
Second Grade	71%	75%	69%	81%

During the 2018-2019 school year, Kindergarten, 1st and 2nd grades took the NWEA MAP assessment three times. In the Spring, we took it for the third time and recorded the data that is shown in the table above. Data was collected to assess the percentage of students that met their goal score (Growth) and percentage of students who reached the national norm target (achievement). We were discouraged to see several scores lower in 2019. Particularly scores for first graders meeting individual growth goals and second graders meeting the end of year RIT remain lower than what we would like. During the 2019-2020 school year we were not able to give the final NWEA test. We were able to administer a Dyslexia screener to all kindergarten through second grade students. If a student's overall score indicated lower than expected mastery, he or she was enrolled in an intense intervention group to address the deficit. We are hopeful that these screeners will be a valuable tool for early identification of students with literacy needs.

Third Grade IREAD:

All students at third grade must take the IREAD3 assessment. This assessment measures student achievement in the areas of vocabulary, nonfiction text, and literary text. Our passing rate was 90.7%. This is a significant drop from previous years in which we have been at or near 100% passing. Evaluation of skill instruction and student stamina on lengthy texts is being examined carefully. Third grade students did not participate in IREAD in 2020.

Title I Data:

Grade Level	# of Students in Success Period	# of Student who reached growth goal	Percent
Kindergarten	12	9	75%
1 st Grade	10	6	60%
2 nd Grade	11	9	81%
3 rd Grade	13	11	84%
4 th Grade	12	11	91%
5 th Grade	12	7	58%
6 th Grade	12	5	41%

This chart describes the percentage of students who reached their end of the year growth goal in reading on the NWEA exam. Overall, of the students who participated in Success Period during the 2018-19 school year, 71% reached their end of the year growth target. Growing by 10% from last year, this score is trending in the right direction. Our overall goal is to be at 80% and we have identified the low scores in 1st, 5th, and 6th grade as areas of concern for our school.

B. Other Information about Educational Programming and the Learning Environment

Cultural Competency

Staff meetings and professional development will provide awareness of the cultural diversity of the school district attendance. SES and free and reduced lunch information and its impact on the classroom and the resulting cultural connections/conflicts will be shared with the staff. Culturally appropriate activities will be incorporated into the school curriculum that will increase student and staff awareness of cultural diversity. Granville Wells Elementary School is a rural community elementary school in central Indiana. The student body is predominantly white.

2019-2020 Ethnic Breakdown

White – 95.7%

Black – .5%

Hispanic - 2.3%

Asian -0.7%

Native American –0%

Native Hawaiian or Pacific Islander-0%

Multi-racial .9%

2019-2020 Free and Reduced Lunch Status

35.7% Economically Disadvantaged

Part IV: Conclusions

Part IV: Conclusions About Educational Programming, Instructional Strategies Supporting Student Achievement, Parental Participation in the School, A Safe and Discipline Learning Environment, and Professional Development

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

Curriculum – Indiana Academic Standards

The Granville Wells Elementary School Curriculum is continuously reviewed and aligned with the Indiana Academic Standards. Local, school, and corporation benchmark skills and concepts are also incorporated to provide students with the most comprehensive curriculum possible. The goal of curriculum leaders, teachers, and staff has been to provide students with the necessary academic tools and valuable life skills they will need to become successful citizens in our community and beyond. This goal is being pursued through the following efforts:

1. The alignment of the English/Language Arts, Mathematics, Science, and Social Studies curriculum with Indiana Academic State Standards.
2. Reading Consistencies in our newly adopted reading series have been developed in an effort to provide instructional consistency between classrooms and grade levels in the area of literacy instruction.
3. Grade level teams have identified discrepancies between standards, curriculum maps, timelines and current resources so that instructional materials and practices align to the standards in the area of math.
3. Staff Development and professional growth opportunities that assist teachers and staff with the implementation of standards-based instruction and best instructional practices are being implemented.
4. Implementation of quarterly STEM activities at grades K-6.
5. Implementation of self-awareness and behavior management techniques.

Instruction that Supports the Achievement of Indiana Academic Standards

Instructional strategies and practices are aligned, adapted, and assessed to provide appropriate, meaningful instruction of the Indiana Academic Standards. Teachers and staff have been trained in and are implementing such instructional strategies as Smekens Literacy Model, 90 Minute Literacy Block, cluster grouping within the classroom, guided reading, 6+1 Traits of Writing, the use of technology to enhance instruction, and adapted/inclusionary strategies for students with special needs. Best practices and research-based strategies, such as Marzano, et. al. are also implemented. During 2019-2020 a heavy emphasis was placed on instructional practices that tap into higher depths of knowledge. That continues to be an area of emphasis for our teachers.

Assessments of Student Achievement – ILEARN and other Assessment Strategies

To assess the above-mentioned instructional practices and student learning, teachers and staff are utilizing a variety of assessments including ILEARN, IREAD, Textbook Assessments, Local Benchmark Assessments, NWEA-MAP, skill checklists, Fountas and Pinnell, and Dyslexia screenings. In addition to these school-wide assessments, each grade level and classroom teacher implements pre and post testing, data tracking sheets, and four-week instructional action plans to collect additional assessment data for the purpose of tracking individual student progress. Student achievement and growth is monitored through the use of a data wall. The identification of student strengths and areas of need through progress monitoring is critical in providing individualized and meaningful instruction. Additional student assessments are given upon completion of curricular units or skill instruction. Teachers and staff teach the standards, using all of these instructional strategies and assessments with the intent of increasing student academic growth, improving overall student achievement, and better preparing students to be college and career ready.

Parental Participation in the School

Granville Wells Elementary School welcomes and encourages parental involvement in the school through a variety of different methods. In a typical year parent and family-oriented activities are scheduled throughout the school year. Examples of these activities include: school open house, special programs (Christmas, Veteran's Day, Grandparent's Day, STEM Day, Pioneer Day, Hoosier Heroes Wax Museum). Due to Covid restrictions we are currently not allowing parents, volunteers, or visitors in the building. Communication between parents and the school is maintained through various formats, including bi-weekly school newsletters, bi-weekly classroom communication, school and corporation websites, Twitter, email, social media, Apps such as Remind and Class DoJo.

The Rocket Boosters Club, comprised of parents and teaching staff is active at Granville Wells. This organization provides sponsorship and funding for multiple activities and purchases an assortment of supplies and equipment to enhance our school. Meetings are held throughout the school year and are publicized to all parents and teachers.

Granville Wells Elementary School believes that parental involvement in a child's education is essential. The following list details the many ways we promote communication with parents in an effort to enhance student achievement:

1. Promoting parent involvement in the Rocket Boosters Club by offering day and evening meeting times, as well as a virtual option.
2. Promoting communication between parents and teachers via email, text, RESPOND, School Reach, and Harmony.
3. Encouraging parental participation in school volunteering opportunities such as participation in school volunteering opportunities such as Wednesday Moms Club, Book Fairs, Santa Shop, student fun days such as Pioneer Day, after school movies, holiday parties, Media Center Volunteers, picture day, school athletics, and field trips when this is allowed again.
4. Bi-weekly School Newsletter.
5. Bi-weekly Classroom communication that details instructional objectives.
6. Parent group emails generated via Harmony, the student database.
7. School Reach (Corporation Emergency Communication System)
8. All students receive a midterm report and a report card.
9. Harmony Data Base to report grades, newsletters, other information.
10. Annual Meet the Teacher Night
11. Annual Grade Level/Parent Night Meetings
12. Title I Parent Night
13. Title I Family Night

Technology as a Learning Tool

Weekly Scheduled Computer Time

All students at Granville Wells School have a regularly scheduled technology period every third day. The students are taught and work with a variety of computer applications that align to state technology standards, and which are used as a regular part of the classroom curriculum. Students in grades 1-6 have a personal laptop for instructional exercises and work completion. Additionally, all classrooms are equipped with SMART Boards, projectors, and document cameras. The Granville Wells Library was renovated in the summer of 2016 to provide an integrated space for technology implementation for teacher instruction, and for individual and collaborative student usage. The following listings describe the variety of computer software and hardware available for student use at Granville Wells School.

Software and Web-based resources designed to provide learning options for the classroom teacher, while incorporating technology:

Canvas

Renaissance Learning

Clever

NWEA-MAP

Essential Skills – program used to review essential skills in core academic areas

Learn 360

Microsoft PowerPoint- program used to create slide shows
Microsoft Publisher- creative program used to create cards, newsletters, etc.
Microsoft Word- word processing software
Symbaloo
Formative
Edulastic

Software designed to reinforce classroom learning in the areas of health, language arts, math, reading, science, and social studies:

Language Arts/Reading

Renaissance Learning-AR. Students take computer generated comprehension quizzes over books that they have read.

NWEA-MAP

Spelling City

Memory Master

Skill Builder- English

Writer's Choice

Pearson Realize

Spelling City

Starfall—phonemic awareness

Renaissance Learning -Accelerated Reader

NWEA-MAP

Readworks

Newsela

Math

Go Math

Brain Pop

Brain Pop Jr

NWEA-MAP

Kahn Academy

Math Buddies

Prodigy

Freckle

Math Antics

Xtra Math

Math Munchers

Tommy the Time Turtle

Think Central

Social Studies

Great America State Race

Skill Builder- Social Studies

Pearson Realize

Health/Science

Skill Builder- Health and Science

Technology tools available for classroom teachers/staff:

Individual Student Laptops for each student in grades 3-6

SMART Response Remotes (2 sets of 33)

Media Retrieval System/Media Cast

Digital Cameras, Document Cameras, DVD players

Classroom Phone System & School Intercom

LCD Projectors in each Classroom

Interactive Smart Boards in every Classroom

Sound Field System in every Classroom

Hand-held Radios

Plotter and Scanner

Internet/Voice Mail/E-mail

Teacher and multiple student computer stations in each primary classroom

Safe and Disciplined Learning Environment: SRO, Locked Doors, Safe Visitor, Implementation of PBIS

Granville Wells Elementary School has several safety measures coordinated to help ensure the safety of students and staff. Western Boone Schools employs three full-time school resource officers and a canine. One of those officers is stationed at Granville Wells on a full-time basis.

The school resource officer monitors Granville Wells by conducting daily door checks, home-visits when necessary, traffic control, and monitoring school cameras. All exterior doors are locked at the start of school and all visitors must be granted access into the school office. All visitors must complete an on-line mandatory criminal history check to have permissible access in our building. All visitors must follow a sign-in/sign-out procedure before they leave the office. Western Boone Community Schools has adopted a "doors locked policy" for all classrooms where students are gathered during school hours.

During the Covid-19 period we developed protocol for cleaning furniture, supplies, recess equipment, and the building. In addition to all staff and students in grades 3-6 wearing masks, we have implemented a no visitor rule, developed cohort groups for contact tracing, seated students at half capacity in the cafeteria, and practice social distancing in the hallways and classrooms.

GWES has an emergency response program in place. There are two violent intruder drills per year. Tornado and fire drills are conducted in keeping with state standards. Radios are available to school personnel for communication in an emergency and are on hand during recess time. Granville Wells also has a trained DARE Officer. The A.L.I.C.E Program was implemented during the 2013-2014 school year and will continue to be facilitated for students each school year.

Playground equipment is regularly checked for safety standards. Transportation meets state requirements and the Indiana State Police inspects all buses annually. Preventative maintenance on all mechanical, safety, and environmental systems is practiced to ensure a safe environment. There is a full time registered nurse available to meet children's health needs. In the summer of 2020, school administration developed a COVID response plan based on CDC recommendations. Teachers, students, and parents worry less and the learning environment is enhanced because these practices are in place.

The school is excited to have a PBIS team participating in training and facilitating implementation of PBIS strategies. Each teacher is actively involved with setting and reviewing PBIS guidelines with their classrooms so that all students in the room and throughout the building are able to achieve STAR status. Administrators support the teachers, as necessary, when classroom attempts at behavior management are not successful.

The school has adopted a Character Education emphasis focusing on the skills of Safe, Teamwork, Accountability, and Responsibility. Rocket Rewards are issued throughout the week to students displaying these four character traits. Each Friday, one student from each class is recognized over the intercom praising them for their exemplary display of these character traits. Rock STAR Awards are given every month as each classroom teacher recognizes a student that has gone above and beyond exemplifying the character trait for the month.

The safety and discipline policies at Granville Wells are coordinated with the staff and are in compliance with state requirements. Each family in the Granville Wells School Community receives a Student Handbook at the time of school registration. The Student Handbook describes the school policies, attendance, and discipline procedures, rules, expectations, and opportunities available to students at Granville Wells School.

Professional Development

The focus of Professional Development at Granville Wells Elementary will be on differentiation of math and literacy instruction, along with continued development of best instructional strategies. A 90 Minute Literacy Block was implemented during the 2012-2013 school year and continues each school year. During the 2019-2020 school year, the focus of professional development sessions will continue to be on instructional strategies that match the rigor of the College and Career Standards. Topics will include

questioning with deeper depths of knowledge, annotation of text, synthesis of ideas of several texts, and extending written responses. The data collected from NWEA-MAPS will be placed on grade level math and literacy data walls for the purpose of monitoring student growth and goal achievement. Wednesdays are devoted to professional conversations and learning with grade levels and as a staff in the areas of literacy, math, technology, and best instructional practices. The emphasis each year is on Indiana Department of Education initiatives, especially the Indiana and Common Core Standards as they are presented in the Item Specification Charts and Test Blueprints. Outside professional development of staff members is documented by Requests to be Absent forms in which individual staff members request leave to visit other schools or attend professional conferences, seminars, and training sessions.

ELearning:

For the 2020-2021 school year, Western Boone Schools will continue to implement E Learning Days to provide a more comprehensive professional development program for staff. On these planned E Learning Days, staff members engage in professional development that improves elements of teaching such as instructional, and social/emotional health of students. In addition to planned E Learning Days, for school days that are cancelled by bad weather or other circumstances, unscheduled E Learning Days will be used to ensure that students don't miss out on instruction while not at school.

Smekens, 6+1 Traits of Writing Method, Guided Reading, Cluster Grouping:

Teachers and staff continue to utilize and develop strategies such as Smekens Literacy Model, 6+1 Writing, guided reading strategies, and clustered reading groups. Leveling and differentiated practices are collaborative among grade levels, and are based on assessment data including Fountas and Pinnell, IREAD, ILEARN, NWEA-MAP, local assessments, and Running Records.

Literacy Assessment:

Teachers and staff have been trained in various assessments to determine student growth and achievement. These assessments are used to determine appropriate reading levels for students, individual student achievement in the area of word attack and comprehension, and phonetic skill development needs. In addition to school-wide assessments such as ILEARN, and NWEA-MAP, additional student information is obtained through running records, Fountas and Pinnell, and basal reading assessments. Student assessment results are discussed in grade level meetings, interventions are established for those students in need and progress monitoring measures are put in place based on data collected.

Inclusion:

Teachers and staff are receiving training and support in developing and implementing adaptive instructional and behavioral strategies to meet the various learning needs of students. Data Wall information is shared to determine the academic progress of students with IEPs or diverse learning needs. In addition to the specific programs listed above, Granville Wells staff members have daily interaction with two certified and licensed Special Education teachers, as well as a therapist from Inwell Counselling Services.

Part V: Achievement Goals

Part V: Student Achievement Goals and Objectives, Attendance Rate Goals and Objectives, Percent of Students Meeting Standards

Year	Attendance	Avg % Passing	# Free	# Reduced	Free/Reduced
	Rate	Both ISTEP	Lunch	Lunch	Percentage
2007-2008	96.70%	78.90%	70	27	19%
2008-2009	96.50%	81.50%	70	34	21%
2009-2010	96.40%	77.90%	91	45	27%
2010-2011	96.20%	78.10%	118	40	33%
2011-2012	96.98%	82.00%	131	31	33%
2012-2013	96.40%	85.20%	148	31	36%
2013-2014	96.80%	83.80%	140	49	38%
2014-2015	96.40%	55.50%	136	46	37%
2015-2016	96.70%	52.20%	135	38	38%
2016-2017	96.1%	55.60%	134	31	35%
2017-2018	96.8%	59.65%	144	23	35%
2018-2019	96.32%	ILEARN 51.8%	125	28	34%

In the Spring of 2019, our students were assessed using the newly developed ILEARN exam. Our students were at or above state average in all subjects and grades tested. Our scores have dropped from the ISTEP exam of previous years. We remain determined to raise our scores in all subject areas. Goals:

1. To increase the percentage of students in the proficient category on ILEARN as described in the Action Plan found later in this document.
2. To increase the percentage of 3rd to 6th grade students scoring in the Highly Proficient Category to 30% in ELA and 35% in Math.
3. To increase the percent of special education students in the proficient category to a minimum of 25%, or increase the number of proficient students in English/Language and Math by 10%.

Objectives:

1. We will exam standards acquisition information that came with ILEARN results at grades 3-6. We feel that this information will help us prioritize standards and focus our instruction on previous weaknesses.
2. Screeners will be given to all K-2 students to identify students displaying dyslexic traits.
3. Teachers will utilize effective math instructional strategies and assessments for increased student achievement emphasizing the more recently developed Math Practice Standards. Instructional staff will implement and follow the Go Math! Program as directed by the teacher's guide.
4. Students will be identified using Fall NWEA scores, for individual Tier 2 interventions.
5. All students will receive additional support on skill deficit or enrichment needs during Success Period, 30 minutes daily.
6. Implement Data Action Plans. These instructional plans are intended to provide additional practice, reteaching opportunities for standards identified by each grade level.

Attendance Goals:

The data in the chart above indicates that we have maintained an average attendance rate of 96% over last nine years. Our goal for the next three years would be to maintain or increase this percentage. Due to Covid Attendance Restrictions we will not be acknowledging perfect attendance. We will not be sending letters to parents for attendance issues unless it is not related to Covid procedures. We are providing virtual live instruction to students who are physically able to participate but have been quarantined.

Objectives:

1. Maintain daily attendance reports in each classroom and in the main office.
2. Call the parents of absent children unaccounted for to verify/determine reason for absence.

When Covid concerns no longer exist we will utilize the following strategies to maintain strong attendance.

3. Acknowledge and reward perfect attendance at the end of each 9-week period.
4. Letters will be sent to parents when their child's undocumented absences reach 4 days and 8 days in one semester.
5. Acknowledge classes with perfect attendance each day.
6. Assistance from the School Resource Officer will be utilized in addressing excessive absence or tardiness as appropriate.
7. Report students who are absent 18 days to the Department of Child Services.

Part VI: Specific Areas of Improvement

Part VI: Specific Areas Where Improvement is Needed Immediately

- A. ILEARN scores for the 2018-2019 school year are disappointing and not indicative of what we believe matches our students' capabilities. We spent considerable time improving student stamina levels, increasing experiences that require deeper levels of problem-solving, and application of strategies across all content areas and genres in the 2018-2019 school year. We plan to continue to emphasize these things in the 2020-2021 school year, while also placing a heavier emphasis on literacy instruction in the primary grades. In general, the data indicates slightly lower scores in English/Language Arts. We have adopted a new reading curriculum and are creating instructional consistencies within that program for teachers to follow. The scores of special education students are lower than expected. Our goal is to increase the number of special education students at the proficient category by 10% at each grade level.

Part VII: Benchmarks for Progress

VII. Benchmarks for Progress

At the primary grades, we know that we must build students' comprehension, written expression, and stamina to persevere through several passages. The NWEA grade level spring RIT will serve as the benchmark we will use to determine mastery. Our goal is for 80% of our students at kindergarten-second to match or exceed the grade level Mean RIT score.

After closely examining current ILEARN scores, the school improvement team set benchmarks for proficiency that we aspire to reach in the 2019-2020 school year based on each grade levels performance history. We have carried those goals over to the 2020-2021 school year. There were significant discrepancies in proficiency rates at each grade level, so we established goals which we believe are attainable at each grade level.

ELA
3rd grade 75%
4th grade 75%
5th grade 70%
6th grade 80%

Math
3rd grade 75%
4th grade 75%
5th grade 80%
6th grade 80%

Part VIII: Proposed Interventions

Part VIII: Proposed Interventions Based on School Improvement
See attached School Improvement Action Plan

Part IX: Professional Development

Part IX: Professional Development that is Coordinated with Proposed Interventions and that Supports Sustainable School Improvement Efforts
See attached School Improvement Action Plan

**Part X:
Statutes and
Rules
Waived**

Part X: Statues and Rules to be Waived
None

Part XI: Timeline for Improvement Review Revision

Part XI: Three Year Timeline for Improvement, Review, and Revision

A. The achievement of students will be reviewed annually by the administrators, School Improvement Committee, teachers, and other stakeholders in Granville Wells Elementary School. School administrators will review ILEARN, IREAD, NWEA, Fountas and Pinnell, and common assessments, as they become available. This review will be shared with the appropriate classroom teachers and support personnel, and instructional changes will be made based on students' achievement data.

B. The achievement review will include data provided by the Indiana Department of Education, ILEARN, IREAD, NWEA, Fountas and Pinnell, results of local assessments, and other broad indicators of student achievement.

**SCHOOL IMPROVEMENT PROFESSIONAL DEVELOPMENT ACTION PLAN
GRANVILLE WELLS ELEMENTARY SCHOOL
2020-2021**

Goal: We will increase the proficiency rate of students at Granville Wells. This will be accomplished through the implementation of strong instructional practices, close examination of our students' standard and skill acquisition, the development of literacy consistencies aligned to our adopted curriculum, and early intervention at the primary grades. Our specific targets are listed below.

Support Data/Other Assessment: NWEA-MAP ELA Current State:

Kindergarten: 38 of 54(70%) students met the Norm Grade Level Mean RIT score on the fall 2020 NWEA assessment.

First Grade: 29 of 46 (63%) students met the Norm Grade Level Mean RIT score on the fall 2020 NWEA assessment.

Second Grade: 22 of 48 (46%) students met the Norm Grade Level Mean RIT score on the fall 2020 NWEA assessment.

Desired State:

At the conclusion of the 2018-2019 school year:

Kindergarten: 43 (80%) of the 54 students will meet the End of the Year Norm Grade Level RIT score in ELA on the spring 2021 NWEA assessment.

First Grade: 37 (80%) of the 46 students will meet the End of the Year Norm Grade Level RIT score in ELA on the spring 2021 NWEA assessment.

Second Grade: 38 (80%) of the 48 students will meet the End of the Year Norm Grade Level RIT score in ELA on the spring 2021 NWEA assessment.

IREAD Current State: 90% Passing

IREAD Desired State: 95% Passing

Support Data Standardized Assessment: ILEARN Information

Current State:

ELA

3rd Grade- 46% pass

4th Grade- 57% pass

5th Grade- 71% pass

6th Grade- 59% pass

Math

3rd grade 65% pass

4th grade 80% pass

5th grade 69% pass

6th grade 54% pass

Desired State:

After closely examining current ILEARN scores, the school improvement team set benchmarks for proficiency that we aspire to reach in the 2019-2020 school year based on each grade levels performance history. There were significant discrepancies in proficiency rates at each grade level, so we therefore established goals which we believe are attainable at each grade level.

ELA

3rd grade 75%

4th grade 75%

5th grade 70%

6th grade 80%

Math

3rd grade 75%

4th grade 75%

5th grade 80%

6th grade 80%

Special Education Proficiency Rate

Current State:

3 rd Grade- 0% pass ELA,	36% pass Math
4 th Grade- 25% pass ELA,	50% pass Math
5 th Grade- 11% pass ELA,	33% pass Math
6 th Grade- 21% pass ELA,	21% pass Math

Desired State:

3 rd Grade- 25% pass ELA,	25% pass Math
4 th Grade- 25% pass ELA,	25% pass Math
5 th Grade- 25% pass ELA,	46% pass Math
6 th Grade- 35% pass ELA,	60% pass Math

Additional Goals:

1. Our school earned a letter grade of B for the 18-19 school year. Our goal is to meet or exceed this in the 2020-2021 school year.
2. 30% of our students will score in the highly proficient category in ELA on the ILEARN exam.
3. 35% of our students will score in the highly proficient category in Math on the ILEARN exam.

Intervention:

1. Students will receive flexible, leveled instruction for reading and math within the reading and math blocks.
2. Instructional staff will implement and document instructional strategies and interventions based on academic standards and student assessment data
3. Instructional staff will implement and document progress monitoring through four-week data action plans in literacy and math.
4. The Indiana Math Process Standards will be embedded within classroom math instruction for students in all grade levels.
5. Phonics groups will be established to serve students scoring in the cautionary area of the Dyslexia Screener.
6. Resource staff will support Special Education students with grade level standards progress through data-based interventions and IEP accommodations.
7. All students K-6 will participate in 30 minutes of differentiated reading instruction at their grade levels. Students identified for Title I services will follow a scripted intervention program and will be progress monitored every two weeks during this same 30-minute time block.

Evaluation: how, when, by whom: Local benchmark assessments, as well as NWEA-MAP will be given three times a year to monitor student growth. Additionally, monthly data action plans will be conducted throughout the year by all K-6 teachers for the purpose of tracking student skill and standard mastery. Grade three students will participate in IREAD at the end of the school year, and Grade 3-6 students will take ILEARN at the end of the school year.

Activities to Implement the Intervention:	Person(s) Accountable	Timeline	Resources	Staff Development
90 Min Literacy Block	Gr Level Staff Administration Sp. Ed Staff Remediation Staff School Curriculum Team	August-May daily	Smekens Literacy IN Reading Frame Works IDOE/Learning Connection McGraw-Hill Wonders Moby Max Readworks	Smekens Training Grade Level Mtgs Teacher Prof Development
Success Period	Gr Level Staff Administration Sp. Ed Staff Remediation Staff RTI Team	August-May 30 minutes daily	Smekens Literacy IN Reading Frame Works IDOE/Learning Connection Fountas & Pinnell NWEA-MAP	Smekens Training Grade Level Mtgs Teacher Prof Development RTI Training
Student Data Walls	Gr Level Staff Administration Sp. Ed Staff Remediation Staff	August-May 3 times a year	Data Walls NWEA-MAP	Data Wall Meetings
4-week Literacy and Math Plans	Gr Level Staff Administration Sp. Ed Staff	August-May	Data Action Plans NWEA-MAP	Data Action Plan Meetings
RTI Intervention	Classroom Teacher RTI Representative Administration	Sept- May	Multiple on-line programs IDOE Resources RTI Resource Books	Consultation with RTI rep. Quarterly meetings with administration
Dyslexia Screener	Gr Level Staff Administration Sp. Ed Staff Remediation Staff RTI Team	August-May	Western Boone Approved Screener	Grade Level Mtgs Title I Trainings
75 Minute Math Block	Gr Level Staff Administration Sp. Ed. Staff	August- May	Go Math Zearn Kahn Academy Aleks Prodigy	Professional Dev. Curriculum Mapping

THORNTOWN ELEMENTARY
PL 221 TEAM MEMBERS

Abbie Hayden	Principal
Justin Rausch	Assistant Principal/Parent
Lisa Mohler	Primary Teacher
Lauren Huff	Primary Teacher
Michelle Martin	Primary Teacher
Kathy Keith	Primary Teacher
Aimee Collins	Intermediate Teacher/Parent
Anna Shearer	Intermediate Teacher
Katrina Olson	Intermediate Teacher
Amy Corwin	Special Education Teacher
Julie Lester	G/T Teacher
Katie Maurath	Secretary/Parent

Thorntown Elementary School
School Improvement Plan
Public Law 221

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School Improvement Action Plan 2019-2020

**Thorntown Elementary School
School Improvement Plan
Prepared in Compliance with
Public Law 221**

This school improvement plan has been reviewed and revised on behalf of Thorntown Elementary School. It was prepared under the leadership of the building principal and assistant principal working in cooperation with the school improvement committee appointed in compliance with Indiana Public Law 221. The original plan was structured using the guidelines provided in rules approved by the Indiana State Board of Education. The first plan covered a three-year period dating from 2002-2005. The plan is reviewed yearly.

This document reflects the new PL 221 Plan which is required by the Indiana Department of Education. For our school to be considered for state accreditation, our school must submit timely information regarding legal standards and relevant data regarding school improvement planning and student achievement.

The PL 221 committee is currently made up of 7 classroom teachers, a special education teacher, the school secretary, the gifted/talented teacher, and two administrators. The PL 221 Committee and the PL 221 Plan continue to strive for excellence and continuous improvement in student achievement at Thorntown Elementary. This plan is a working document to the community as to how those of us at Thorntown Elementary expect to fulfill that commitment in the coming years.

I. INTRODUCTION

Narrative Description of the School, Community, and Educational Program

Thorntown Elementary School is in the town of Thorntown, Boone County, Indiana. The school dates to the late 1800's. A display of former graduating classes dating back to the 1890's in the school entrance reminds students and community of the rich heritage this school has provided for this community. Thorntown is located in the northwest corner of Boone County, and Boone County is adjacent to the northwest corner of Marion County, Indiana. This relatively close, but somewhat isolated location provides the Thorntown community with a significant rural influence while still having close proximity to the metropolitan area. Interstate-65 runs north and south through the middle of our district providing easy driving routes of equal distance between Indianapolis and Lafayette as one looks at a map. Therefore, we have many parents who are able to work in one of these two large cities.

The school property forms the southern boundary of the town limits. It is located next to the town park. The present school building served as Thorntown High School from 1954 to 1974. In 1975 Thorntown High School consolidated with Granville Wells High School to form Western Boone Jr.-Sr. High School. In 1988 the present school was enlarged to add classrooms and a media center. In 1995 another major renovation occurred. During this renovation air conditioning, a media retrieval system, office space and mechanical updates were completed.

In the spring of 2007 our corporation reviewed our strategic plan. Part of that process included, "A Study of the Community and Student Demographics for the Western Boone County

Community School District.” The study was prepared for the Board of School Trustees and Superintendent. It was compiled and completed by Dr. Robert L. Boyd, Department of Educational Leadership, Indiana State University in June of 2007.

As a result of strategic planning and the demographic study, our school approved bids for a 30-million-dollar renovation project in our corporation. Of that 30-million-dollar project, approximately 5 million was spent at Thorntown Elementary School. Updates to the building included the renovation of all classrooms featuring new casework, carpeting, and wall covering. A new cafeteria and kitchen were added to the existing building. Other renovated areas included the art room, special needs classrooms, locker rooms and restrooms. Classroom technology additions include Smart Boards and classroom amplification systems in all teaching areas. New HVAC units were installed in the classrooms and hallways. New security features included security cameras, electronic door access as well as a secure front entrance, which allows monitoring of all visitors to the building. New playground equipment was installed. Site features included reconfiguring the east parking lot to allow new arrival/dismissal procedures that separate the car riders from the bus riders and the walkers. All of the completed renovations have resulted in a structure that ensures a safe, comfortable learning environment where teaching and learning are the primary focus. During the summer of 2017 additional renovations were completed. The main office was renovated to further enhance the secure entrance to our school. Our media center was updated to provide a collaborative space for grade level instruction.

The School Board is committed to supporting and providing resources to maintain and improve the physical facilities at Thorntown Elementary School. This continues through capital projects expenditures. The town continues to support and value the presence of the elementary school in town.

Thorntown Elementary is one of two PK-6 schools in the Western Boone County Community School Corporation. Thorntown currently serves 475 students from the three townships of Sugar Creek, Washington and Clinton, the school being in Sugar Creek Township. Students attending Thorntown Elementary are primarily Caucasian, English speaking learners. The socioeconomic level of attending students falls in the middle to lower class with an average of 38.1% of students receiving textbook assistance and free/reduced lunches. The school began a breakfast program in November of 2000 that is available to all students. We average about 20% of our students taking advantage of this program. In 2006, we implemented a pre-school program that is available to local four-year old students. This year, we have nearly 40 students enrolled in this program.

Our staff consists of: 20 classroom teachers; 2.5 special education teachers; 1 music teacher; 1 technology integration coach; .5 art teacher; .3 speech teacher; .25 G/T teacher; 1 nurse; 2 administrators; 2 secretaries; 7 cafeteria workers; 4 custodians; 13 instructional assistants; and 9 bus drivers. The school’s licensed teachers and support staff members pride themselves on continual improvement. The school is committed to providing an exemplary education for students; one that aligns with Indiana’s Academic Standards, as well as the transition to the Common Core State Standards. Thorntown Elementary has been a school leader in implementing programs that aid and support our students’ needs. Thorntown is a Title I school. The Title I program works with classroom teachers to provide small group and individualized literacy and math instruction for at-risk students. In May of 2017 we were notified that our application for

schoolwide title services was approved. Other special services include speech and language instruction, physical therapy and occupational therapy.

In February of 2008 we received confirmation that we made Four Star school status using the 2006-2007 ISTEP+ scores. For the 2007-08 year all subgroups met Adequate Yearly Progress (AYP) and we were named an exemplary school using these scores. 2008 Fall ISTEP Scores indicated a decrease of 1.1% in our overall scores from the previous years. Our biggest drop came in 4th grade math and language arts. This is a significant indicator resulting in Thorntown Elementary School being placed on Academic Watch. Due to the change to spring testing in 2009, AYP was not calculated for 2009. In the spring of 2010, we were notified that Thorntown Elementary had received a Blue Ribbon Nomination. The application process was satisfactorily completed. Official notification from the US Department of Education was received in September 2010. 2010 AYP results indicated that all subgroups met AYP. 2010-11 Spring ISTEP+ scores indicated a mix of growth as well as areas of concern. The 2010-11 data indicates that we saw tremendous growth in our 4th grade population. This grade level was the only one that exceeded 80% passing in both areas. A significant decrease was noted in our 5th grade English/Language Arts scores. We will also concentrate on improving the percentage of our students who are passing both parts of the ISTEP. Growth Model data became available in September 2010. Thorntown Elementary fell in the high growth, high achieving quadrant. Growth Model Data from the 2010-11 school year showed Thorntown in the higher growth/higher achievement category in English/Language Arts and Math. The 2011-12 AYP data indicated that we met the benchmark in 15 of 17 categories. Areas of concern were the free/reduced population in the areas of math and E/LA. This was an area of focus during the 2011-12 school year. This data placed Thorntown Elementary School in the PL 221 category of commendable.

The 2012-13 ISTEP+ data showed that we did not meet our goal to meet or exceed the state average in all areas. The state average was not met in English/language arts at grades 4 and 5. These passing rates also fell below an 80% passing rate. Our school goals will continue to reflect a passing rate that meets or exceeds state averages. We celebrate a 100% passing rate on the IREAD3. We have maintained our "A" letter grade. Growth model data reveals that we are in the high growth, high achievement quadrant.

The 2013-14 ISTEP+ data indicated that only one area prevented us from meeting our goal to meet or exceed the state averages in all areas. Our 3rd grade E/LA scores did not meet the state average (83.6%). The passing rate of 79.5% also fell below the desired 80% passing rate. We maintained an "A" letter grade.

During the 2014-15 school year we were notified that we did not meet the annual measurable objective established for us as a Title 1 school. This identified us as a Focus-Targeted school. The passing rate of our white student subgroup did not meet the annual measurable objective established by the state. Our passing rate was 0.860, which fell just below the target score of 0.87. Thorntown Elementary addressed the requirements mandated by the state, which included notifying parents of the Focus-Targeted School designation as well as reviewing our school improvement plan to ensure that this subgroup of students was receiving the necessary interventions.

The 2014-15 ISTEP+ results showed a decrease in achievement that was anticipated due to the move to an updated assessment to meet the College and Career Standards. Thorntown Elementary saw a decrease in achievement at most grade levels as well as low growth. The Indiana Department of Education and the State Board of Education agreed to hold schools harmless by removing growth data from the teacher evaluations as well as establishing a formula to address school letter grades. Our school was able to maintain the “A” letter grade that was achieved the previous three years. Our school responded to the 2014-15 test results to ensure that our students are prepared for the 2015-16 administration of the test. Our school did not meet the goal of achieving state average in 4 areas. Third grade E/LA (62/62.6) and math (73/73.2) both fell slightly below the state average. 4th grade math (65/65.2) also fell just below the state average. 6th grade E/LA (56/65.8) was the greatest concern with our school falling significantly below the state average. Our school met the state average with percent passing both parts of the assessment at all grade levels except 6th grade (50.0/53.0).

The 2015-16 ISTEP+ results showed that we met or surpassed the state average in all areas in grades 3-6 in math. All grade levels met or exceeded the state average in English except our 4th grade who missed the target by .03%. Preliminary letter grades released in 11/2016 indicated that Thorntown Elementary received a B. Our passing rate in grades 3-6 in English/Language Arts was 70.8%. We achieved a passing rate of 72% in math. Both rates exceed the state average. In English/Language Arts the top 75% growth was 95.3% with the bottom 25% at 92.1%. In math, our top 75% growth was 84.2%, the bottom 25% growth was 84.6%. We are pleased with the growth of our students. Our goal must be to increase the passing rate of students in both English/Language Arts and math.

The 2016-17 ISTEP+ results show that we met or exceeded the state average passing rate in E/LA in grades 3-6. All grades level met or surpassed the state average in math except our 5th grade students. They achieved a passing rate of 53% as compared to the state average of 64%. Our overall rate of students passing both parts is 59.5%. This surpassed the state average of 54.1% but is a decrease from our 62.3% passing both parts in 2015-16. Results indicated that our school wide letter grade fell to a “C”. Our action plan and goals will address steps to improve this grade.

The 2017-18 ISTEP+ results show that we met or exceeded the state average passing in all grade levels in both E/LA and math. We met the desired 2% increase in passing rate in ELA in grades 3 and 5. We met this goal in math in grades 3 and 5. 4th grade was close with a 1% increase. Increasing our passing rates will continue to be a goal. Results indicated that our school wide letter grade grew to a “B”.

During the 2018-2019 school year, Thorntown students in grades 3-6 participated in the new ILEARN assessment. Students in all grades, 3-6, met or exceeded state average in all tested areas. However, due to limited growth Thorntown Elementary was assigned a “C” rating for the schoolwide letter grade.

Due to COVID-19, we faced a school closure beginning in March 2020. Statewide assessments were waived for the 19-20 school year. Schools maintained the same Schoolwide Letter Grade as assigned the previous year.

The school is dedicated and committed to educational practices that are research based to improve student achievement. We pride ourselves in being the best we can be. We encourage our parents and community to take an active part in the education of our students. We will continue to work tirelessly to meet the needs of all children.

Curriculum – Description and Location

The Thorntown Elementary School curriculum is based on and aligned with the standards adopted by the Indiana State Board of Education. Teachers, staff, and resource personnel at Thorntown Elementary, under the direction of the building principal and assistant principal, implement and supplement the curriculum using a selection of instructional programs and practices. Such programs and practices include, but are not limited to Go Math, Balanced Literacy Instruction, Writer’s Workshop, and Accelerated Reader. Supplemental assessments include NWEA-MAP at grades K-6. Student services including special education, Title I reading and math remediation, gifted and talented programming, speech and language, DARE, and Social Health classes help to support and enrich the curriculum. Thorntown Elementary School provides early literacy instruction for four-year old children through our preschool program. The preschool curriculum is based on the Foundations for Preschool and Early Literacy standards developed by the state of Indiana. Students in grades K-6 participate in art, music, physical education, and technology classes. Band is offered to sixth grade students.

Assessments of Student Achievement – ILEARN and Other Assessment Strategies

ILEARN – Grades 3 through 6 participate in Indiana's summative assessment given in a single testing window in the spring. This test measures:

- a) to what extent an individual student has mastered the Indiana State Academic Standards in the English/Language Arts, Science, Social Studies and Mathematics content areas;
- b) to what extent the students in an individual classroom, school, and corporation, as a group, are attaining mastery of the Indiana State Academic Standards; and
- c) how a student’s performance in an individual classroom, school, or corporation compares to the Indiana Academic Standards established by State Board of Education.

NWEA-MAP testing is utilized 3 times per year. Measures of Academic Progress (MAP) creates a personalized assessment experience by adapting to each student’s learning level-precisely measuring student progress and growth of each individual student. MAP will provide essential information about what each student knows and is ready to learn.

Progress Monitoring

As a schoolwide Title 1 school, Thorntown Elementary observes a daily Success Period for each grade from 1st through 6th. This time is intended to support all learners with personalized learning goals. During Success Period, students who have been identified as performing below grade level on MAP will participate in intervention groups to address their math and/or literacy needs. Progress is monitored through local assessments. Students not making adequate progress

through Success Period efforts will be referred to the RTI team. A more specific intervention plan will be developed for individual students. These plans are monitored every 2 weeks and revised on an 8-week cycle.

Dyslexia Screener Students in grades K-2 are screened annually to determine the need for further evaluation and/or intervention with early literacy skills.

Accelerated Reading – This computer-based program is designed to test student comprehension levels in grades 1-6.

IAM- IAM is the alternate assessment component of ILEARN. Students who perform significantly below grade-level may have personal learning goals that cannot be adequately measured with a grade-level standardized test. IAM is the measure of accountability for the progress of these individual students within Indiana's assessment system.

RTI Team – Three classroom teachers serve as RTI reps for our building. They work with teachers to identify needs based on data and develop intervention plans for targeted students. They also support teachers with monitoring student progress through the intervention cycle.

Multidisciplinary Team - an interdisciplinary team of staff members that provides a systemic approach to the prevention, identification, referral, intervention, support and follow-up procedures affecting students whose academic or behavior concerns interfere with their education. When student testing has been requested by the parent or teacher, an M-Team meeting takes place with all related school personnel to review achievement data to confirm, or deny, the request for further testing.

Grade Cards – Teacher driven assessment recorded each nine weeks in areas of reading, math, language, spelling, social studies, science, and attendance. Communication between parents and teachers is encouraged with the opportunity for comments and responses.

Mid-Term Reports –Harmony family access allows parents to monitor student grades at all times. Mid-term reports are no longer sent to the parents due to this online access.

Attendance Reports – Teachers maintain attendance records through our Harmony Student Information System for each student. Attendance concerns are tracked and address by our administrative team.

Boone – Clinton-Northwest Hendricks Joint Services – Special Education Cooperative offering support services and diagnostic assessments for children who struggle to meet academic performance standards.

Achievement, Ability and Behavioral Assessments

Achievement Test (WJ III)

Behavioral Assessment System for Children (BASC)

Differential Ability Scale (DAS)

Vineland Adaptation Behavior Scales

Wechler Individual Achievement Test (WIAT II)
Wechler Intelligence Scale for Children (WISC III)
Woodcock Johnson Psychological Educational Assessment Battery
Woodcock Munoz Language Survey – English Form

Speech Pathology

Articulation and language test
Clinical Evaluation of Language Fundamentals (CELF III)
Goldmen-Fristoe Articulation
Hearing Screening
Peabody Picture Vocabulary Test (PPBT)
Photo Articulation Test (PAT)
Test of Language Development (TOLD)

Health Related Areas

- **Medical records** – student medical records are kept and updated as needed by the School RN. Emphasis is placed on shot records being maintained in compliance with state mandates.
- **Vision Screening** – This screening is done for every kindergarten, first, third and fifth grade student. This screening is also done for anyone referred for testing.
- **Hearing Screening**-This screening is done for every kindergarten, first, and fourth grade student. Screening is done on all new students. This screening is also done for anyone referred for testing.

II. STATEMENT OF VISION, MISSION, AND BELIEFS

VISION STATEMENT

We will be a progressive school community dedicated to excellence in education, holding high expectations for students and staff, and committing our resources and energies toward continuous improvement.

MISSION STATEMENT

We are a partnership of school and community that serves diverse educational needs by providing a safe learning environment that is innovative, competitive, a builder of self-worth, inspiring and fun!

CORE VALUE STATEMENTS

- We Value High Quality Instruction
- We Value Student Achievement and Maximizing Student Potential
- We Value Environments Conducive to Learning
- We Value Opportunities for all Students, Developing Well-Rounded Students

2020-2021 DISTRICT GOALS

1. **Teaching and Learning** – Student success is the product of continual improvement in educational practices.
 - We will expand virtual learning experiences to include STEM, Computer Sciences, and real-world application models.
 - We will use formative assessment and responsive instruction to close learning gaps throughout the year while maintaining essential course content.

2. **Staff Growth and Development** – The health and well-being of staff in conjunction with professional learning opportunities aimed at improving instruction are the foundations for student success.
 - We will employ proven strategies to foster a positive culture in a changing environment, focusing on the mental and emotional needs of staff to support the challenging and demanding jobs they perform each day.
 - We will provide professional development opportunities to address the instructional and social/emotional needs of our educators appropriate for the current educational environment.

3. **Safe and Healthy Environment** – Academic success begins with a safe and secure learning environment where students feel valued.
 - We will implement measures to prevent the introduction and spread of COVID-19 with an emphasis on the physical and mental health of students, staff, and stakeholders.
 - We will provide opportunities for our students that emphasize and cultivate awareness of diverse cultures and backgrounds.

4. **Operations and Support Services** - Adhering to well-developed plans and maintaining fiscal responsibility while meeting the needs of all students in every facet related to the school experience is essential.
 - We will implement strategies for attracting and retaining quality support staff employees while looking to improve current organizational structures.
 - We will improve corporation credit rating for future bond issues as a cost savings measure by establishing financial board policies and a five-year capital projects plan addressing the specific needs of each building.

III. SUMMARY OF DATA

ILEARN 2019 Results – Due to COVID-19, statewide assessment were waived for the 2019-2020 school year. No new data to report.

THORNTOWN ELEMENTARY TES % Proficient (State Avg)

	3rd	4th	5th	6th
Math	70 (58)	70 (53)	47(47)	60(46)
Special Education	50 (31)	50 (25)	29(18)	56(14)
Free/Reduced				
Boys	64 (60)	71 (55)	39(48)	56(45)
Girls	72 (56)	68 (52)	54(46)	65(47)
Eng./LA	62 (46)	51 (45)	54(47)	49(47)
Special Education	33 (20)	50 (18)	14(15)	33(14)
Free/Reduced				
Boys	53 (42)	44 (42)	42(43)	44(43)
Girls	73 (49)	55 (49)	63(52)	55(52)
Sci.4,6/ SS 5		54 (46)	49(46)	52(48)
Special Education		63 (21)	21(20)	67(17)
Free/Reduced				
Boys		63(46)	39(47)	47(48)
Girls		40 (46)	56(44)	58(48)

**** Value not computed for fewer than 10 students**

The goal established for the 2018-19 school year was to meet or exceed the state average passing rate in all areas assessed at all grade levels. We achieved this goal. Additionally, with the exception of 5th grade math, our students with special needs exceed the state average proficiency rate in all tested areas. On average these students exceed the state average by 23%. To address increasing passing rates with our subgroups we have implemented an inclusionary model with our special needs student. A 30-minute success period has also been added to address the individual needs of all students. Details of these instructional models are described in further detail in another section of this document.

Data Related to other Performance Indicators

IREAD 2019: Thorntown achieved a passing rate of 95% on the IREAD3 assessment.

Student Learning Objectives (SLOs): Accountability of our teachers in grades K-2 is reflected through teacher SLOs (Student Learning Objectives). These SLOs are developed using our Fall Map Reading data and the Western Boone SLO Framework. For a teacher to be rated effective, he/she must have most students who start the year at high and middle levels of proficiency, as well as 70% or more of the lower performing students achieve mastery. Mastery is defined as meeting the end of year national norms on MAP. In addition, teachers must have a minimum of 70% of the lower performing students achieve their projected growth target on MAP. During the 2018-2019 school year, 82% of students in grade K-2 achieved mastery. Seventy-three percent of our targeted students achieved their projected growth target. We celebrate this success and continue to revise our efforts to meet the needs of all students.

In addition to the formal assessments used at Thorntown Elementary, great emphasis is placed on mid-term (mid-point of each grading period) and the nine-week teacher assessment, via report cards, that measure and record student growth and improvement. Grades are available in real time via our Harmony Family Access system. Report cards are published quarterly. The staff regards the classroom work as equally important as test data.

Enrollment Data

THORNTOWN ELEMENTARY (PRE-K THRU GRADE 6)

Year	Enrollment	Difference
2016	437 w/ pre-K	+4
2017	450 w/pre-K	+13
2018	475 w/pre-K	+25
2019	475 w/pre-K	+25
2020	453 w/pre-K	-22

Thorntown noted an increase in enrollment. We have several students who request inner-school transfers based primarily on their location in the district with their home being close to the Thorntown School. We have also noted an increase in the families requesting enrollment in our school, based on the open enrollment guidelines established by the state. Affordable housing continues to be an issue that impacts our enrollment. Current enrollment trends reflect an increase

over the past few years, with the exception of this year. COVID-19 contributes to this decline, as more families have opted for homeschooling this school year.

IV Conclusions about the Educational Programming

Curriculum – Indiana Academic Standards

The Thorntown Elementary School Curriculum has been aligned with the College and Career Ready Indiana Academic Standards (2014). Local, school, and corporation benchmark skills and concepts have also been incorporated to provide students with the most comprehensive curriculum possible. The goal of curriculum leaders, teachers and staff has been to provide students with the necessary academic tools and valuable life skills they will need to become successful citizens in our community and beyond. This goal is being pursued through the following efforts:

- The implementation of the Indiana Academic Standards for English/Language Arts (2014)
- The implementation of the Indiana Academic Standards for Math (2014)
- The implementation of the Indiana Academic Standards for Science and Social Studies.
- Instructional teams have collaborated across grade levels and identified discrepancies between the College and Career Ready Indiana Academic Standards (2014) and current instructional resources. Current practices will be adjusted to better align with current standards.
- The implementation of the Western Boone Elementary Technology Standards.
- Staff Development and professional growth opportunities have been developed to support teachers and staff with the implementation and assessment of current standards.

Instruction that supports the Achievement of Indiana Academic Standards

Instructional strategies and practices are aligned, adapted, and assessed to provide appropriate, meaningful instruction of the Indiana Academic Standards. Teachers and staff have been trained in and are implementing such instructional strategies as differentiated instruction, guided reading, Go Math, 90-minute uninterrupted reading block and adapted/inclusionary strategies for students with special needs. To assess these instructional practices and student learning, teachers and staff are utilizing a variety of assessments including ILEARN, IRIs, running records, skill checklists, and NWEA MAP. Teachers and staff teach the standards, using these instructional strategies and assessments, with the intent of improving student achievement as well as better preparing all students for statewide testing and accountability. Success period as a 30-minute period scheduled daily for all students, during which students are engaged in personalized learning opportunities. Students receive instruction that either enriches, extends, remediates, reteaches, or fills in learning gaps.

Comprehensive Needs Assessment: Perceived Strengths

During the 2016-2017 school year, our schoolwide committee conducted a Comprehensive Needs Assessment (CNA). The CNA revealed the following strengths, as indicated by ratings of 90% or higher.

Perceived Strength	Source
Bucket Fillers, PRIDE Pass, Shout Outs, Brag Tags – Schoolwide Recognition of Positive Behavior	Staff Survey; Parent Survey; Committee Contribution
Classroom Incentive Plans – behavior tracking charts to earn classroom incentives; tickets/bucks	Staff Survey; Parent Survey; Student Survey; Committee Contribution
Technology Integration & Tech Instruction for students and staff	Committee Contribution
Rigorous Adopted Curriculum Materials	Committee Contribution
Emphasis on Small Group Instruction	Committee Contribution
Testing Formats prepare students for ISTEP	Committee Contribution
Impact of close reading on student achievement	Committee Contribution
Safety and Building Security	Staff Survey; Parent Survey; Student Survey
Overall climate is conducive to learning.	Staff Survey
Administration is supportive and responds to concerns in a timely manner.	Staff Survey
Administration treats others with respect and is approachable and open to suggestions.	Staff Survey; Parent Survey
Building is managed efficiently.	Staff Survey
Parents are supportive of teachers.	Staff Survey
Staff takes pride in the job, enjoys working at TES, and works together as a team.	Staff Survey
Parents feel welcome at TES and comfortable contacting teachers.	Parent Survey
Parents are actively involved in their child's learning.	Staff Survey; Parent Survey
Teachers care about students and want them to be successful.	Parent Survey; Student Survey
Parents are well informed of student expectations.	Parent Survey
Students have friends and teachers who help them.	Student Survey
Teachers are effective in their practice.	Staff Evaluation Summary (data last 5 years)

Comprehensive Needs Assessment: Perceived Needs & Proposed Activities

The Comprehensive Needs Assessment revealed the following areas as needing improvement. The list of proposed activities was developed in collaboration with School Improvement Committee and the staff at Thorntown Elementary School.

Perceived Need	Source	Proposed Activity	Continue, Revise, Explore, Initiate, or Park It
Clear and timely communication between office, classroom, and home regarding concerns and responses.	Staff survey	Schoolwide Referral System (consistent format across settings); includes information about response from teacher and administration; copy provided to referring teacher	Initiate for start of 17-18 school year; Revised by PBIS team for 18-19
		Utilize Harmony documentation by teaching staff	2018-19
		Determine communication plan between school and home regarding student concerns; (when to contact, who will contact, how to document contacts)	Revise by PBIS team for 18-19
Proper conduct and good behavior is taught and reinforced.	Staff Survey	Consistent behavior plan within each grade level; consistency with follow through	Initiate for start of 17-18 school year
		Teach SW expectations for common areas	Continue
		Establish alternate "quiet work" spaces; Pilot the use of calming corners (Establish office as place for consequences)	2018-19
		Leveled Response System for behavior (Minor/Major Infractions and Responses defined; Code to communicate with administration/support staff without taking away from classroom work (student break vs. discussion vs. removal)	Revised by PBIS team for 18-19
		Progressive consequences depending on the nature & frequency of offense	Continue, per Student Handbook
		Review discipline portion of the student handbook annually	Initiate w/ students & staff, 17-18
		Team building activities for students within each grade level (Culture Building)	Park It

		Life skill lessons on work ethic and social skills	Initiated Mindful Minute w/ Daily Announcements 1920 SY
		Monthly or quarterly celebration for students with no office referrals; Student/Staff Member of the Month Recognition	Initiate 18-19
		PD on positive behavior and effective discipline; Trauma Informed, ACEs, and Growth Mindset	Continuing
		Student of the Month Display - recognize students who make a positive contribution	Initiate 18-19
		Increase student engagement	Continue
		Increase parent involvement with behavior concerns	Revise w/ leveled plan
Student generally come with the skills to be successful in my grade level. (<i>Lack independence and stamina</i>)	Staff Survey	Vertical collaboration and curriculum mapping (across grade levels)	Continue, as needed
		Instructional consistencies & pacing (within grade levels)	Continue & Revise as needed
		Life skill lessons on work ethic and social skills	Explore
Meetings and professional development are meaningful.	Staff Survey	PD that is targeted, repeated, & progressive; Specific outcomes are defined for staff	Revise – Specific to our SIP goals
		Opportunities for personalized and differentiated PD; Examples: Online PD options; peer coaching and peer visits; New Teacher PD	Identify priority needs annually; develop a variety of opportunities based on identified needs
Teachers have a voice in decision making.	Staff Survey	Expand the use of committees/PLC groups to problem solve needs and support changes in practices; Develop RTI and PBIS Leadership Teams	17-18; ongoing
Teachers have a manageable workload.	Staff Survey	Minimize meetings times; Utilize alternate forms of communication and collaboration	Explore
		Explore PD/Support for efficient planning and record keeping	Park it; optional PD opportunity
School work is appropriately challenging.	Parent Survey	Professional Development focused on Differentiation (use of SP action plans)	18-19
		Implementation of Success Period	Initiate
		Revitalization of the elementary RTI process	Continue 17-18
		Cluster Group Model to ensure efficient use of support services	Initiate 17-18

Homework is meaningful.	Parent Survey	Development of Homework Help Sessions	Initiate 18-19
Students feel comfortable asking questions or sharing ideas.	Student Survey	Life skill lessons focused on work ethic and social skills	Explore 18-19
		Team building activities within each grade level (Culture Building)	Rock Painting Collaborative Display 18-19
Most students at school stay out of trouble.	Student Survey	Life skill lessons on work ethic and social skills (Student of Month Recognition)	Initiate 18-19
		Track office discipline referrals and communicate statistics quarterly	Initiate 17-18

As our improvement committee reflected on the strengths and needs of our building, we have established a schoolwide *Vision for Learning* and *Vision for Behavior*. Goals, to be shared among all stakeholders, have been written toward that vision.

Vision of Learning

With regards to learning...

- Students at Thorntown Elementary School are active, eager learners.
- Teachers provide challenging and engaging learning opportunities that reflect the needs of our students.
- Building administrators support teaching and learning by providing access to professional development.

Growth Goal: Students will achieve typical or high growth as measured by local and state assessments.

Vision of Behavior

With regards to behavior...

- Students at Thorntown Elementary School are good citizens who get along with one another and demonstrate respectful behavior.
- Teachers maintain a positive learning environment by teaching, modeling, and reinforcing expected behavior.
- Building administrators are visible throughout the building, establish clear expectations with consistent reinforcement, and support teachers in creating an environment conducive to learning.

Growth Goal: The average number of *Office Discipline Referrals* will decrease each quarter.

ACTION PLAN

The students, staff, and parents of Thorntown Elementary School currently implement many activities to address our school improvement goals. The table below highlights the efforts we will make in the upcoming school year, as we strive to support all students and achieve our shared vision.

School Improvement Efforts based on CNA 2017

Learning or Behavior	Activity	Timeline	Lead
B	Develop & use SW Office Referrals	August	Admin
L, B	Establish communication expectations between school and home	September	Schoolwide Committee
B	Implement consistent behavior plan within Grade Levels	August	Grade Level Teams
B	Teach SW Procedures/Expectations	August	Admin – Convo Teachers – Lessons
B	Implement response code to alert admin of level of behavior support requested	August	Admin
B	Update and review of Leveled Behavior System in Student Handbook w/ focus on progressive consequences and parental involvement	August; Review w/ staff on 1 st day	Admin
B	Life skill lessons for classrooms (First 20 Days of Culture Building)	August – Present calendar to Staff	Principal – Mindful Minute Message on Daily Announcements
B	Life Skill of the Week - Message for announcements & Hallway display	August; weekly	Counselor; Student Council
L, B	BOY and EOY Vertical Collaboration Mtgs	August, May	Admin; Gr Lvl Teams
L	Revise/Expand Instructional Consistencies	August – Plan; Quarterly – Review	Admin w/ Gr Lvl Teams

L	Publicize calendar for Targeted SW Prof. Dev. (Differentiation, RTI)	September	Schoolwide Committee
L	Launch optional PD strands through Canvas (PBIS/Classroom Mgmt, Math, Technology, Efficient Planning & Record Keeping)	October, ongoing	Admin, SW Committee
L, B	Quarterly SW Committee Mtgs to review progress toward goals and action steps	Quarterly	Schoolwide Committee
L	Implementation of Success Period and RTI Process	August, Ongoing	RTI Team, SW Committee
L	Cluster Model Grouping	August	Admin
B	Track and publicize office discipline referrals	Quarterly	Admin

Assessments of Student Achievement – ILEARN and Other Assessment Strategies

The standardized achievement testing program used by Thorntown Elementary School includes NWEA/MAP, ILEARN, and IREAD 3. The school places great emphasis on the assessment and measurement of student achievement. In addition to the ILEARN and IREAD standardized assessment, each grade level and classroom teacher collects additional assessment data for the purpose of tracking individual student progress. The identification of student strengths and areas of need is critical in providing appropriate, meaningful instruction. Additional student assessments are given upon completion of curricular units or skill instruction to determine achievement levels for each child. We will continue to investigate assessment tools that enable staff to determine benchmark goals, timelines, and progress monitoring strategies that measure student achievement.

Parental Participation in the School

Thorntown Elementary is committed to enhancing the relationship with families. The staff welcomes parents and family members into the school community in a variety of ways:

- Parent / Teacher Conferences
- Harmony Student Information System
- Parent Volunteers offer School Supply Kits for sale
- Meet the Teacher Night to allow students and their parents to meet the teacher before school begins in August and to gather information concerning special events, assignment procedures, expectations, and student assessment in their child’s classroom.
- Book Fairs are held in the fall and spring
- Classroom volunteering and field trip chaperones
- Grandparents’ Day
- Athletic opportunities, boys and girls basketball, girls volleyball; Jr High Athletics; community-based intermural sports
- Student Handbook is posted on our school website and available to each family
- Various performances which include the Christmas Program, Talent Show, and various individual classroom presentations
- Veteran’s Day Program in the evening for parents and the community
- Science/Art Fair

- School Family Nights
- Field Day
- Parent Teacher Organization (PTO)

Communication between parents and the school is maintained through various formats:

- Bi-weekly Principal's Newsletter
- Classroom Newsletters
- School Messenger (used as needed for time-sensitive information)
- PTO Newsletters
- School Website
- Student Handbook
- Personal notes, e-mail, and telephone conferencing
- Harmony on-line grades
- Harmony mass e-mails
- Twitter and Facebook
- Grade Cards

The **Parent Teacher Organization (PTO)** comprised of parents and teaching staff is actively involved in student interests at Thorntown Elementary. This organization provides sponsors and funding for multiple activities and various supplies needed throughout the year. Meetings are held throughout the school year and are publicized to all parents and teachers.

Thorntown Elementary School values parental involvement. Ongoing and continuous plans to increase parental participation in the school community, with the goal of heightening student achievement and supporting social/emotional learning, are included in our School Action Plan.

Technology as a Learning Tool

The current technology plan includes a major effort in staff development. There is a Technology Coordinator and three Technology Assistants within the corporation who are available to go out and work with teachers and staff. One Technology Assistant stays at each elementary school and one Technology Assistant is located at the Jr. /Sr. High School and is on call as needed. We also have a Media Assistant who provides technology instruction during our specials rotation. Within the building, Thorntown Elementary has one computer lab with 30 computers. Students in grades 1-6 have 1-1 laptop computers assigned to them.

Here are examples of specific preparation and use:

- Technology class every 3rd day in Specials rotation
- Access to the computer lab as needed
- School website maintained and updated weekly
- Wireless Internet access available to teachers and students
- Televised Morning Announcements
- MediaCast
- SmartBoards

- Classroom amplification systems
- Grade level meeting with Technology Professional Development - 1 per month
- Electronic newsletter
- Real time grade reporting available to families via Harmony Family Access

Software designed to provide learning options for the classroom teacher, while incorporating technology:

- NWEA/MAP TESTING-The online assessment measures skills in math and reading in grades K-6. It provides online reports after scores have been finalized.
- Accelerated Reader- program designed to test student reading comprehension level, grades K-6.
- Microsoft Suite
- Quaver – programs provide a comprehensive introduction to music fundamentals.
- Destiny- Destiny Library Manager helps your library work more efficiently. Seamlessly integrate circulation, cataloging, searching, reporting and library management functions on a single platform.
- Type to Learn 4- Teaches students how to type through engaging lessons, activities, and typing games.
- Canvas - All grades
- Impero - Program is used in the computer lab by Technology Assistant. It is software designed to allow the instructor to monitor student computers, lock the workstations, and deliver instruction
- Office 365 - Office 365 is used by staff and students for electronic communication and collaboration
- Clever - has been set up to connect the various apps and programs for more efficient login for students

Safe and Disciplined Learning Environment

During the 2011-12 school year the district provided each classroom with an Emergency Management Guide flipchart. This resource is reviewed and updated annually by our District Safety Team.

Emergency Management Guide - Table of Contents:

- Emergency Numbers
- Lockdown Procedures
- Evacuation Procedures
- Intruder/Trespassing
- Death on School Site
- Severe Weather
- Guns/Weapons on School Property
- Utility Emergency
- Violence in the Workplace
- When Trauma or Loss Occurs
- Earthquake

- Unauthorized Removal/ Missing/ Abducted Person
- Bomb Threat Checklist/ Bomb Threat Procedures

Each staff member has been given a copy of this flipchart with the understanding that it be visible and readily accessible (preferably near the phone). Each staff member has been directed to take the flipchart and red bags with them when there is an emergency. Our Superintendent has been designated as our corporation safety officer.

In addition to these guidelines, the following equipment and practices are in place at Thorntown Elementary School:

- Positive Behavior Intervention System (PBIS)
- School Resource Officer on site daily
- Secure Entrance
- All buses are equipped with two-way radios and security cameras
- Each teacher has a two-way walkie-talkie for communication
- Each teacher has a red safety bag with minimal supplies
- Each year student handbooks are revised and published on our school website
- Monthly safety drills
- Drills and Storm Drills conducted each semester
- Stop the Bleed Training
- District and School-based Safety Teams
- Development of Evacuation and Reunification plans
- Standardized disciplinary forms are available for school and bus conduct in Harmony
- The DARE Officer teaches the DARE curriculum for grades one to six
- Crossing Guard presence at arrival and dismissal
- Safe Visitor System for volunteers and chaperones
- School Messenger System
- Safe School Training for all staff annually

Professional Development

The 2015/16 and 2016/17 ISTEP+ data revealed a need to continue our efforts toward higher student growth and achievement. We have revamped our RTI process and adopted NWEA/MAP. This assessment tool will help us better identify instructional needs, as well as monitor progress towards adequate growth. Professional development will focus on RTI and PBIS, as we seek to create a culture of learning and growth across our school for students performing at all levels of achievement.

Activities to Address Student Learning: Teacher and administrators will participate in regularly scheduled discussions to analyze student data. Student progress will be monitored to identify overall trends and individual student needs. Differentiated instructional strategies will be

implemented. Our school's RTI framework will support teachers of struggling students through consultation meetings, team meetings, and data monitoring.

Strategies to Address Student Learning: Teachers and staff are supported in developing and implementing instructional and behavioral strategies to meet the various needs of students. Grade level discussions focus on standards-based instruction that meets the needs of all learners. Differentiated instruction and inclusionary strategies for students with special learning needs will also remain a part of all staff planning. Monthly meetings have been conducted by resource staff to discuss academic needs and concerns with classroom teachers, and inclusionary strategies and accommodations are being developed and implemented to aid students with specific and/or unique learning needs. A preschool program has been implemented to provide students with earlier opportunities for reading and language skill development. A reading team was established to continue development of a K-6 Reading Plan as required by the IDOE. Continued discussion will occur about content and effective instruction during the 90 minutes uninterrupted literacy block provided at all grade levels.

Programs and Services: Teachers and staff continue to implement components of Guided Reading and Balanced Literacy, as it fits with the fidelity of our adopted reading curriculum. Flexible grouping for leveled literacy is incorporated into guided reading at all levels. Small group instruction is also part of the daily math block. We have also initiated professional development focused on the new ILEARN assessment, Growth Mindset, and Trauma Informed Schools.

Assessment: Teachers and staff have been trained in various assessments to determine student growth and achievement. These assessments are used to determine appropriate instructional levels for students in math and reading. Formative and summative assessments are used to determine appropriate instructional levels, track student achievement, and assess standards acquisition. Assessments used to gather data include: ILEARN, NWEA/MAP (reading and math), Fountas & Pinnell Benchmark Assessments, and running records.

In addition to the specific programs listed above, Thorntown staff members have access to an extensive professional library. Outside professional development of staff members is documented by Requests to be Absent forms in which individual staff members request leave to visit other schools or workshops. In-house peer development is encouraged and supported by covering classrooms for peer observations and collaboration.

V. Student Achievement: Attendance/Goals/Objectives

Attendance Rate

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Kindergarten	94.6%	97.0%	95.8%	95.6%	95.4%	95.9%	95.8%	95.7%
Grade 1	96.4%	97.5%	96.9%	96.6%	96.6%	96.8%	96.1%	97.0%
Grade 2	96.7%	97.4%	97.0%	96.8%	96.2%	97.1%	96.4%	96.5%
Grade 3	97.3%	97.2%	96.6%	96.6%	97.1%	95.9%	96.4%	96.7%
Grade 4	97.1%	97.3%	96.9%	96.8%	97.1%	96.5%	96.5%	96.7%
Grade 5	96.3%	97.9%	97.2%	96.6%	96.5%	96.8%	96.6%	96.1%
Grade 6	96.4%	96.3%	97.2%	97.1%	96.8%	96.8%	95.9%	96.7%
All Grades	96.4%	97.2%	96.8%	96.6%	96.5%	96.6%	96.2%	96.5%

Goals: Exceed the state attendance average

Objectives:

1. Maintain daily attendance reports in each classroom and in the main office.
2. Call parents of absent children unaccounted for, to verify / determine reason for absence.
3. Continue to acknowledge perfect attendance monthly and at end of the year.
4. Students exceeding the number of acceptable undocumented absences will be referred to local agencies as noted in the board approved corporation attendance policy
5. Attendance Contracts as needed

Academic Achievement

English/Language Arts Goals:

- 1) To maintain or exceed the State and District average proficiency rate
- 2) To demonstrate a 2% increase in passing rate
- 3) Achieve typical or high growth as shown by Indiana Growth Model data
- 4) To achieve a 90% passing rate on IREAD 3

English/Language Arts Objectives:

- 1) Utilize assessment tools, such as IRI's, ILEARN, I-READ3, NWEA/MAP, AR, and Running Records to determine current reading strengths and weaknesses
- 2) Use flexible, leveled reading groups, focusing instruction and assessment on the five components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension)
- 3) Effective implementation of the 90-minute reading block
- 4) Implementation of success period for differentiated literacy experiences

Math Goals:

- 1) To maintain or exceed the State and District average proficiency rate in Math
- 2) To demonstrate an 2% increase in passing rates
- 3) Achieve typical or high growth as shown by Indiana Growth Model data

Math Objectives:

- 1) Utilize assessment tools such as NWEA/MAP, ILEARN, and curriculum-based assessments to determine strengths and weaknesses
- 2) Teachers will have provided differentiated instruction in math based upon data gathered by the assessment tools listed above.

Area where Improvement is needed immediately:

In 3 of 4 grade levels, our boys hovered right near the state average, when all other subgroups typically surpassed the state average by a larger margin. Our school has participated in book studies and PD intended to help us reach our boys more effectively.

Benchmarks for Progress

Thorntown Elementary School strives for an 80% passing rate for students in English/Language Arts and math.

VI Proposed Interventions Based on School Improvement

See SCHOOL IMPROVEMENT ACTION PLAN

BRIEF NARRATIVE OF INTERVENTIONS:

- Students can receive differentiated instruction in reading and math and may receive interventions or enrichment during a daily 30-minute success period.
- Professional development with various instructional tools and strategies
- Effective implementation of 90-minute reading block
- Literacy Groups
- Parent involvement opportunities
- Universal Screening, Dyslexia Screening, and Progress Monitoring through RTI Plans
- Test taking skills will be taught to ensure that teachers and students become familiar with the ILEARN test format and style
- Quarterly STEM challenges and emphasis on science instruction

INTERVENTIONS TO BE MADE PENDING AVAILABILITY OF FUNDS:

- Research-based instructional resources and support materials in math and language arts
- Teacher in-service training in literacy/math skill development, assessment tools, writing strategies, inclusion and co-teaching, data analysis, implementation of 90-minute reading block, as well as small group instruction
- Employment of support staff, including Title I support staff, two full time Special Education/Resource teachers, and Special Education support staff

Professional Development Coordinated with Proposed Interventions that Supports Sustainable School Improvement Efforts

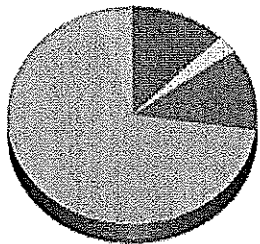
PL 221 / NCLB Act requires instruction that targets the academic skill and performance levels of students, tailoring instruction to those skills and performance levels, and using assessment tools that focus on diagnosis and consistent monitoring of student progress. We continue to focus professional development on literacy and math instruction and assessment, as well as neuroscience and SEL strategies. Through professional development opportunities, teachers will learn effective techniques, network with colleagues, and implement best practices. Student progress and success are contingent upon having well-trained teachers.

VII Cultural Competency

Cultural Competency Definition:

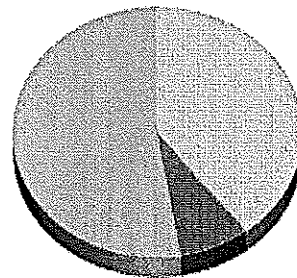
Cultural competency is the effective integration of knowledge about student's backgrounds into instructional planning and strategies, resulting in learning curricular concepts at high levels. The following tables illustrates the student achievement breakdown for economic and ethnic subgroups.

Enrollment 2018-19 by Ethnicity



American Indian Hispanic Multiracial
 Black White Native Hawaiian or Other Pacific Islander
 Asian

Enrollment 2018-19 by Free/Reduced Price Meals



Free meals Reduced price meals Paid meals

In addition supporting various subgroups with learning and achievement, our district has also emphasized meeting the social/emotional needs of our students who come from various background experiences. Social Emotional Learning and Trauma Informed Instruction are a focus of professional development. The list below highlights our efforts to reach all students:

- Certified ESL teacher on staff
- Multi-cultural thematic units across the curriculum
- SEL lessons specific to diversity, tolerance, acceptance, and community

VIII Statutes and Rules to be Waived

None

IX Timeline for Improvement, Review and Revision

- The performance and achievement of students will be reviewed annually by the principal, School Improvement Team, teachers, and other stakeholders at Thorntown Elementary School.
- School Administrators will review ILEARN, IREAD, and NWEA/MAP scores as they become available. This information will be shared with classroom teachers and support personnel.
- The review process will include data provided by the Indiana Department of Education, ILEARN data, results of local assessments, and other broad indicators of student achievement.

EDUCATION & OPERATION FUND COMPARISON REPORT

As of October 31, 2020, the Education Fund cash balance was \$3,929,461. The Education Fund expenditures for October 2020 were \$789,007. As of the end of October 2020, a total of 73% of the 2020 appropriation was expended.

As of October 31, 2020, the Operation Fund cash balance was \$151,677. The Operation Fund expenditures for October 2020 were \$467,992. As of the end of October 2020, a total of 69% of the 2020 appropriation was expended.

FYI: The October 2020 - Fund, Appropriation, and Revenue Reports are posted to the School Board Document Site