

BOARD MINUTES
BOARD MEETING
ADMINISTRATION BUILDING
October 11, 2021
7:00 P.M.

Call to Order: Phil Foster, Brian Gott, Greg Hole, Dennis Reagan, Adam Shepherd, Melissa Smith and Shane Steimel.
Pledge of Allegiance
Prayer

- **MINUTES**

- The Chair entertained a motion to approve the minutes of the September 13, 2021, School Board Meeting.

Motion: Dennis Reagan, Second: Adam Shepherd, (Discussion), Vote: 7-0

- The Chair entertained a motion to approve the Executive Session on September 13, 2021.

Motion: Dennis Reagan, Second: Adam Shepherd, (Discussion), Vote: 7-0

- **TEACHER CONTRACT – SEA 390 PUBLIC MEETING**

- The board met pursuant to Indiana Code 20-29-6-19(a) to discuss the terms of the tentative agreement of the teacher collective bargaining agreement, which is posted at www.weboschools.org/school-board

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**
 - Lisa Whittinghill – Change in Position Thorntown to Wells Full-time Cook effective September 20, 2021
 - Tamara Smith – Employment – Special Education Teacher effective October 11, 2021
ECA
Mandy Dudley – Girls Who Code Volunteer
- **Thorntown**
 - Katelyn Mathis – Resignation – Special Education Instructional Assistant effective October 15, 2021
 - Jordan Kiger – Employment – Special Education Instructional Assistant effective 10-25-2021
 - Crystal Gunn – Substitute Custodian effective September 20, 2021
 - Valerie Mann – Employment Custodian effective September 28, 2021
- **Western Boone**
 - Emma Walker – Employment – Part-time Cook effective September 24, 2021
 - Danielle Suiters – Change in Position Part-time to Full-time effective September 13, 2021
ECA
Jake DeLion – Mental Health Club Volunteer
- **Western Boone Transportation**
 - Kayla Rigdon – Employment – Substitute Bus Driver effective October 6, 2021
- **Western Boone Athletics**
 - Title Change Junior High Cross-Country Assistant – Jeremy Gearheart (from Volunteer)
 - Title Change Junior High and High School Football Assistant – Seth Dickey (from High School Assistant)
 - Eric Adams – Varsity Wrestling Assistant Coach

- Joseph Faudree – Varsity Wrestling Volunteer Assistant Coach
- Seth Dickey – Varsity and Junior High Wrestling Volunteer Assistant Coach
- Andrew Mabie – Junior High Wrestling Head Coach
- Brandon Williamson – Junior High Wrestling Assistant Coach
- Brant Pitcher – Junior High Wrestling Volunteer Wrestling Practice Partner
- Jennifer Jones – Varsity Girls & Boys Swimming and Diving Assistant Coach
- Evelyn Kouns – Varsity Girls & Boys Swimming and Diving Assistant Coach
- Cole Henry – Varsity Boys Swimming and Diving Assistant Coach
- Lindsey Norman – Junior High Girls & Boys Swimming and Diving Head Coach
- Whit Keadle – Varsity Assistant Coach & Junior Varsity Boys Basketball Head Coach
- John Mercer – Varsity Assistant Coach & Freshman Boys Basketball Head Coach
- Ken Conley – 8th Grade Boys Basketball Head Coach
- Gabe Westerfeld – 7th Grade Boys Basketball Head Coach
- Jon Thompson – 7th Grade Boys Basketball Assistant Coach
- Wes Nicley – 6th Grade Boys Basketball Assistant Coach
- Nikole Pilkington – Varsity Girls Basketball Assistant Coach
- Jeremy Gearheart – Varsity Assistant & Junior Varsity Girls Basketball Head Coach
- Ryan Hanson – Varsity & Junior Varsity Girls Basketball Assistant Coach
- Jamie Brewer – 8th Grade Girls Basketball Head Coach
- Sarah Brewer – 7th Grade Girls Basketball Head Coach
- Katie Brewer – 7th & 8th Grade Girls Basketball Assistant Coach

Motion: Brian Gott, Second: Greg Hole, (Discussion), Vote: 7-0

- **BUSINESS**

- **2021-2022 Non-Certified Compensation**

- Superintendent Ramey recommended the Board approve the 2021-2022 non-certified salary schedule as presented effective October 11, 2021.

Motion: Phil Foster, Second: Adam Shepherd, (Discussion), Vote: 7-0

- **Construction Invoices from Rainy Day Fund**

- Superintendent Ramey recommended the Board approve payments to Moake Park Group in the amounts of \$31,715.47, \$143,996.00, and \$32,757.55, payment to Bertsch-Frank & Associates in the amount of \$748.75, and payment to GME Testing in the amount of \$8,400.00 utilizing the Rainy Day Fund. Upon issuance of the bonds for the Thorntown Elementary School Addition/Renovation Project, the Rainy Day Fund will be reimbursed.

Motion: Melissa Smith, Second: Brian Gott, (Discussion), Vote: 7-0

- **Resolution to Adopt the 2022 Corporation Budgets for the Rainy Day, Debt Service, Education, and Operations Funds (attached):**

- The Director of Business and Technology recommended the Board approve the resolution to adopt the 2022 Corporation Budgets for the Rainy Day, Debt Service, Education, and Operations Funds.

The Director of Business and Technology stated that our transfers from Education to Operations will not exceed 15% of our revenue.

Motion: Dennis Reagan, Second: Adam Shepherd, (Discussion), Vote: 7-0

- **Resolution to Adopt the 2022-2024 Capital Projects Plan (attached):**
 - The Director of Business and Technology recommended the Board approve the resolution to adopt the 2022-2024 Capital Projects Plan.

Motion: Greg Hole, Second: Dennis Reagan, (Discussion), Vote: 7-0

- **Resolution to Adopt the 2022-2026 School Bus Replacement Plan (attached):**
 - The Director of Business and Technology recommended the Board approve the resolution to adopt the 2022-2026 School Bus Replacement Plan.

Motion: Shane Steimel, Second: Dennis Reagan, (Discussion), Vote: 7-0

- **Resolution to Adopt the 2022 Budget Form 4B-Line 15 (attached):**
 - The Director of Business and Technology recommended the Board approve the resolution to grant the appropriate authority to Mr. Rob Ramey, Superintendent, to lower appropriations for estimated 2022 fund expenditures, January 1 through December 31, 2022, on School Budget Form 4B-Line 15 if needed.

Motion: Shane Steimel, Second: Dennis Reagan, (Discussion), Vote: 7-0

- **Resolution to Adopt the 2022 Budget Form 4B-Line 5 (attached):**
 - The Director of Business and Technology recommended the Board approve the resolution to grant the appropriate authority to Mr. Rob Ramey, Superintendent, to lower appropriation balances where needed to more accurately reflect necessary expenditures, July 1 through December 2021, on School Budget Form 4B-Line 5 if needed.

Motion: Brian Gott, Second: Dennis Reagan, (Discussion), Vote: 7-0

- **Client Services Agreement with Steele Benefit Services, Inc.**
 - Superintendent Ramey recommended the Board approve the Client Services Agreement with Steele Benefit Services, Inc.,

Motion: Melissa Smith, Second: Phil Foster, (Discussion), Vote: 7-0

- **School Improvement Plans 2021-2022**
 - Superintendent Ramey recommended the Board approve the Corporation's School Improvement plans for 2021-2022 school year.

Motion: Greg Hole, Second: Adam Shepherd, (Discussion), Vote: 7-0

- **Out of State/Overnight Field Trips**
 - Superintendent Ramey recommended the Board approve the field trip request for:
 - Varsity Wrestling – Spartan Classic in Connersville on December 28, 2021, and December 29, 2021.

Motion: Dennis Reagan, Second: Greg Hole, (Discussion), Vote: 7-0

- **Non-Resident Student**
 - Superintendent Ramey recommended the Board approve the following Non-Resident Student:
 - Miah Taylor – Thorntown, PreK, 2021-2022 school year.

Motion: Dennis Reagan, Second: Adam Shepherd, (Discussion), Vote: 7-0

- **Donation**

- Granville Wells received an anonymous donation of \$500.00 to be used for student assistance fund in memory of the Cook family.

Motion: Melissa Smith, Second: Phil Foster, (Discussion), Vote: 7-0

- **CLAIMS**

- The Chair entertained a motion to approve the claims for the period of September 13, 2021, through October 11, 2021, as submitted.

Motion: Greg Hole, Second: Brian Gott, (Discussion), Vote: 7-0

- **MONTHLY FINANCIAL REPORTS**

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

- **OTHER**

- **Thorntown**

- Robert Campbell – FMLA – Custodian effective October 11, 2021

- **Out of State/Overnight Field Trips**

- Superintendent Ramey recommended the Board approve the field trip request for:
 - Travis Terhaar – Indiana FFA Center – Fire FFA Conference November 5, 2021, to November 7, 2021.

Motion: Brian Gott, Second: Adam Shepherd, (Discussion), Vote: 7-0

- **ANNOUNCEMENTS**

- Fall Break – October 18, 2021 to October 22, 2021
- November Board Meeting – November 8, 2021

- **ADJOURNMENT**

Motion: Dennis Reagan, Second: Phil Foster, (Discussion), Vote: 7-0



CREATING INSPIRING ENVIRONMENTS TO...
LEARN. WORK. PLAY. LIVE.

INVOICE

To: Western Boone County Community School Corporation
 Rob Ramey, Superintendent
 1201 N. State Road 75
 Thorntown, IN 46071-9229

Date: July 14, 2021
Invoice No: 489004-05
Project No: 489004
Purchase Order No:

For: Thorntown Elementary Add & Reno
 Professional Services provided through: June 30, 2021

CONTRACT FEE: \$862,500.00

<u>Phase</u>	<u>Phase Fee</u>	<u>% Complete</u>	<u>Fee Earned</u>
Schematic Design	\$129,375.00	79.2%	\$102,475.00
Design Development	\$172,500.00	12%	\$20,730.00
Construction Documents	\$327,750.00	0%	\$0.00
Bidding	\$17,250.00	0%	\$0.00
Construction Administration	\$215,625.00	0%	\$0.00
Total Fee Earned			<u>\$123,205.00</u>
Less Prior Fee Billings			(\$91,765.00)
			<u>\$31,440.00</u>

Reimbursable Expenses:

Travel

06/24/2021 Lea Gamble - Field Work 194 miles
 06/24/2021 Chris Huntley - Field Work 283 miles

OK for
9-17-21
Ramey
Add

MPG Service Fee

\$106.70
 \$155.65
 \$13.12

\$275.47

Services Billed to Date \$123,205.00
 Reimbursables to Date \$672.78
 Total Billed to Date \$123,877.78

Total Due This Invoice: \$31,715.47



CREATING INSPIRING ENVIRONMENTS TO...
LEARN. WORK. PLAY. LIVE.

INVOICE

To: Western Boone County Community School Corporation
 Rob Ramey, Superintendent
 1201 N. State Road 75
 Thorntown, IN 46071-9229

Date: August 12, 2021
Invoice No: 489004-06
Project No: 489004
Purchase Order No:

For: Thorntown Elementary Add & Reno
 Professional Services provided through: July 31, 2021

CONTRACT FEE: \$862,500.00

<u>Phase</u>	<u>Phase Fee</u>	<u>% Complete</u>	<u>Fee Earned</u>
Schematic Design	\$129,375.00	98.8%	\$127,875.00
Design Development	\$172,500.00	80.7%	\$139,276.00
Construction Documents	\$327,750.00	0%	\$50.00
Bidding	\$17,250.00	0%	\$0.00
Construction Administration	\$215,625.00	0%	\$0.00
Total Fee Earned			<u>\$267,201.00</u>
Less Prior Fee Billings			(\$123,205.00)
			<u>\$143,996.00</u>

Services Billed to Date \$267,201.00
 Reimbursables to Date \$672.78
 Total Billed to Date \$267,873.78

Total Due This Invoice: \$143,996.00 ✓

*Ok to
 Ramey Day Fund*



RECEIVED
SEP 16 2021

CREATING INSPIRING ENVIRONMENTS TO...
LEARN. WORK. PLAY. LIVE.

INVOICE

To: Western Boone County Community School Corporation
Rob Ramey, Superintendent
1201 N. State Road 75
Thorntown, IN 46071-9229

Date: September 13, 2021
Invoice No: 489004-07
Project No: 489004
Purchase Order No:

For: Thorntown Elementary Add & Reno
Professional Services provided through: August 31, 2021

CONTRACT FEE: \$862,500.00

Phase	Phase Fee	% Complete	Fee Earned
Schematic Design	\$129,375.00	98.8%	\$127,875.00
Design Development	\$172,500.00	90.4%	\$155,960.00
Construction Documents	\$327,750.00	4.8%	\$15,635.00
Bidding	\$17,250.00	0%	\$0.00
Construction Administration	\$215,625.00	0%	\$0.00
Total Fee Earned			\$299,470.00
Less Prior Fee Billings			(\$267,201.00)
			<u>\$32,269.00</u>

John Ramey
Ramey Dry Fund

Reimbursable Expenses:

Travel

07/28/2021 Jeremy Ogle - Interior Finishes Meeting - 282 miles	\$155.10
08/17/2021 Jeremy Ogle - Owner Casework Review 282 miles	\$155.10
08/24/2021 Jeremy Ogle - Owner Casework and Tech Review - 282 miles	\$155.10
<u>MPG Service Fee</u>	<u>\$23.27</u>

\$488.55

Services Billed to Date \$299,470.00
Reimbursables to Date \$1,161.33
Total Billed to Date \$300,631.33

Total Due This Invoice:

\$32,757.55 ✓



BERTSCH-FRANK
 & ASSOCIATES
 LAND SURVEYING & CONSULTING

Invoice

811 Lawrence Drive
 Fort Wayne IN 46804
 (260) 459-9393

Invoice #: 21065.201
 Invoice Date: 8/31/2021
 Due Date: 9/30/2021
 Project: Thorntown Elementary

Bill To:

Mr. Kent Frandsen
 ParrRichey
 PO Box 668
 Lebanon, IN 46052

Description	Hours	Hourly Rate	Date	Amount
Professional Land Surveying Services provided through the month of August for the Thorntown Elementary School Project for legal descriptions with 8' access easements				
Principal - Professional Land Surveyor	0.5	125.00	7/29/2021	62.50
Principal - Professional Land Surveyor	0.5	125.00	8/10/2021	62.50
Professional Land Surveyor	4.5	105.00	8/10/2021	472.50
Principal - Professional Land Surveyor	1	125.00	8/11/2021	125.00
Professional Land Surveyor	0.25	105.00	8/12/2021	26.25
<p><i>OK</i></p> <p><i>9-16-21</i></p> <p><i>Penny Day Fund</i></p> <p><i>TES Project</i></p>				

Please remit to above address.

Total	\$748.75
Payments/Credits	\$0.00
Balance Due	\$748.75

GME TESTING
 3517 FOCUS DRIVE
 P O BOX 8358
 FORT WAYNE, IN 46898-8358
 877-660-4GME

Voice: 260-497-8127
 Fax: 260-497-0826

Invoice

Invoice Number:
 G-21090957

Invoice Date
 Sep 20, 2021

Page:
 1

RECEIVED

SEP 22 2021

Sold To:
 WESTERN BOONE COUNTY COMMUNITY SCHOOLS
 1201 N. ST. RD. 5
 THORNTOWN, IN 46071

Ship to

Customer ID	Customer PO	Payment Terms	
G21-080852	KYLE WHITELEY	Net 30 Days	
Sales Rep ID	Shipping Method	Ship Date	Due Date
	US Mail		10/20/21

Quantity	Item	Description	Unit Price	Extension
1.00	SUBSURFACE EXPLORA.	WESTERN BOONE- THORNTOWN ELEMENTARY, 200 WEST MILL STREET, THORNTOWN, INDIANA LUMP SUM FOR SUBSURFACE EXPLORATION & FOUNDATION RECOMMENDATION	8,400.00	8,400.00

OK
RDF
9/29/21

Check/Credit Memo N

Subtotal	8,400.00
Sales Tax	
Total Invoice Amou	8,400.00
Payment/Credit Applie	
TOTAL	8,400.00

A finance charge of 1-1/2 % per month will be charged on overdue accounts.

ORDINANCE OR RESOLUTION FOR APPROPRIATIONS AND TAX RATES

State Form 55865 (7-15)
 Approved by the State Board of Accounts, 2015
 Prescribed by the Department of Local Government Finance

Budget Form No. 4
 Generated 10/7/2021 8:21:02 AM

Ordinance / Resolution Number: 10112021

Be it ordained/resolved by the **Western Boone County Community School Corporation** that for the expenses of **WESTERN BOONE COUNTY SCHOOL CORPORATION** for the year ending December 31, **2022** the sums herein specified are hereby appropriated and ordered set apart out of the several funds herein named and for the purposes herein specified, subject to the laws governing the same. Such sums herein appropriated shall be held to include all expenditures authorized to be made during the year, unless otherwise expressly stipulated and provided for by law. In addition, for the purposes of raising revenue to meet the necessary expenses of **WESTERN BOONE COUNTY SCHOOL CORPORATION**, the property tax levies and property tax rates as herein specified are included herein. Budget Form 4-B for all funds must be completed and submitted in the manner prescribed by the Department of Local Government Finance.

This ordinance/resolution shall be in full force and effect from and after its passage and approval by the **Western Boone County Community School Corporation**.

Name of Adopting Entity / Fiscal Body	Type of Adopting Entity / Fiscal Body	Date of Adoption
Western Boone County Community School Corporation	School Board	10/11/2021

Funds				
Fund Code	Fund Name	Adopted Budget	Adopted Tax Levy	Adopted Tax Rate
0061	RAINY DAY	\$600,000	\$0	0.0000
0180	DEBT SERVICE	\$3,972,210	\$3,664,066	0.6107
3101	EDUCATION	\$11,245,899	\$0	0.0000
3300	OPERATIONS	\$6,188,266	\$3,663,332	0.6106
		\$22,006,375	\$7,327,398	1.2213

ORDINANCE OR RESOLUTION FOR APPROPRIATIONS AND TAX RATES

State Form 55865 (7-15)
 Approved by the State Board of Accounts, 2015
 Prescribed by the Department of Local Government Finance

Budget Form No. 4
 Generated 10/7/2021 8:21:02 AM

Name		Signature
Shane Stelmel	Aye <input type="checkbox"/> Nay <input type="checkbox"/> Abstain <input type="checkbox"/>	
Dennis Reagan	Aye <input type="checkbox"/> Nay <input type="checkbox"/> Abstain <input type="checkbox"/>	
Brian Gott	Aye <input type="checkbox"/> Nay <input type="checkbox"/> Abstain <input type="checkbox"/>	
Phil Foster	Aye <input type="checkbox"/> Nay <input type="checkbox"/> Abstain <input type="checkbox"/>	
Melissa Smith	Aye <input type="checkbox"/> Nay <input type="checkbox"/> Abstain <input type="checkbox"/>	
Gregory Hole	Aye <input type="checkbox"/> Nay <input type="checkbox"/> Abstain <input type="checkbox"/>	
Adam Shepherd	Aye <input type="checkbox"/> Nay <input type="checkbox"/> Abstain <input type="checkbox"/>	

ATTEST		
Name	Title	Signature
Brian Gott	Board Secretary	

In accordance with IC 6-1.1-17-16(k), we state our intent to issue debt after December 1 and before January 1 Yes No

In accordance with IC 6-1.1-17-16(k), we state our intent to file a shortfall appeal after December 1 and before December 31 Yes No

**RESOLUTION TO ADOPT THE CAPITAL PROJECTS PLAN
Budget Year 2022**

This resolution is adopted by the Board of Trustees of the School Corporation below:

School Corporation Name: Western Boone County Community School Corporation
County: Boone

WHEREAS, A Capital Project Plan has been established; and

WHEREAS, the Board of Trustees is required under IC 20-40-18-6 to adopt a plan for the Capital Project Plan; and

WHEREAS, the Board of Trustees held a public hearing on the plan date and place below:

Meeting Date: September 13, 2021
Meeting Location: WBCCSC Admin Bld., 1201 N. SR 75, Thorntown, IN 46071

THEREFORE, BE IT RESOLVED, by the Board of Trustees that the plan entitled "2022-2024 Capital Project Plan" this resolution, and is adopted as the Board of Trustees' Plan with respect to the Capital Project Plan.

BE IT FURTHER RESOLVED, that the Board of Trustees shall submit a certified copy of this resolution to the Department of Local Government Finance as required by IC 20-40-18-6.

Adoption Date: October 11, 2021

AYE

NAY

Attest: _____

Secretary of Board of School Trustees

**RESOLUTION TO ADOPT BUS REPLACEMENT PLAN
Budget Year 2022**

This resolution is adopted by the Board of Trustees of the School Corporation below:

School Corporation Name: Western Boone County Community School Corporation
County: Boone

WHEREAS, A School Bus Replacement Plan has been established; and
WHEREAS, the Board of Trustees is required under IC 20-40-18-9 to adopt a plan for the School Bus Replacement Plan; and

WHEREAS, the Board of Trustees held a public hearing on the plan date and place below:

Meeting Date: September 13, 2021
Meeting Location: WBCCSC Admin Bld, 1201 N. SR 75, Thorntown, IN 46071

THEREFORE, BE IT RESOLVED, by the Board of Trustees that the plan entitled "Bus Replacement Plan" this resolution, and is adopted as the Board of Trustees' Plan with respect to the School Bus Replacement Plan.

BE IT FURTHER RESOLVED, that the Board of Trustees shall submit a certified copy of this resolution to the Department of Local Government Finance as required by IC 20-40-18-9.

Adoption Date: October 11, 2021

AYE

NAY

Attest: _____

Secretary of Board of School Trustees

WESTERN BOONE COUNTY COMMUNITY SCHOOL CORPORATION

2022 BUDGET RESOLUTION

WHEREAS, the Trustees of the Western Boone County Community School Corporation are required to advertise the 2022 Budgets six months prior to implementation.

AND WHEREAS, expenditure calculations used to prepare the budget and establish tax levies and rates for advertisement are projections of events that may take place over the next eighteen months,

AND WHEREAS, ADM, LET/FIT/CAGIT, and Assessed Valuations are estimated at the time of advertising budget,

AND WHEREAS, the Trustees of the Western Boone Community School Corporation wish to impose the most appropriate tax rate on their patrons to insure appropriate levies to fund the school budget.

THEREFORE, BE IT RESOLVED that the Trustees grant the appropriate authority to Mr. Rob Ramey, Superintendent to lower appropriations for estimated 2022 fund expenditures, January 1 through December 31, 2022, on School Budget Form 4B-Line 15.

Adopted this 11th day of October, 2021

Shane Steimel, President
Board of School Trustees
Western Boone School Corporation

Attest:

Brian Gott, Secretary
Board of School Trustees
Western Boone School Corporation

Line#15 is reduced by
\$ _____
From Budget Class:

WESTERN BOONE COUNTY COMMUNITY SCHOOL CORPORATION

2022 BUDGET RESOLUTION

WHEREAS, the Trustees of the Western Boone County Community School Corporation are required to advertise the 2022 Budgets six months prior to implementation.

AND WHEREAS, expenditure calculations used to prepare the budget and establish tax levies and rates for advertisement are projections of events that may take place over the next eighteen months,

AND WHEREAS, the Trustees of the Western Boone County Community School Corporation wish to impose the most appropriate tax rate on their patrons to insure appropriate levies to fund the school budget.

THEREFORE, BE IT RESOLVED that the Trustees grant the appropriate authority to Mr. Rob Ramey, Superintendent, to lower appropriation balances where needed to more accurately reflect necessary expenditures, July 1 through December, 2021, on School Budget Form 4B – Line 5.

Adopted this 11th day of October, 2021.

Shane Steimel, President
Board of School Trustees
Western Boone School Corporation

Attest:

Brian Gott, Secretary
Board of School Trustees
Western Boone School Corporation

<u>FUND</u>	<u>AMOUNT</u>
Education	\$ _____
Debt	\$ _____
Operations	\$ _____

CLIENT SERVICES AGREEMENT

This Client Services Agreement (the "Agreement") is entered as of January 1, 2022, (the "Effective Date") between Steele Insurance and Financial Services, Inc., an Indiana Corporation doing business as Steele Benefit Services ("Steele") and Western Boone County Community School Corporation ("Customer").

In consideration of the promises and covenants herein, the parties agree as follows:

1. SERVICES.

1.1. Services. Steele will provide certain services and access to certain software as agreed to (the "Services") from time to time by execution of a separate Statements of Work (defined below). All Services will be provided on the terms and condition provided in this Agreement.

1.2. Statement of Works. The parties will execute a "Statement of Work" substantially in the form attached as Exhibit A (each a "Statement of Work," and, collectively, the "Statement of Works") prior to the commencement of any Services. Additional Services will be described in separate Statement of Works and will be attached as additions to Exhibit A (e.g. Exhibit A-1, A-2, etc.) and become a part of this Agreement. Each Statement of Work will provide for the provision of certain Services by Steele as described therein, and include a fee payable by Customer in consideration of the same.

2. CUSTOMER OBLIGATIONS. Customer will reasonably cooperate with Steele in all matters relating to the Services and Steele's performance of the same, including, without limitation:

2.1. Assisting Steele in coordinating management and employee meetings and communications with respect to the Services;

2.2. Providing Steele with Customer's complete and accurate employee records and data, in a usable and customary format, to the extent necessary for performance of the Services; and

2.3. Timely responding to any reasonable Steele request to provide direction, information, approvals, authorizations or decisions in the performance of the Services; and

2.4. Any additional obligations agreed to in any Statement of Work.

3. FEES AND INVOICES; PAYMENT TERMS.

3.1. Fees; Invoices. In consideration of the Services, Customer shall pay Steele the fees set forth in the applicable Statement of Work. Steele will invoice Customer and Customer

will pay such invoices within 30 days of receipt unless disputed in writing within such time, in good faith.

3.2. Taxes. Customer is responsible for payment of all applicable value added, sales, use, and other taxes and all applicable export and import fees, custom duties, and similar charges (other than taxes based on Steele's net income) arising from the payment of fees hereunder.

3.3. Late Fees; Collection. If Customer does not pay any fee or expense when due, such late payments shall bear interest at the rate of 1.5% per month, or, if lower, the maximum rate allowed by law. Customer shall reimburse Steele for any costs incurred (including reasonable attorney's fees) in the collection of Customer's past-due Fees. If such payment failure continues for 5 days following written notice thereof, Steele may suspend performance of the Services until all past due amounts and interest thereon have been paid, without incurring any obligation or liability to Customer by reason of such suspension.

4. **THIRD PARTY PRODUCTS.** To the extent any Services include any components or products subject to a third-party license agreement (each a "Third Party Product"), Steele will identify the same in the applicable Statement of Work (to the extent not readily identifiable). All Third Party Products are licensed solely under the applicable third party license agreements, at Customer's sole cost and expense (if any), and ownership of all intellectual property rights in Third Party Products shall remain with the respective owners thereof, subject to Customer's rights under the applicable third party licenses. Nothing in this Agreement grants, or is intended to grant, Customer a license to use any Third Party Product.

5. **CONFIDENTIALITY.**

5.1. Confidential Information. In connection with this Agreement each party (as the "Disclosing Party") may disclose or make available Confidential Information to the other party (as the "Receiving Party"). "Confidential Information" means information in any form or medium (whether oral, written, electronic or other) that the Disclosing Party considers confidential or proprietary, including information consisting of or relating to the Disclosing Party's personal employee information, non-public business practices and procedures, business operations, plans, strategies, and pricing, and information with respect to which the Disclosing Party has contractual or other confidentiality obligations. The terms and conditions of this Agreement, including pricing, are the Confidential Information of Steele.

Confidential Information does not include information that: (a) was rightfully known to the Receiving Party without restriction on use or disclosure prior to such information's being disclosed or made available to the Receiving Party in connection with this Agreement; (b) was or becomes generally known by the public other than by the Receiving Party's or any of its employee's contractor's or agent's noncompliance with this Agreement; (c) was or is received by the Receiving Party on a non-confidential basis from

a third party that was not or is not, at the time of such receipt, under any obligation to maintain its confidentiality; or (d) was or is independently developed by the Receiving Party without reference to or use of any Confidential Information.

5.2. Protection of Confidential Information. The Receiving Party will not access, use or disclose the Disclosing Party's Confidential Information other than as permitted in this Agreement and/or as necessary or beneficial in the exercise of its rights or to perform its obligations under and in accordance with this Agreement; provided, the Receiving Party may share the Disclosing Party's Confidential Information with its senior management and third-party legal, tax, and accounting advisors and senior management in order to perform under and evaluate this Agreement. The Receiving Party will safeguard the Disclosing Party's Confidential Information from unauthorized use, access or disclosure using at least the degree of care it uses to protect its similarly sensitive information and in no event less than a reasonable degree of care.

5.3. Risk of Loss. Customer acknowledges and agrees that it bears the sole risk of loss during the transmission of its Confidential Information to Steele pursuant to this agreement, including all employee records and data.

5.4. HIPPA Compliance. Notwithstanding the restrictions on disclosure of Confidential Information provided above, Customer acknowledges and agrees that Steele may share certain Confidential Information with third-party service providers in the provision of the Services. All or some Confidential Information of Customer is or may be information subject to certain privacy, security, breach notification, and enforcement rules pursuant to the Health Insurance Portability and Accountability Act of 1996, as amended. As such, the parties agree to execute, concurrent to the execution of this Agreement, a customary Business Associate Agreement (BAA) to be provided by Steele.

6. **TERM AND TERMINATION.**

6.1. Initial Term. The term of this Agreement commences as of the Effective Date and, unless terminated earlier pursuant any of the Agreement's express provisions, will continue in effect until the first anniversary of the Effective Date (the "Initial Term").

6.2. Renewals. This Agreement will automatically renew for additional successive 1 year terms unless earlier terminated pursuant to this Agreement's express provisions (each a "Renewal Term" and, collectively, together with the Initial Term, the "Term"); provided, this Agreement shall not automatically renew in the event no Services have been performed hereunder in the 6 month period immediately preceding the last day of the current Initial Term or Renewal Term, as the case may be.

6.3. Termination. In addition to any other express termination right set forth elsewhere in this Agreement:

A. Steele may terminate this Agreement, or any Statement of Work hereunder, if Customer fails to pay any amount when due hereunder, and such failure continues more than 15 days after Steele's delivery of written notice thereof;

B. Steele may terminate any Statement of Work in the event Customer is no longer permitted to use any Third Party Product which comprises a Service thereunder, without notice;

C. Client may terminate this Agreement following the Initial Term with or without cause with 90 days' prior written notice; and

D. Either party may terminate this Agreement if the other party materially breaches this Agreement, and such breach: (i) is incapable of cure; or (ii) being capable of cure, remains uncured 15 days after the non-breaching party provides the breaching party with written notice of such breach; provided, if the breach consists of or relates to a Service provided pursuant to a Statement of Work, the termination right in this section will be limited to termination of such Statement of Work;

E. Either party may terminate this Agreement, without prior notice, if the other party: (i) becomes insolvent or is generally unable to pay, or fails to pay, its debts as they become due; (ii) files or has filed against it, a petition for voluntary or involuntary bankruptcy or otherwise becomes subject, voluntarily or involuntarily, to any proceeding under any domestic or foreign bankruptcy or insolvency law; (iii) makes or seeks to make a general assignment for the benefit of its creditors; or (iv) applies for or has appointed a receiver, trustee, custodian or similar agent appointed by order of any court of competent jurisdiction to take charge of or sell any material portion of its property or business.

6.4. Effect of Expiration or Termination. Upon any expiration or termination of this Agreement, except as expressly otherwise provided in this Agreement:

A. Customer shall immediately cease use of all Services which it may have access to, and promptly pay for all Services provided, and any other fee or expense due hereunder that is then outstanding.

B. Subject to Customer's satisfaction of its outstanding payment obligations hereunder, Steele shall (i) provide reasonable cooperation and assistance to Customer, upon Customer's written request and at Customer's expense, in transitioning the Services to an alternate provider, and (ii) provide a pro rata refund of any fee paid by Customer for Services in advance and which are unperformed.

C. Each party shall return to the other party all documents and tangible materials (and any copies) containing, reflecting, incorporating or based on the other party's Confidential Information, or, at the written request of the other party, destroy all of the other party's Confidential Information, including permanently erasing the same from its computer systems; provided, each party may retain copies of Confidential Required by applicable federal, state, or local law or regulation.

6.5. Surviving Terms. The provisions, rights and obligations of the parties in this Agreement that, by its nature, should survive termination or expiration of this Agreement, will survive any expiration or termination of this Agreement.

7. **WARRANTY; WAIVER.**

7.1. Warranty. Steele warrants that all Services will performed in accordance with generally accepted industry standards by qualified personnel.

7.2. WARRANTY WAIVER. EXCEPT FOR THE EXPRESS WARRANTIES SET FORTH ABOVE, ALL SERVICES ARE PROVIDED "AS IS" AND STEELE HEREBY DISCLAIMS ALL OTHER WARRANTIES, WHETHER EXPRESS, IMPLIED, INCLUDING ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, TITLE AND NON-INFRINGEMENT, AND ALL WARRANTIES ARISING FROM COURSE OF DEALING, USAGE OR TRADE PRACTICE. WITHOUT LIMITING THE FOREGOING, STEELE MAKES NO WARRANTY OF ANY KIND THAT THE SERVICES WILL BE WITHOUT INTERRUPTION, ACHIEVE ANY INTENDED RESULT, OR BE COMPLETELY SECURE, OR ERROR FREE. STEELE MAKES NO WARRANTIES WHATSOEVER WITH RESPECT TO ANY THIRD-PARTY PRODUCT INCORPORATED IN THE SERVICES, AND ANY REPRESENTATION OR WARRANTY OF OR CONCERNING ANY THIRD PARTY PRODUCT IS STRICTLY BETWEEN CUSTOMER AND THE THIRD-PARTY OWNER OR LICENSOR OF THE THIRD-PARTY PRODUCT.

8. **INDEMNIFICATION.** Each party (the "Indemnifying Party") shall defend, indemnify and hold harmless the other party, including its officers, directors, employees, agents, successors and permitted assigns (collectively, the "Indemnified Party") from and against all losses, damages, liabilities, judgments, interest, awards, costs or expenses of whatever kind, including reasonable attorneys' fees ("Losses") arising out of or resulting from any third party claim, suit, action or proceeding (each, an "Action") arising out of or resulting from (i) bodily injury, death of any person or damage to real or tangible, personal property resulting from the willful, fraudulent or grossly negligent acts or omissions of the Indemnifying Party; or (ii) the Indemnifying Party's material breach of any representation, warranty or obligation set forth in this Agreement.

The Indemnified Party shall promptly notify the Indemnifying Party in writing of any Action and cooperate with the Indemnifying Party, at the Indemnifying Party's sole cost and expense. The Indemnifying Party shall immediately take control of the defense and investigation of such Action and shall employ counsel of its choice to handle and defend the same, at the Indemnifying Party's sole cost and expense. The Indemnifying Party shall not settle any Action in a manner that

adversely affects the rights of the Indemnified Party without the Indemnified Party's prior written consent, which shall not be unreasonably withheld or delayed. The Indemnified Party may participate in and observe the proceedings at its own cost and expense.

9. LIMITATION OF REMEDIES AND DAMAGES. EXCEPT AS OTHERWISE PROVIDED BELOW, IN NO EVENT (A) WILL EITHER PARTY BE LIABLE PURSUANT TO THIS AGREEMENT FOR ANY CONSEQUENTIAL, INCIDENTAL, INDIRECT, LOSS OF PROFITS, EXEMPLARY, SPECIAL OR PUNITIVE DAMAGES, OR (B) WILL STEELE'S LIABILITY PURSUANT TO THIS AGREEMENT (INCLUDING CONTRACTUAL INDEMNIFICATION OBLIGATIONS) EXCEED THE AMOUNT ACTUALLY PAID BY CUSTOMER TO STEELE AS A FEE HEREUNDER IN THE ONE (1) YEAR PERIOD IMMEDIATELY PRIOR TO THE EVENT FORMING THE BASIS FOR THE ACTION OR PROCEEDING RESULTING IN STEELE'S LIABILITY.

10. MISCELLANEOUS.

10.1. Force Majeure. Except for Customer's payment obligations, neither party will incur any liability to the other party on account of any loss or damage resulting from any delay or failure to perform all or any part of this Agreement if such delay or failure is caused, in whole or in part, by events, occurrences, or causes beyond the reasonable control and without the negligence of the parties.

10.2. Notices. All notices delivered under the Agreement shall be in writing and deemed given upon receipt when delivered personally or upon confirmation of receipt following delivery of (i) overnight courier service, (ii) registered or certified mail, return receipt requested, postage prepaid, or (iii) by electronic mail, sent to the address indicated below the signature block of this Agreement, or at such other address of which one party is notified by the other in writing.

10.3. No Third-party Beneficiaries. This Agreement is for the sole benefit of the parties hereto and their respective permitted successors and permitted assigns and nothing herein, express or implied, is intended to or shall confer upon any other Person any legal or equitable right, benefit or remedy of any nature whatsoever under or by reason of this Agreement.

10.4. No Partnership. The parties will at all times be independent contractors and will so represent themselves to all third parties. Nothing herein will be deemed to empower either party to be the agent or legal representative of the other or to constitute the parties as partners, co-owners, or joint venturers.

10.5. Assignment. Neither party may transfer, assign, or delegate its rights or duties under this Agreement without the other party's prior written consent. Notwithstanding the foregoing, either party may assign this Agreement in connection with a sale or transfer of all or substantially all of its assets upon notice to the other party. Subject to this section, the provisions of the Agreement shall be binding upon and inure to the benefit

of the parties, their successors, and permitted assigns. Any assignment by a party in violation of the foregoing shall be void.

10.6. Headings. Any headings or other titles used herein are made for the purposes of convenience only and shall not alter or modify the meaning of any provisions contained herein.

10.7. Waiver; Amendments. No waiver or modification of this Agreement shall be valid unless in a writing signed by the party to be charged therewith. The failure of a party to enforce or exercise any term of this Agreement does not constitute a waiver of such term and shall in no way affect that party's right to later enforce or exercise it.

10.8. Severability. In the event any of the provisions of this Agreement shall be held to be invalid by any court of competent jurisdiction, the same shall be deemed severable, and as never having been contained herein, and this agreement shall then be construed and enforced in accordance with the remaining provisions hereof.

10.9. Governing Law; Venue. This Agreement shall be governed and construed in accordance with the laws of the State of Indiana, without regard to its conflict of laws rules. Any litigation arising out of this agreement or the relationship of the parties hereto shall be brought in a court of competent jurisdiction in Marion County, Indiana, and each party irrevocably submits to the exclusive jurisdiction of such courts.

10.10. Entire Agreement; Counterparts. This Agreement, including any Statement of Work issued hereunder, represents the entire agreement between the parties relating to the subject matter hereof. This Agreement may be signed in counterparts.

[Signature Page to Follow]

The parties have caused this Agreement to be signed by their respective duly authorized officers as of the Effective Date first provided above.

STEELE:

Steele Insurance and Financial Services, Inc.
9020 Crawfordsville Road
Indianapolis, IN 46234
wes@steelebenefits.com

By: _____

Printed: Wesley R. Steele

Title: Chief Executive Officer

CUSTOMER:

Western Boone County Community School (
1201 N State Road 75
Thorntown, IN 46071-9229
rob.ramey@webo.k12.in.us

By: _____

Printed: _____

Title: _____

EXHIBIT A

[FORM OF STATEMENT OF WORK]

**Granville Wells Elementary School
School Improvement Plan
2021-2022**

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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
Brayden McKinney	Intermediate Teacher
Hayley Eadie	Intermediate Teacher
Kim Carlson	Special Education Teacher

Granville Wells Elementary School Instructional Staff

PRINCIPAL

Mrs. Tricia Stanley

ASSISTANT PRINCIPAL

Mr. John Reynolds

SCHOOL COUNSELOR

Ms. Holland Kline

KINDERGARTEN

Mrs. Robin Miller

Mrs. Sara Gentry

FIRST GRADE

Mrs. Stefanie Ross

Ms. April Gott

Miss Rachel Beam

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

Mr. Brayden McKinney

Mrs. Teather Hiatt

SIXTH GRADE

Mr. Tres Barker

Mrs. Jenni Horning

Miss Hayley Eadie

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. Giovanna Gallagher

SEVERE DISABILITIES

Mrs. Kim Carlson

SPEECH AND LANGUAGE

Mrs. Skylar Parmer

TECHNOLOGY

Mrs. Amy Turk

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. Kimberly Bloss-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. Shannon Weakley – Title I Assistant

Mrs. Meagan Willis- Title I Assistant

Mrs. Sheila McDonald- Lifeskills Assistant

Mrs. Kristin McCord-Lifeskills Assistant

Mrs. Amanda Cavins– Lifeskills Assistant

Miss Alexis Haag- Lifeskills Assistant

Mrs. Shalyn England – Cafeteria Supervisor

Mrs. Krystal Smith- Cafeteria Supervisor

CUSTODIANS

Mrs. Angela Lloyd

Mrs. Karen Clingler

Ms. Beth Stoops

MAINTENANCE

Mr. Eddie Cook

COOKS

Mrs. Reanon Latham

Mrs. Joyce Richardson

Mrs. Kerri Shirley

Mrs. Jackie Covington

Mrs. Patty Spencer

Mrs. Lisa Whittinghill

Granville Wells Elementary School 2021-2022 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

- **W**e support and care for every student as they strive for their personal best.
- **E**very student achieves their maximum potential in an engaging, inspiring, and innovative environment.
- **L**earners take ownership of their actions as a member of the school and community.
- **L**ife-long learners and problem-solvers are developed through rigorous instruction, collaboration, and high academic expectations.
- **S**tudents 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: 2021-2022

In the spring of 2019, we participated in the ILEARN exam for the first time. No test was given in 2020 due to the pandemic. In 2021 we once again participated in the ILEARN exam. The graph below shows how Granville Wells compares to Indiana's overall passing rates. We are proud to report we exceeded the state average in all areas except fifth grade social studies.

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

English	2019	2019	2021	2021
Grade	Granville Wells Percent Proficient	State Passing Rate	Granville Wells Percent Proficient	State Passing Rate
Grade 3	46%	46%	62%	38.70%
Grade 4	57%	45%	66%	39.60%
Grade 5	71%	47%	56%	39.50%
Grade 6	59%	47%	67%	39.90%
Math	2019	2019	2021	2021
Grade	Granville Wells Percent Proficient	State Passing Rate	Granville Wells Percent Proficient	State Passing Rate
Grade 3	65%	58%	79%	48.70%
Grade 4	80%	53%	70%	43.70%
Grade 5	69%	47%	53%	38.60%
Grade 6	54%	46%	58%	33%
Science	2019	2019	2021	2021
Grade	Granville Wells Percent Proficient	State Passing Rate	Granville Wells Percent Proficient	State Passing Rate
Grade 4	57%	46%	51%	36.10%
Grade 6	59%	48%	49%	38.80%
Social Studies	2019	2019	2021	2021
Grade	Granville Wells Percent Proficient	State Passing Rate	Granville Wells Percent Proficient	State Passing Rate
Grade 5	55%	46%	37%	38.60%

Standardized Testing:

For the past several years Granville Wells has participated in the NWEA exam three times a year in grades K-6. This exam serves as both a formative assessment and summative assessment, particularly for grades K-2, where there isn't an ILEARN exam.

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 with 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	Met EOY RIT 2021	Met EOY Growth 2021
Kind.	89%	92%	79%	87%	84%	72%
First	88%	76%	91%	73%	60%	47%
Second	71%	75%	69%	81%	72%	65%

At Granville Wells we believe it is important to look at student data in two ways- achievement and growth. 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 are discouraged to see scores for first graders much lower than previous years. We believe this might be attributed to these students missing in-class instruction in the spring of 2020 as kindergarteners. Learning virtually was particularly challenging for our kindergarten students and scores as they entered first grade were lower than we typically experience.

During the 2020-2021 school year all kindergarten through second graders were screened for Dyslexia. 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:

In 2021 we had 53 students participate in IREAD. We earned a passing rate of 98.1%, with only one student not passing in 2021. This score was up from 90% passing in 2019. Third grade students did not participate in IREAD in 2020.

Title I Data:

	2019	2021
Grade Level	% Meeting Growth Goal	% Meeting Growth Goal
Kindergarten	75%	70%
1 st Grade	60%	90%
2 nd Grade	81%	100%
3 rd Grade	84%	54%
4 th Grade	91%	83%
5 th Grade	58%	50%
6 th Grade	41%	81%

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 2020-2021 school year, 75% reached their end of year growth goal. This is up from 71% in 2019, and up from 61% in 2018. Our overall goal is to be at 80% reaching their individual goal at the end of the 2021-2022 school year.

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.

2020-2021 Ethnic Breakdown

Asian 0.7%
Black/African-American 0.0%
Hawaiian or Pacific Islander 0.0%
Hispanic 3.0%
Multiracial 2.7%
Native American 0.0%
White 93.6%

2021-2022 Free and Reduced Lunch Status

30.9% Economically Disadvantaged: This is down nearly 5% from 2020.

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 school 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 have been developed in an effort to provide instructional consistency between classrooms and grade levels in the area of literacy instruction.
3. Daily Smekens Literacy lessons are being implemented during the 90-minute block with fidelity and an intentional sequence.
- 4.. 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.
- 5.. 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.
6. Implementation of quarterly STEM activities at grades K-6.
7. Implementation of self-awareness and behavior management lessons twice monthly.

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 2020-2021 a heavy emphasis was placed on determining gaps in instructional performance caused by our school closure in the spring of 2020.

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 by utilization 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. We have made adjustments to school events to ensure the safety of students, staff, and visitors. We are gradually reopening events to the public and currently are allowed volunteers in the classroom. When we have been able to hold events in person we have tried to replace the event with a virtual alternative. Events we typically host are Meet the Teacher Night, Parent Open House, Ball Games, Christmas, Veteran's Day, Grandparent's Day, STEM Day, Pioneer Day, Hoosier Heroes Wax Museum, and Field Day. 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, and each teacher has a SeeSaw account.

Granville Wells Elementary School believes that parental involvement in a child's education is essential. Future plans to assess and increase parental participation in the school, with the goal of enhancing student achievement, include:

1. Promoting parent involvement in school projects by holding virtual meetings.
2. Promoting communication between parents and teachers via email, Canvas, text, SeeSaw, and Harmony.
3. Encouraging parental participation in school volunteering opportunities such as participation in Book Fairs, Santa Shop, student fun days such as Pioneer Day, reading celebrations, classroom assistance, picture day, school athletics, and field trips.
4. Bi-weekly School Newsletter.
5. Bi-weekly Classroom communication that details instructional objectives.
6. Parent group emails generated via Harmony.
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

Eduastic

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 that 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

NWEA-MAP

Kahn Academy

Math Buddies

Prodigy

Freckle

Math Antics

Xtra Math

Math Munchers

Tommy the Time Turtle

Think Central

Trudy's Place House

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. 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 into 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.

An emergency response program is 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. 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. That plan continues to be updated to reflect new research and current local numbers of positive cases.

The school is excited to have a new fulltime counselor. Our PBIS team facilitates activities that promote positive behavior and character throughout the year. 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 (Safe, Teamwork, Accountability, and Responsibility) 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 who has gone above and beyond exemplifying the adopted 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 to meet individual student needs, 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 2021-2022 school year, the focus of professional development sessions will be on the implementation of the Smekens Literacy program titled CompCon. Classroom teachers will be implementing this year-long program in conjunction with the Wonders and Into Literature texts.

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 2021-2022 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, Guided Reading, Cluster Grouping:

Teachers and staff continue to utilize and develop strategies such as Smekens Literacy Model, 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 a dyslexic screener, 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 our school counselor, and other related therapists (OT,PT, and Speech).

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%
2019-2020	No Data				
2020-2021	No Data	ILEARN 53.08%			31%

In the Spring of 2021, our students were assessed using the newly developed ILEARN exam. We are pleased to see the positive growth in students passing both ELA and Math. 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 by 10%.
3. To increase the percent of special education students in the proficient category 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 protocol. 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 in the 2020-2021 school year. In the 2021-2022 school year we are including a systematic comprehension program created by Smekens Education.

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 RIT score. We will also use the ILEARN-NWEA score correlation information to determine which students may be in jeopardy of not meeting ILEARN proficiency. Individual students will be identified after the fall and winter NWEA exam.

Part VIII: Proposed Interventions

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 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
2021-2022**

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, adherence to literacy and math 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: 31 of 49 (63%) students met the Norm Grade Level Mean RIT score on the fall 2021 NWEA assessment.

First Grade: 43 of 59 (73%) students met the Norm Grade Level Mean RIT score on the fall 2021 NWEA assessment.

Second Grade: 25 of 45 (56%) students met the Norm Grade Level Mean RIT score on the fall 2021 NWEA assessment.

Desired State:

At the conclusion of the 2021-2022 school year:

Kindergarten: 39 (80%) of the 49 students will meet the End of the Year Norm Grade Level RIT score in ELA on the spring 2022 NWEA assessment.

First Grade: 47 (80%) of the 59 students will meet the End of the Year Norm Grade Level RIT score in ELA on the spring 2022 NWEA assessment.

Second Grade: 36 (80%) of the 45 students will meet the End of the Year Norm Grade Level RIT score in ELA on the spring 2022 NWEA assessment.

IREAD Current State: 98% Passing

IREAD Desired State: 95% Passing

Support Data Standardized Assessment: ILEARN Information

Current State:

ELA

3rd Grade- 62.3%

4th Grade- 66%

5th Grade- 55.9%

6th Grade- 67.3%

MATH

3rd Grade- 79.2%

4th Grade- 69.8%

5th Grade- 52.9%

6th Grade- 58.2%

Our school earned a letter grade of B for the 2017-2018 school year. Letter grade information was not available for the 2020-2021 school year.

Desired State:

After closely examining current ILEARN scores, the school improvement team set benchmarks for proficiency that we aspire to reach in the 2021-2022 school year based on each grade level's 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 70%

4th grade 70%

5th grade 70%

6th grade 65%

MATH

3rd grade 75%

4th grade 80%

5th grade 75%

6th grade 60%

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 plan 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.
7. All students K-6 will participate in 30 minutes of differentiated reading/math instruction at his or her 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.

Additional Goals:

Our goal is to maintain or improve our special education passing rate from the 2020-2021 school year. Additionally, we would like to maintain or improve the number of students performing at the Highly Proficient level.

Special Education Goal:

Current State:

ELA

3rd grade- 25%
4th grade- 17%
5th grade- 0%
6th grade- 25%

MATH

3rd grade- 63%
4th grade- 25%
5th grade- 0%
6th grade- 25%

Desired State:

ELA

3rd grade- 25%
4th grade- 25%
5th grade- 25%
6th grade- 25%

MATH

3rd grade- 25%
4th grade- 63%
5th grade- 25%
6th grade- 25%

Intervention:

Our goal is to maintain or improve our special education passing rate from the 2020-2021 school year. Resource staff will support special education students with grade level standards through small group instruction, interventions 30 minutes daily on skill deficits, co-teaching with general education teacher when appropriate, and IEP accommodations.

Highly Proficient Goal:

Current State:

ELA

3rd grade- 25%
4th grade- 28%
5th grade- 16%
6th grade- 18%

MATH

3rd grade- 32%
4th grade- 30%
5th grade- 25%
6th grade- 27%

Desired State:

ELA

3rd grade- 33%
4th grade- 33%
5th grade- 33%
6th grade- 33%

MATH

3rd grade- 33%
4th grade- 33%
5th grade- 33%
6th grade- 33%

Intervention:

Our goal is for one-third of our student population to earn a highly proficient score on the 2022 ILEARN exam. Differentiated lessons for students will be provided in the classroom and during success period 30 minutes daily.

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 in the spring 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 CompCon Framework IDOE Resources Wonders/Into Literature Text	Smekens Training Grade Level Mtgs PD on ELearning days
Success Period Data Action Plans	Gr Level Staff Administration Sp. Ed Staff Remediation Staff RtI Team	August-May 30 minutes daily	NWEA-MAP Fountas and Pinnell Leveled Literacy Newsleta Readworks Teacher created materials	Smekens Training Grade Level Mtgs Teacher Prof Development RTI Training Data Meetings with Administration
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
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 IXL	Professional Dev. Curriculum Mapping

THORNTOWN ELEMENTARY
PL 221 TEAM MEMBERS

Abbie Hayden	Principal
Justin Rausch	Assistant Principal/Parent
Kelsey Haney	Primary Teacher
Tiffany Baldwin	Primary Teacher
Michelle Martin	Primary Teacher
Kathy Keith	Primary Teacher
Hillary Rhoton	Intermediate Teacher/Parent
Vickie Evans	Intermediate Teacher
Audrey Kedanis	Intermediate Teacher
Becky McCrimmond	Special Education Teacher
Katie Maurath	Secretary/Parent

**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 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 classroom teachers, a special education teacher, the school secretary, a parent, 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. Therefore, we have many parents who 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.

Historically, Thorntown students have met or exceed state average on statewide assessments. 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.

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.

We maintain our goal of an 80% passing rate. While have not achieved that since the inception of ILEARN, we continue to meet or exceed the state average in all areas. We continue to reflect on our district data and how our school performance relates to the district average. An area for focus for the immediate school year is 6th grade math. As a district, we are developing common local assessments and accessing intervention/reteaching resources which will better identify and address learning needs with students in grades 6-8.

The school is dedicated to improving student achievement and committed to educational practices which are research-based. 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, Quarterly STEM Challenges, and a daily Success Period for all students. 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:

- to what extent an individual student has mastered the Indiana State Academic Standards in the English/Language Arts, Science, Social Studies and Mathematics;
- 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

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

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

III. SUMMARY OF DATA

ILEARN 2021

Grade/Subject	Thorntown Passing Rate	State Avg Passing Rate
3 ELA	62	38
3 Math	74	48
4 ELA	51	39
4 Math	76	43
5 ELA	60	39
5 Math	63	38
6 ELA	42	39
6 Math	34	33

Data Related to other Performance Indicators

IREAD 2021: Thorntown achieved a passing rate of 95% on the IREAD3 assessment.

In addition to the formal assessments used at Thorntown Elementary, great emphasis is placed on nine-week teacher assessment which 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	---
2020	453 w/pre-K	-22
2021	463 w/pre-K	+10

Thorntown Elementary School enrolls several students who request school transfer. Affordable housing continues to be an issue that impacts our enrollment. Current enrollment trends reflect an increase over the past few years. Since the closure affiliated with COVID-19, we have seen a slight dip in enrollment, as more families have opted for homeschooling or other alternatives this school year.

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)

		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
Students 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	Student Survey	Life skill lessons focused on work ethic and social skills	Explore 18-19

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

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
- Seesaw Digital Portfolios

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 work closely 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. Teachers are supported by a Tech Integration Coach as they move towards more of a digit format for learning. Students in grades K-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
- School website maintained and updated weekly
- Wireless Internet access available to teachers and students
- Televised Morning Announcements
- MediaCast
- SmartBoards
- Classroom amplification systems
- Collaboration and Co-Teaching with Tech Integration Coach
- Electronic newsletter
- Real time grade reporting available to families via Harmony Family Access

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
- Classroom Guidance and Social Emotional Learning
- Individual and small group counseling/social skills training

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.

V. Student Achievement: Attendance/Goals/Objectives

Attendance

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

Attendance has been supported and monitored in news ways since the COVID-19 closure during the spring of 2020. During the 20-21 school year, students had the option of full-time remote or full-time in-person instruction. With the start of the 21-22 school year, all students enrolled at WBCSC returned to full-time in-person instruction. Students who need to be out due to COVID participate in virtual instruction.

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:

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.

In addition to 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:

- Hiring of a Certified ESL teacher and Elementary School Counselor
- 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.

WESTERN BOONE JUNIOR-SENIOR HIGH SCHOOL

School Improvement Plan

2021

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School Improvement Committee

- Megan Alexander – Teacher _____
- John Brunty – Teacher _____
- Alayna Christner – Student _____
- Jon Compton – Assistant Principal _____
- Julie Hill – Guidance _____
- Melissa Imbus – Parent _____
- Rebecca Keyes – Student _____
- Riley Lerch – Teacher _____
- Hope Martin – Teacher _____
- Brent Miller – Chair _____
- Dee Nicley – Parent _____
- Alison Owens-Kaup – Teacher _____
- 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 2021

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 CTE Program, and CTE 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 school counselors, one social worker, and one registered nurse.

The enrollment at the junior-senior high school, as of September 16, 2021, is 797 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 curriculum guide, including curriculum and course descriptions, is routinely distributed to parents and students during the spring of each school year.

C. Assessments-Used in Addition to ILEARN

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

In compliance with state requirements, Western Boone will administer the SAT for juniors in Math and English. Students in grades 7 and 8, as well as students in Biology, take the ILEARN test. Results of these assessments are used by staff to evaluate course curricula, teaching methods, and local assessments. The Math and English Departments utilize NWEA in grades 7 through 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. Students taking U. S. Government will take the Naturalization Examination

The PSAT is given to all 10th grade and 11th grade. The 11th and 12th grade students are afforded the opportunity to take the SAT and ACT at their own expense. The SAT prep class, Knowledge Assessment, is offered to all juniors in the spring of each year at their own expense. Juniors and seniors participate in ASVAB, a career interest inventory and college readiness exam. The data from the post test is used to predict performance on the SAT. Knowledge Assessment, a computer-based, course placement program used at numerous colleges and universities to place students into appropriate courses at the collegiate level, is administered to Western Boone students who are enrolled in most dual-credit courses through Ivy Tech and Vincennes University. These students are required to take the exam and score at specific levels in the areas of reading, elementary algebra, and sentence skills in order to demonstrate college curriculum readiness and in turn earn a dual credit. Advanced placement courses are also offered for the following: English Lang. & Comp., English Literature & Composition, Biology, World History, US History, Chemistry, Studio Art Drawing, Studio Art 2D, and Studio Art 3D. Students can take additional AP courses by online independent study.

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

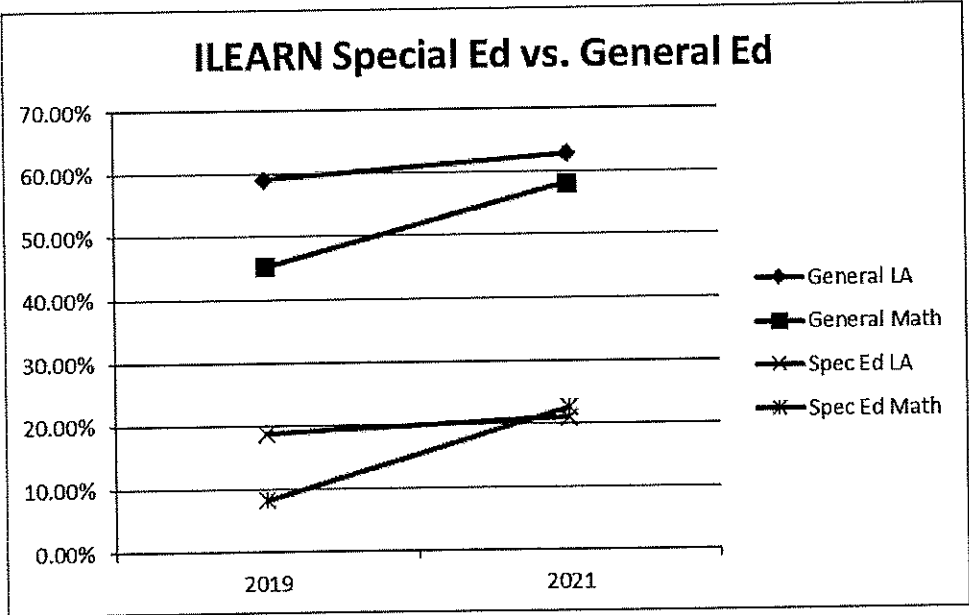
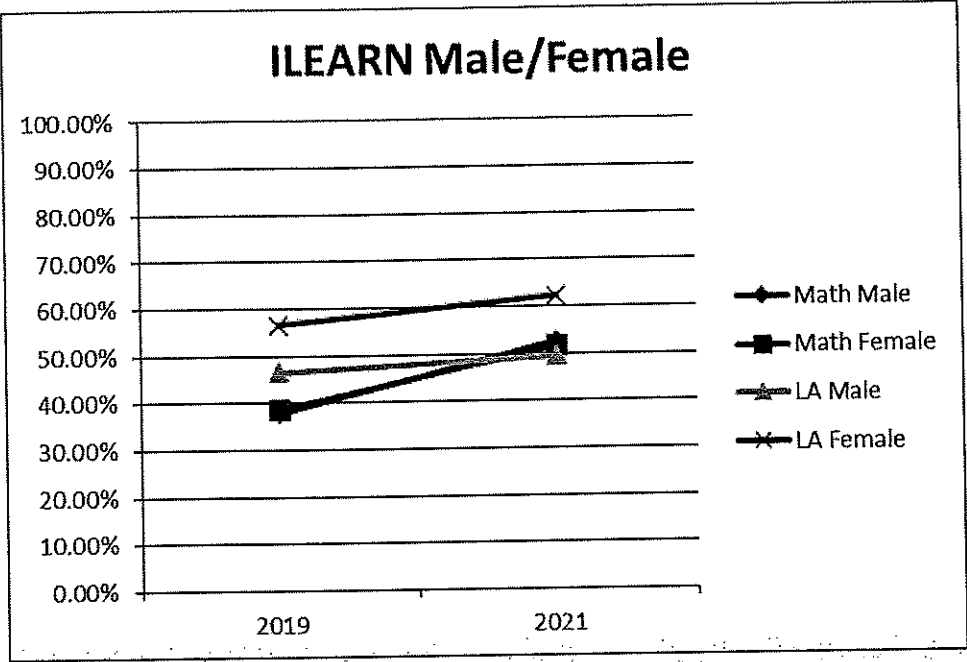
Grade	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
7 th	75.8	69	47.9	NA	53.5
8 th	47.7	62	54.6	NA	50.4
10 th	71.7	61	55	NA	70.5

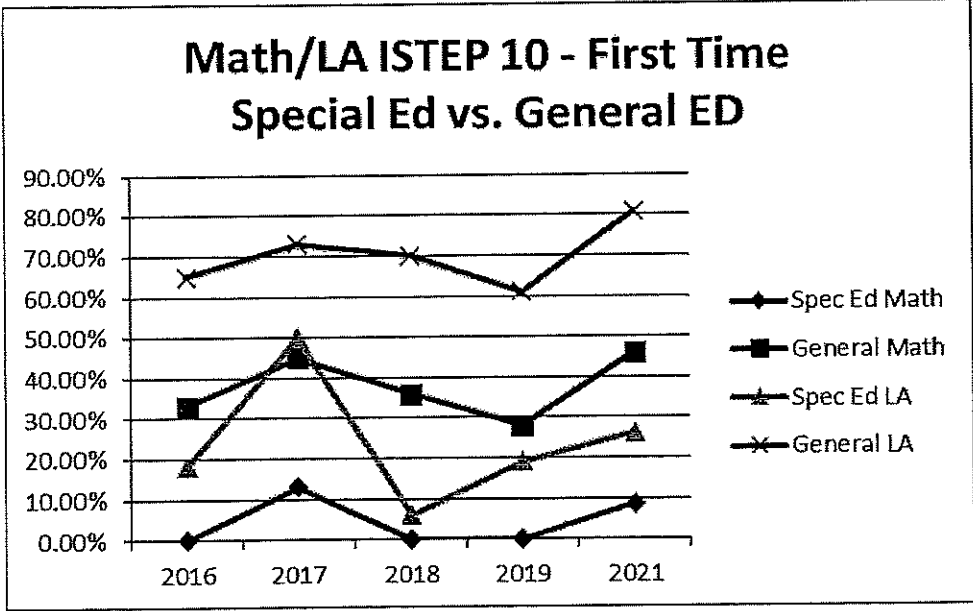
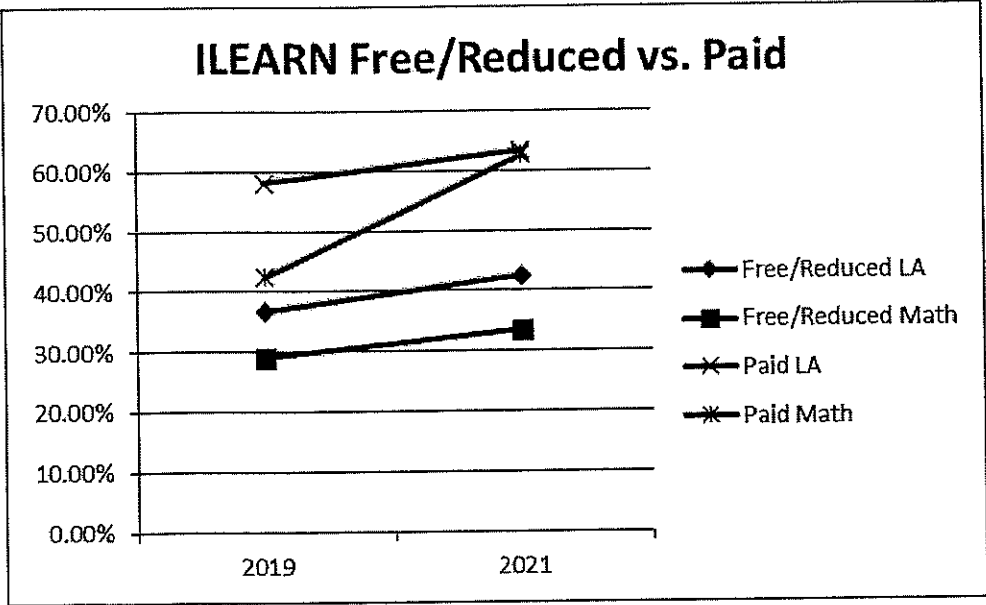
Math

Grade	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
7 th	65.3	59	43	NA	47.1
8 th	48.3	52	33.8	NA	23.9
10 th	41.4	31	24	NA	39

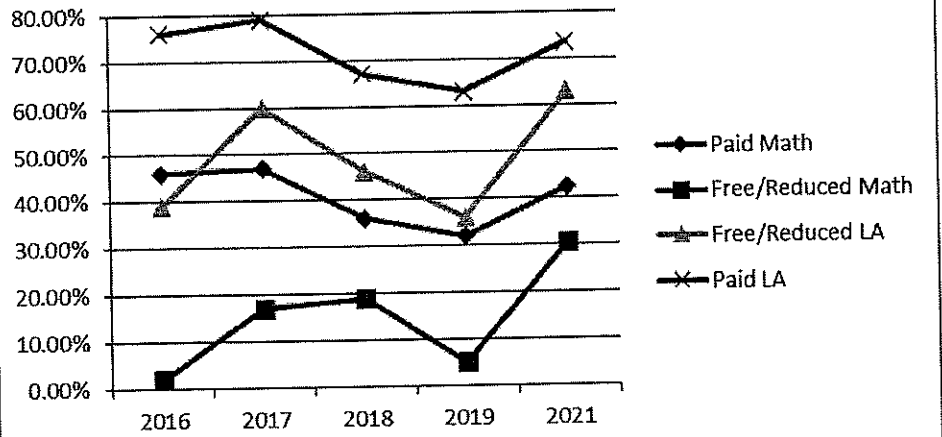
Science

Grade	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
10 th	59.4	65	34	NA	36.2

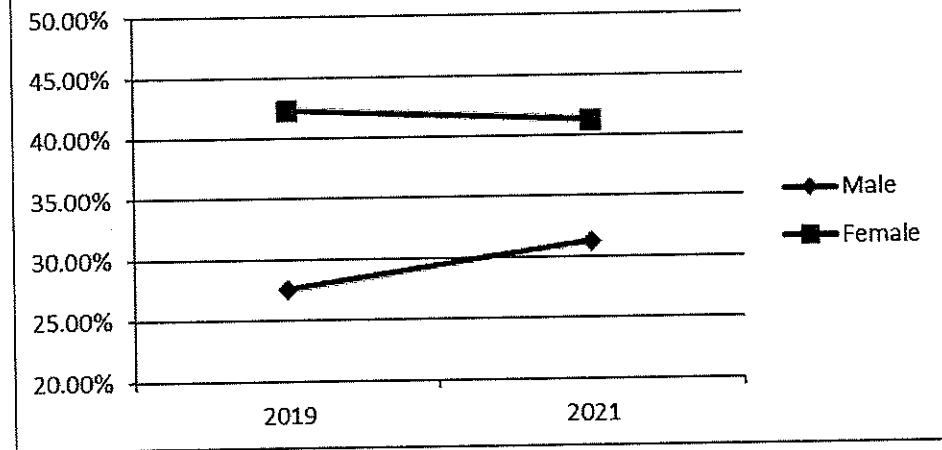


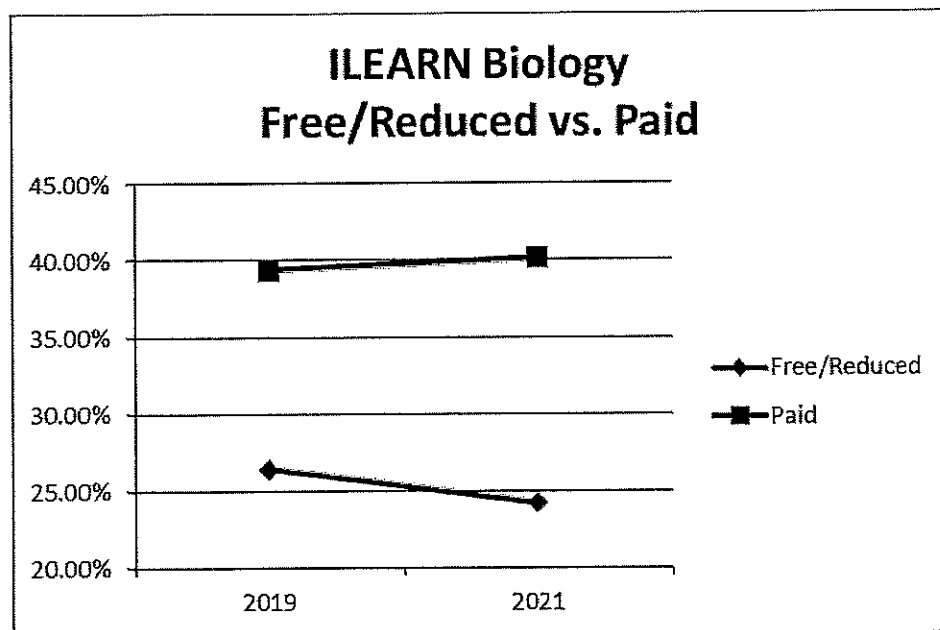
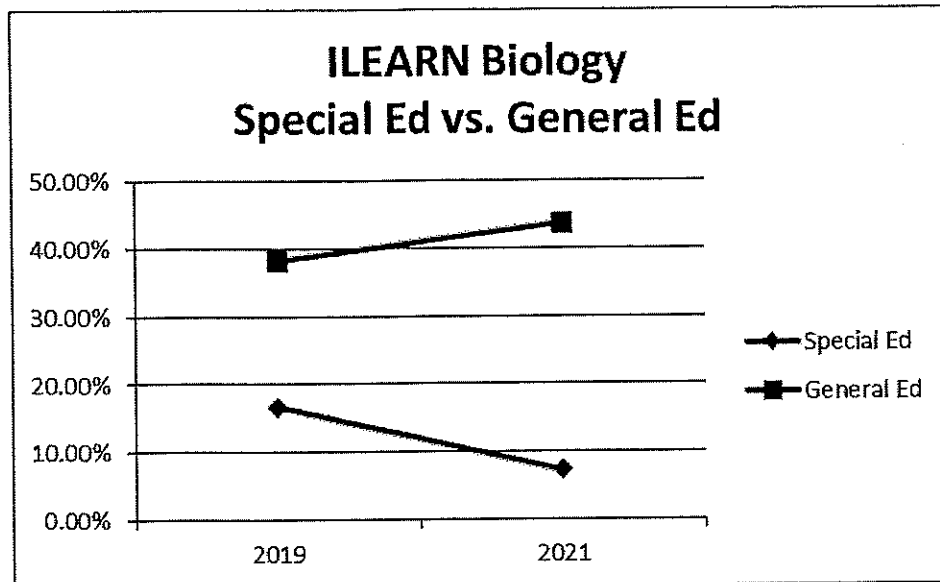


Math/LA ISTEP 10 - First Time Free/Reduced vs. Paid



ILEARN Biology Male vs. Female





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

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

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

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

The following strategies will be implemented in order to 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. Teachers will use each student's previous ISTEP+ Individual Student Report or ILEARN 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 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+. The class of 2023, and all subsequent classes, will be complete the SAT during the junior year of school. Students in grades 7-10 complete the NWEA three times a year. 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.

- **School Counselor Department** – This department works with both parents and students in scheduling classes which best fit the needs of the individual student. The school counselor department also leads professional development book clubs for the school.
- **World Tours** - A World Tour for Spanish classes is presented to parents and community as well as students.
- **Reality Store** – Parent volunteers help staff booths at the Reality Store where eighth and twelfth grade students choose careers and make life choices based on their potential earnings.
- **Post Prom** –Parents work with the school to plan, fund, decorate, staff booths, and serve food to high school students who participate in this event which follows the Prom.
- **Book Fair** – Two book fairs are held in the fall and spring of each year. Parents are encouraged to attend and become familiar with the school’s media center and its staff.
- **Mandatory Mid-Terms** – Mid-Term grades are electronically posted for all parents half way through each 9-week’s grading period.
- **Failing Grade Checks** – Each parent of a student who is failing will be notified of his or her child’s progress.
- **Athletic/Band Boosters** – Parent organizations that support extra-curricular activities in their respective areas of interest.
- **Harmony** – Students and parents are able to check grades from home or work via the Internet. In addition, teachers can communicate to and from the parents via e-mail.
- **Canvas** – Students and parents are able to check homework assignments and daily lesson plans.
- **Co-curricular and Extra-curricular activities** – Group, club, and team activities beyond the school day provide additional opportunities for parent involvement.
- **Textbook Selection** - Parents are actively involved in the selection process for all departments.
- **School Improvement Committee** – Parents and students are represented and have an active voice during the development and approval of the School Improvement Plan.
- **Financial Aid Information Night** – School counselors meet with parents to help begin FAFSA and scholarship processes.
- **Western Boone Food Pantry** – Housed at Western Boone Jr./Sr. High school and is open on the first Thursday of each month. Any family in need of this support 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 ILEARN, SAT and all NWEA tests are administered via computer.

- III. ODYSSEYWARE, a web-based credit recovery program that affords students in grades 9-12 the opportunity to earn credit in a non-traditional setting while staying on track to graduate.
- IV. 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
 - Principles of Engineering, Introduction to Engineering Design, Digital Electronics
 - iCap, Indiana Online, and BSU – Allows students to enroll in online classes not offered at Western Boone

F. Safe and Disciplined Learning Environment

The school operates under The Western Boone Crisis Plan adopted 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.
- PBIS Initiatives
- An Anti-Bullying campaign began at the beginning of the 2011-12 school year. Students and teachers were trained in identifying and reporting bullying in October 2013. All staff and students have received an annual training over Western Boone's Anti-Bullying policies since this time.
- Student Handbooks explain school policies and rules and contain a calendar of events and a resource guide for students. Every student receives a handbook and is asked to sign acknowledgement of receipt.

- A Random Drug Screening Policy is in effect and drug tests are administered sporadically several times a year.
- A Western Boone Emergency Management Guide is updated as needed and provided to all staff.
- A resource officer is housed in the building.
- The building is handicapped accessible.
- All main entrances have outside lighting.
- There are locks on classroom doors.
- Mirrors are in hallways and locker bays.
- A school safety team meets on a regular basis to discuss issues and review procedures.
- A student advisory committee meets on a regular basis.
- Random Drug searches with dogs occur with the cooperation of The Boone County Sheriff Department.
- Student I.D. tags are provided for all students.
- School Reach, a communication system, notifies parents, students, and staff of school closings, etc.
- Emergency, fire, and tornado drills occur as mandated by state code.
- Guest speakers are brought in on a consistent basis to address health and safety issues.
- A.L.I.C.E Training (Alert, Lockdown, Inform, Counter, Evacuate) is being introduced and implemented to mitigate liability, assume less risk and, most importantly, equip students and faculty with life-saving skills.
- All teachers are trained in suicide prevention.
- All teachers and staff are trained on the COVID-19 Re-entry Plan and procedures.

G. Professional Development

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

Topics covered include the following:

1. Discussion and evaluation of ILEARN/SAT scores
2. Discussion and explanation of PL 221 placement and goals
3. Discussion and review of school grade designation
4. Review of Differentiated Instruction
5. Evaluation of 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

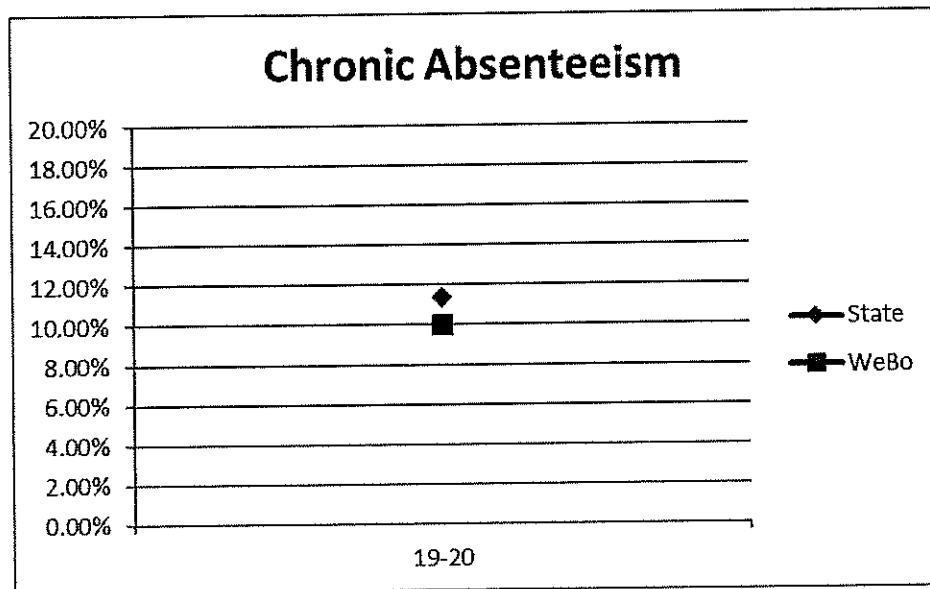
Western Boone has significantly increased our college and career preparation activities in recent years. Following a needs assessment to determine our areas of focus, we have developed and implemented the following programs:

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



Goal:

Western Boone's goal is to lower the chronic absenteeism rate by one-tenth of one percent each year beginning with the 2019-20 school year. The ultimate goal is 5% and to be in the top 95th percentile of all schools in the state. To accomplish this goal, we have implemented the following:

Objectives:

- All students are accounted for each day via phone calls to and from the receptionist.
- The back to school newsletter in August emphasizes the importance of attendance.
- Issues concerning attendance are noted on Harmony by administrators.
- A letter from the administration is sent home after the fourth and eighth absences.
- A conference with the student and/or parent is required 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 will be used when not in COVID crisis. This will be utilized at the conclusion of each semester.
- A weekly briefing of at-risk students occurs with guidance department and administration.
- When not in COVID crisis, the school will continue recognizing students with good attendance.
- After missing 8, non-medical days, students are required to stay after school to make up missed hours of instruction. For example, 1 day equals 7 hours.

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

The graph below is the percentage of Western Boone students passing ILEARN during the spring 2019 testing and the subsequent years. Public Law 221 goals have been established using these baseline percentages for grades 7-8. ILEARN Assessment baselines have been established beginning with the class of 2025 cohort.

Grade 7			
	2019	2020	2021
Language Arts			
Western Boone	47.9	NA	53.5
State Percent Passing	49	NA	41.1
Mathematics			
Western Boone	43	NA	47.1
State Percent Passing	41	NA	30.5

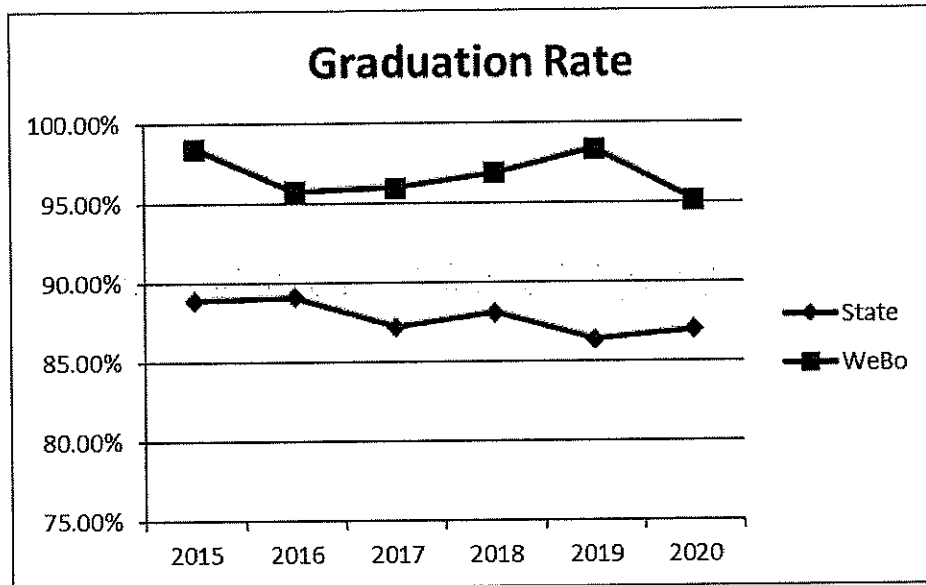
Grade 8			
	2019	2020	2021
Language Arts			
Western Boone	54.6	NA	50.4
State Percent Passing	50	NA	43.9
Mathematics			
Western Boone	33.8	NA	23.9
State Percent Passing	37	NA	27.8

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

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

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 are invited to participate in their child’s academic scheduling process.
- At the beginning of the school year, counselors will meet with seniors to ensure that they will meet graduation requirements for the state of Indiana and Western Boone County Community School Corporation.
- Freshmen counselors will meet with 8th grade students during the second semester to create a four year academic plan.
- Guidance Facebook and Twitter pages were created to increase access to information and improve communication between guidance, students, and the community.

VI. Specific Areas Improvement is Needed Immediately

Goals:

1. Based upon ILEARN and PSAT data determination is that improvement is needed in the area of language arts. Western Boone’s goal is to be above the state average in Writing and Research Processes and Reading Comprehension with a focus on nonfiction/info text on ILEARN. For PSAT, the goal is to increase by 1 point.

ILEARN – Academic Standards – Percent At/Near and Above

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

ISTEP 10

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

PSAT

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

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

ILEARN – Academic Standards – Percent At/Near and Above

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

ISTEP 10

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

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

PSAT

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

VII. Benchmarks for Progress

With the implementation of the new Indiana Academic College and Career Ready Standards and the implementation of the new ILEARN Assessment, Western Boone's goal is for ILEARN scores to exceed the state averages in the areas of math and language arts. The goal for ILEARN Assessments is to exceed state averages. In order to achieve these goals and improve classroom instruction, data will be disaggregated and distributed to teachers. In addition, local assessments, 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 Curriculum Guide is updated every year and a copy is given to every student before the scheduling process begins. Students are encouraged to share this information with their parents and are required to have their parents sign the course selection sheet. Students then meet individually with the counselor to discuss selections and finalize requests.

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

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

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

Percent Core 40 Diplomas

Year	State Average	Western Boone Schools
16	87.8%	97.8%
17	88.7%	97.5%
18	90.5%	100%
19	90.3%	99.2%
20	91%	99.2%

Percent Honors Diplomas

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

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

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

Support Data Local Assessment: ILEARN/ISTEP+ Percent Passing and PSAT

Current State: 2019 percent passing for Western Boone:

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

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

Interventions: (data supports this intervention and why these students are 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 2023-2024 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 2023-2024 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. Enhance Problem Based Learning to demonstrate increased Depth of Knowledge.	Entire Staff	Through 2023-2024 School Year	<ul style="list-style-type: none"> • Develop content aligned with rigor comparable to ILEARN/SAT 	Teachers will review best practices, collaborate with peers, and create high quality questions.
4. Create and utilize local assessments to inform instruction.	Entire Staff	Through 2023-2024 School Year	<ul style="list-style-type: none"> • Professional development • Collaboration to create and analyze data 	Teachers will participate in professional development to learn how to create and implement local assessments.

Goal Two

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

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

Current State: 2019 percent passing for State of Indiana:

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

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

Support Data Local Assessment: ILEARN/ISTEP+ Percent Passing and PSAT

Current State: 2019 percent passing for Western Boone:

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

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

Interventions: (data supports this intervention and why these students are 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.	All Departments Except Math	Through 2023-2024 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, grammar, and vocabulary blocks into weekly schedule.	Language Arts Department	Through 2023-2024 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 NWEA/PSAT data to differentiate instructional strategies and promote individual student growth. Teachers and students will develop student goals and track progress.	Language Arts Department	Through 2023-2024 School Year	<ul style="list-style-type: none"> Department Meeting Schedule Administrational-led discussions. 	Language arts department will meet to analyze methods and strategies that are successful. Teachers will conference with students to discuss RIT score and goals.
4. Teachers across the curriculum will utilize a writing rubric through Canvas and/or publisher resources as appropriate for content area.	All Departments Except Math	Through 2023-2024 School Year	<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 37%

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

Support Data Local Assessment: ILEARN/ISTEP+ Percent Passing and PSAT

Current State: 2019 percent passing for Western Boone:

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

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

Interventions: (data supports this intervention and why these students are not succeeding)	Person(S) Accountable	Timeline Start - End	Steps to Implement Intervention	Staff Development Activities
1. Implement the use of charts and data analysis once each nine week.	Entire Staff	Through 2023-2024 School Year	<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 progress and improve growth in weak areas for students.	Mathematics Department	Through 2023-2024 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. Create and utilize local assessments to inform instruction.	Entire Staff	Through 2023-2024 School Year	<ul style="list-style-type: none"> • Professional development • Collaboration to create and analyze data 	Teachers will participate in professional development to learn how to create and implement local assessments.
4. Adjust schedules of struggling math students to meet their graduation requirement needs.	Mathematics Department Guidance Department	Through 2023-2024 School Year	<ul style="list-style-type: none"> • Graduation Pathway • Scheduling • Senior Meetings 	Continued focus on updates of state graduation requirements.

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

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

Teachers are regularly presented with appropriate data from testing that assists them in guiding their students toward improved academic achievement. School leadership will continue to make strides in developing in-services to address the PL 221 plan and AdvancED recommendations. Specifically, we will address 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.

EDUCATION & OPERATION FUND COMPARISON REPORT

As of September 30, 2021, the Education Fund cash balance was \$4,327,266. The Education Fund expenditures for September 2021 were \$703,174. As of the end of September 2021, a total of 63% of the 2021 appropriation was expended.

As of September 30, 2021, the Operation Fund cash balance was \$1,391,549. The Operation Fund expenditures for September 2021 were \$543,578. As of the end of September 2021, a total of 56% of the 2021 appropriation was expended.

Western Boone County Community School Corporation has investments in the form of various interest-bearing accounts and deposits with financial institutions and has earned interest as follows:

<u>Financial Institution</u>	<u>2021 YTD Interest Earned</u>
Home National Bank	\$7,723.95

FYI: The September 2021 - Fund, Appropriation, and Revenue Reports are posted to the School Board Document Site