



BOARD MINUTES
BOARD MEETING
ADMINISTRATION BUILDING
October 9, 2023
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 11, 2023, School Board Meeting.

Motion: Dennis Reagan, Second: Melissa Smith, (Discussion), Vote: 7-0

- **SPECIAL PRESENTATIONS/RECOGNITIONS**

- Jeremy Dexter & Jennifer Bayles provided information and video about the Western Boone Care Closet.

- **REPORT**

- Superintendent Rob Ramey & Maintenance Director Dennis McKinney provided an update on the Thorntown Elementary School Building Project.

- **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**
 - Bailey Bloom – Termination – 2nd Shift Custodian effective September 22, 2023
 - Harry Boyne – Change in Position – 2nd Shift Custodian to Head Custodian effective September 18, 2023
 - Thomas Boyne – Employment – Part-time 2nd Shift Custodian effective October 3, 2023
 - Cory Neff – Employment – 2nd Shift Custodian effective October 4, 2023
 - Stephen Hughes – Employment – 3rd Shift Custodian
- **Thorntown**
 - Laci Peetz – Employment – Cafeteria Monitor effective September 19, 2023
- **Western Boone**
 - Lisa Hulsey – Employment – Instructional Assistant Life Skills effective September 18, 2023
 - Danielle Suiters – Resignation – Custodian effective October 5, 2023
 - Keith Sillery – Change in Position – Lead Groundskeeper to Grounds Supervisor effective September 25, 2023

ECA
Nate Birk – Wii Sports Club
Katie Swisher – Wii Sports Club
- **Western Boone Athletics**
 - Andrew Mabie – Junior High Wrestling Head Coach
 - Eric Adams – High School and Junior High Wrestling Assistant Coach
 - Michael Stirling – High School and Junior High Wrestling Assistant Coach
 - Josh Hobson – High School and Junior High Wrestling Volunteer Assistant Coach

- Rick Overfield – High School and Junior High Wrestling Volunteer Assistant Coach
- Zac Garland – High School and Junior High Wrestling Volunteer Assistant Coach
- Gary Schick – High School and Junior High Wrestling Volunteer Assistant Coach
- Tyler Roys – High School and Junior High Wrestling Volunteer Assistant Coach
- Nikole Pilkington – High School and Junior High Girls Basketball Assistant Coach
- Jeremy Gearheart – High School and Junior High Girls Basketball Assistant Coach
- Ryan Hanson – High School and Junior High Girls Basketball Assistant Coach
- Jeremy Paris – 7th Grade Girls Basketball Head Coach
- Wes Nicley – 6th Grade Girls Basketball Head Coach
- Whit Keadle – High School and Junior High Boys Basketball Assistant Coach
- John Mercer – High School and Junior High Boys Basketball Assistant Coach
- Alex Cole – High School and Junior High Boys Assistant Coach
- Ken Conley – 8th Grade Boys Basketball Head Coach
- Adam Boddicker – 7th Grade Boys Basketball Head Coach
- Josh Potter – 6th Grade Boys Basketball Head Coach
- Jennifer Jones – High School Assistant Swimming & Diving and Junior Head Swimming and Diving Coach
- Regan Gubera – High School and Junior High Assistant Swimming and Diving Coach
- Jordan Kiger – Title Change High School Volleyball Assistant Coach
- Katelynn James – Title Change High School Girls Soccer Assistant and Junior High Girls Soccer Head Coach
- Devin Weakley – Title Change High School and Junior High Football Assistant Coach
- Don Jackson – Title Change High School and Junior High Football Assistant Coach
- **Western Boone Transportation**
 - Eric Neff – Employment – Sub Bus Monitor effective September 13, 2023
 - Shanna LeJeune – Employment – Full-time Bus Monitor effective September 20, 2023

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

- **BUSINESS**

- **April 8, 2024, Board Meeting Change**
 - Superintendent Ramey recommended the Board approve the April 8, 2024, Board Meeting be changed to April 15, 2024 due to the solar eclipse occurring on April 8, 2024.

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

- **2023-2024 Non-Certified Compensation**
 - Superintendent Ramey recommended the Board approve the 2023-2024 non-certified salary schedule as presented effective September 25, 2023.

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

- **Resolution to Adopt the 2024 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 2024 Corporation Budgets for the Rainy Day, Debt Service, Education, and Operations Funds.

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

- **Resolution to Adopt the 2024-2026 Capital Projects Plan (attached):**
 - The Director of Business and Technology recommended the Board approve the resolution to adopt the 2024-2026 Capital Projects Plan.

Motion: Dennis Reagan, Second: Melissa Smith, (Discussion), Vote: 7-0

- **Resolution to Adopt the 2024-2028 School Bus Replacement Plan (attached):**
 - The Director of Business and Technology recommended the Board approve the resolution to adopt the 2024-2028 School Bus Replacement Plan.

Motion: Shane Steimel, Second: Greg Hole, (Discussion), Vote: 7-0

- **Resolution to Adopt the 2024 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 2024 fund expenditures, January 1 through December 31, 2024, on School Budget Form 4B-Line 15 if needed.

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

- **Criminal Gangs and Criminal Gang Activity in Schools BP – 6410**
 - Superintendent Ramey recommended the Board approve the Criminal revised Board Policy – 6410 that prohibits gang or criminal organization activity.

Motion: Brian Gott, Second: Phil Foster, (Discussion), Vote: 7-0

- **School Improvement Plans 2023-2024**
 - Superintendent Ramey recommended the Board approve each building School Improvement plan for 2023-2024 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 following field trip request for:
 - Leslie Baker and Samantha Gillingham – King’s Island and Great Wolf Lodge – Band and Choir from May 12, 2023, to May 13, 2023
 - Jennifer Brunty – Spanish Global Travel June 2025

Motion: Adam Shepherd, Second: Melissa Smith, (Discussion), Vote: 7-0

- **Donations**
 - Superintendent Ramey recommended the Board approve the following Donations:
 - Western Boone High School Girls Golf received \$500.00 donation from Jackson IG, LLC
 - Western Boone Dance Team received an anonymous donation of \$150.00
 - Western Boone High School Girls Golf received an anonymous donation of \$300.00 in memorial of Mary Dickerson
 - Western Boone High School Swimming received an anonymous donation of \$227.50 in memorial of John Musselman
 - Western Boone High School Soccer received an anonymous donation of \$227.50 in memorial of John Musselman

- Western Boone Key Club received \$750.00 donation from Kiwanis Club of Lebanon
- Western Boone FFA received \$400.00 donation from Boone County Farm Bureau

Motion: Melissa Smith, Second: Greg Hole, (Discussion), Vote: 7-0

• **CLAIMS**

- The Chair entertained a motion to approve the claims for the period of September 11, 2023, through October 9, 2023, as submitted.

Motion: Dennis Reagan, Second: Melissa Smith, (Discussion), Vote: 7-0

• **MONTHLY FINANCIAL REPORTS**

- Kyle Whiteley, Director of Business & Technology, provided an update on the financial reports of the corporation.

• **OTHER**

▪ **PERSONNEL**

▪ **Granville Wells**

- Larry Origer – Resignation – Life Skill Teacher effective October 27, 2023

▪ **Thorntown**

- Gabby Cline – FMLA – Special Education Teacher effective December 22, 2023, to April 1, 2024

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

• **ANNOUNCEMENTS**

- Fall Break – October 16, 2023, to October 20, 2023
- Rocket Run at Granville Wells Elementary – October 28, 2023

• **ADJOURNMENT**

Motion: Adam Shepherd, Second: Melissa Smith, (Discussion), Vote: 7-0

Ordinance / Resolution Number: 10092023

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, 2024 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	10/09/2023

Funds				
Fund Code	Fund Name	Adopted Budget	Adopted Tax Levy	Adopted Tax Rate
0061	RAINY DAY	\$600,000	\$0	0.0000
0180	DEBT SERVICE	\$4,617,685	\$4,800,000	0.6115
3101	EDUCATION	\$12,169,638	\$0	0.0000
3300	OPERATIONS	\$6,590,087	\$4,000,359	0.5096
		\$23,977,410	\$8,800,359	1.1211

Name		Signature
Shane Steimel	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	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 FUND PLAN
Budget Year 2024**

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 11, 2023
Meeting Location:	Adm Bld, 1201 N SR 75, Thorntown, IN 46071

THEREFORE, BE IT RESOLVED, by the Board of Trustees that the plan entitled "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 9, 2023
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AYE

NAY

Attest: _____

Secretary of Board of School Trustees

**RESOLUTION TO ADOPT BUS REPLACEMENT PLAN
Budget Year 2024**

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 11, 2023
Meeting Location:	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 9, 2023
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AYE

NAY

Attest: _____

Secretary of Board of School Trustees

WESTERN BOONE COUNTY COMMUNITY SCHOOL CORPORATION

2024 BUDGET RESOLUTION

WHEREAS, the Trustees of the Western Boone County Community School Corporation are required to advertise the 2024 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 ensure 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 2024 fund expenditures, January 1 through December 31, 2024, on School Budget Form 4B–Line 15.

Adopted this 9th day of October, 2023

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:

CRIMINAL GANGS AND CRIMINAL GANG ACTIVITY IN SCHOOLS

BP – 6410

The Board of School Trustees of the Western Boone County Community School Corporation prohibits gang or criminal organization activity and similar destructive or illegal group behavior on school property, on school buses, and/or at school-sponsored functions and prohibits reprisal or retaliation against individuals who report gang or criminal organization activity and similar destructive or illegal group behavior or who are victims, witnesses, bystanders, or other people with reliable information about an act of gang or criminal organization activity and similar destructive or illegal group behavior.

The following definitions apply to this policy:

Criminal Organization means a group with at least three (3) members that specifically:

(1) either:

(A) promotes, sponsors, or assists in; or

(B) participates in; or

(2) requires as a condition of membership or continued membership;

the commission of a felony or an act that would be a felony if committed by an adult or the offense of battery.

Organization or Gang Activity mean a student who knowingly or intentionally actively participates in a criminal organization or a student who knowingly or intentionally solicits, recruits, entices, or intimidates another individual to join a criminal organization.

Per state law, a school employee shall report any incidence of suspected criminal organization activity, criminal organization intimidation, or criminal organization recruitment to the principal and the school safety specialist. The principal and the school safety specialist may take appropriate action to maintain a safe and secure school environment, including providing appropriate intervention services. Appropriate consequences and remedial actions are those that take into consideration the severity of the offenses and consider both the developmental ages of the student offenders and the students' histories of inappropriate behaviors per the code of conduct.

Any corporation and school employee who promptly reports an incident of suspected gang or criminal organization activity and who makes this report in compliance with the school corporation procedures is immune from a cause of action for damages arising from any failure to remedy the reported incident.

The principal or designee shall conduct a thorough and complete investigation for each report of suspected gang or criminal organization activity. The investigation shall be initiated by the principal or the principal's designee within one school day of the report of the incident. The principal may appoint additional personnel and request the assistance of law enforcement to assist in the investigation. The investigation shall be completed, and the

written findings submitted to the principal as soon as possible, but not later than five school days from the date of the report of the alleged incident of criminal organization activity.

The principal shall take any appropriate disciplinary actions based upon the findings of the investigation, in accordance with the code of conduct. The superintendent of the school corporation is authorized to define the range of ways in which school staff and the principal or the principal's designee shall respond once an incident of criminal organization activity is confirmed, according to the code of conduct. Consequences for a student who engages in gang or criminal organization activity may range from positive behavioral interventions up to and including suspension or expulsion.

The principal shall provide the parents of the students who were investigated with information about the investigation. The information to be provided to parents includes the nature of the investigation, whether the corporation found evidence of criminal organization activity, and whether consequences were imposed, or services provided to address the activity. This information is to be provided in an expedited manner.

As appropriate to the investigation findings, the principal also shall provide intervention and/or relevant support services. The principal shall inform the parents of all students involved in alleged incidents and discuss the availability of counseling and other intervention services.

Support services may include one or more of the following:

1. Gang or criminal organization awareness education that shows promise of effectiveness based on research. The gang or criminal organization awareness education information should be revised and updated regularly to reflect current trends in gang or criminal organization and gang or criminal organization-like activity.
2. Culturally and/or linguistically appropriate services/supports for parents and families.
3. Counseling coupled with mentoring for students and their families.
4. Community and faith-based organizations and civic groups.
5. Viable, sustainable after-school programs developed in collaboration with other stakeholders.
6. Job training and employment opportunities as both a deterrent to gang or criminal organization involvement and an incentive to leave gang or criminal organization involvement.
7. School sanctioned/facilitated extra-curricular activities.

The principal shall submit the report to the superintendent of the school corporation within ten (10) school days of the completion of the investigation. The superintendent or his/her designee shall report the results of each investigation to the school board on a quarterly basis during regularly scheduled board meetings.

Each school within the school corporation shall record the number of investigations disposed of internally and the number of cases referred to local law enforcement, disaggregated by race, ethnicity, age, and gender. Each school shall report this information to the school corporation superintendent who shall submit a written report to the Indiana

Department of Education by June 2 of each year.

This policy shall be annually disseminated to all parents who have children enrolled in a school within the school corporation. Notice of this policy must be published in student handbooks and all other publications of the school corporation that set forth the rules and procedures for schools within the school corporation.

School officials are encouraged to collaborate with stakeholders to provide gang or criminal organization prevention and intervention services and programs, including but not limited to:

1. Provide training for staff and teachers on gang or criminal organization prevention and intervention resources within a jurisdiction on a periodic basis. The gang or criminal organization awareness information should be revised and updated regularly to reflect current trends in gang or criminal organization activity.
2. Create formalized collaboration plans between local school administration and community-based prevention and intervention providers (possibly using the existing County Safe School Commissions as points of contact). The formalized collaborations should make effective, coordinated, and maximized use of federal funding a priority.
3. Coordinate resources and funding opportunities to support gang or criminal organization prevention and intervention activities.
4. Consider integrating the Gang Resistance Education and Training (G.R.E.A.T.) Program into curricula.

LEGAL REFERENCE: IC 20-26-18
 IC 20-33-9-10.5
 IC 35-45-9-1

Date Adopted: 05/09/16
Date Revised: 09/06/23

Granville Wells Elementary School School Improvement Plan 2023-2024

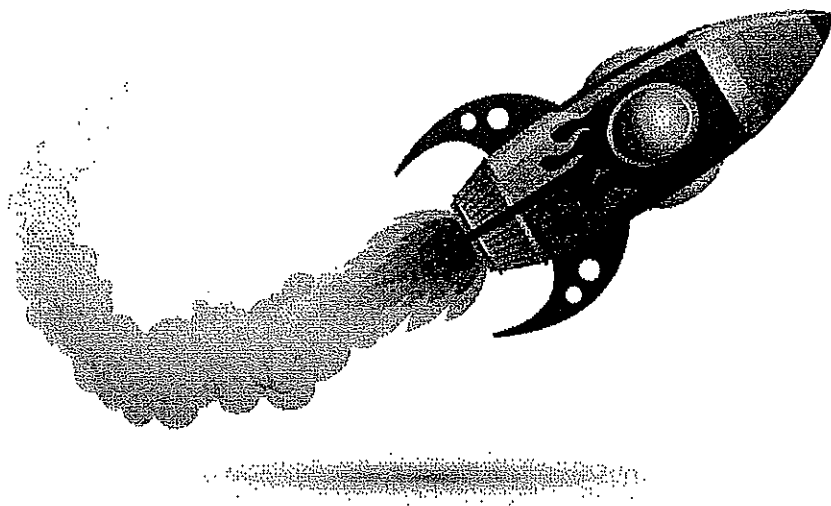


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Part I: Introduction

Part I: Introduction

**SCHOOL IMPROVEMENT
STEERING COMMITTEE**

Tricia Stanley	Principal
Courtney Wesson	Assistant Principal
Kim Myers	Primary Teacher
April Seneriz	Primary Teacher/Parent
Robin Miller	Primary Teacher
Beth Juillerat	Primary Teacher
Jenni Horning	Intermediate Teacher
Courtney Henry	Intermediate Teacher/Parent
Hayley Eadie	Intermediate Teacher
Myah Sanders	Special Education Teacher/Parent

Granville Wells Elementary School Instructional Staff

PRINCIPAL

Mrs. Tricia Stanley

ASSISTANT PRINCIPAL

Miss Courtney Wesson

SCHOOL COUNSELOR

Mrs. McKenzie Hamed

KINDERGARTEN

Mrs. Robin Miller

Mrs. Sara Gentry

FIRST GRADE

Mrs. Tami Ison

Ms. April Seneriz

SECOND GRADE

Mrs. Becky Crawford

Ms. Kim Myers

Miss Rachel Beam

THIRD GRADE

Mrs. Beth Juillerat

Mrs. Allyson Gardner

FOURTH GRADE

Mrs. Greta Shadburn

Mrs. Jenni Horning

FIFTH GRADE

Mrs. Courtney Henry

Ms. Stephanie Kennedy

SIXTH GRADE

Mr. Tres Barker

Miss Hayley Eadie

TITLE I DIRECTOR

Mrs. Jaime Ramsey

SCHOOL RESOURCE OFFICER

Mr. Cary Clanton

SECRETARY

Mrs. Cassie Anderson

ECA BOOKKEEPER

Mrs. Shanon Weakley

NURSE

Mrs. Carrie Demaree

VISUAL ARTS

Mrs. Leisa Burgin

VOCAL MUSIC

Mrs. Channa White

PHYSICAL EDUCATION

Mr. Wesley Mikesell

HIGH ABILITY

Mrs. Julie Lester

SPECIAL EDUCATION K-6

Mrs. Myah Sanders

SEVERE DISABILITIES

Mr. Larry Origer

Mrs. Lizzie Reed

SPEECH AND LANGUAGE

Mrs. Pam Taylor

Miss Jordan Young

TECHNOLOGY

Mrs. Madie Konz

PRESCHOOL SERVICES

Mrs. Miranda Beck-King

Mrs. Stacey Utterback

Mrs. Amanda Wildman

OCCUPATIONAL THERAPY

Mrs. Sara Threlkeld

PHYSICAL THERAPY

Mrs. Emily Anderson

BLIND/LOW VISION TEACHER

Mrs. Kathy McGee

INSTRUCTIONAL ASSISTANTS

Mrs. Kimberly Bloss-Special Education Assistant

Mrs. Crystal Dickey-Special Education Assistant

Mrs. Dawn Williams- Title I Assistant

Mrs. Tammy Middleton- Title I Assistant

Mrs. Shannon Reid Title I Assistant

Mrs. Aletha Lumpkin- Lifeskills Assistant

Mrs. Kristin McCord-Lifeskills Assistant

Mrs. Amanda Cavins- Lifeskills Assistant

Miss Kadence Richardson Lifeskills Assistant

Mrs. Jessie Takacs- Lifeskills Assistant

Ms. Samantha Fairfield- Lifeskills Assistant

Mrs. Nola Harness- Cafeteria Supervisor

Mrs. Annemarie Hollingsworth- Cafeteria Supervisor

HEAD CUSTODIAN

Mr. Butch Boyne

MAINTENANCE

Mr. Eddie Cook

COOKS

Mrs. Reanon Latham

Mrs. Joyce Richardson

Mrs. Kerri Shirley

Mrs. Jackie Covington

Mrs. Patty Spencer

Mrs. Theresa Williams

Mrs. Jennifer Collier

Granville Wells Elementary School 2023-2024 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 which was 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 Panels, 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 375 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, English language learners, 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 19 certified teachers along with an experienced support staff of 12 instructional assistants, Title I director, counselor, five 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, Student Council, Drama/School Play, Math Bowl, Spell Bowl, D.A.R.E., and Science Fair.

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, Reveal Math, and Accelerated Reader. Student services including Special Education, RtI 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

Ball State University
Butler University
DePauw University
Franklin College
International Business College
Indiana State University
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
Howard School in Fayette, Boone County
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
Pittsboro One Room School House
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.

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)

Peabody Picture Vocabulary Test (PPVT)

Photo Articulation Test (PAT)

Test of Language Development (TOLD)

Expressive One Word Picture Vocabulary Test

Receptive One Word Picture Vocabulary Test

Physical and Occupational Therapy

Peabody Developmental Scale, 2nd ed.,

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

Bruininks-Oseretsky Test of Motor Proficiency

Motor-Free Test of Visual Perception (MVPT)

Test of Handwriting Skills (THS)

Part II: Statement of Mission and Vision

Part II: Statement of Mission/Statement of Vision

Western Boone Community Schools Mission Statement

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

Granville Wells Elementary School Vision Statement

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

Granville Wells Mission Statement

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

Part III: Summary of Current Status

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

Graphs of Data from the Annual Performance Report: 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.

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

English	2019	2019	2021	2021	2022	2022	2023	2023
	GW %	State %	GW %	State %	GW %	State %	GW %	State %
Grade	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient
Grade 3	46%	46%	62%	38.70%	61.50%	40.70%	61%	40%
Grade 4	57%	45%	66%	39.60%	58.50%	41.10%	56%	40%
Grade 5	71%	47%	56%	39.50%	56.40%	41%	49%	40%
Grade 6	59%	47%	67%	39.90%	51.40%	39%	51%	41%
Math	2019	2019	2021	2021	2022	2022	2023	2023
	GW %	State %	GW %	State %	GW %	State %	GW %	State %
Grade	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient
Grade 3	65%	58%	79%	48.70%	71.20%	51.90%	89%	53%
Grade 4	80%	53%	70%	43.70%	67.90%	47.50%	77%	49%
Grade 5	69%	47%	53%	38.60%	59.30%	40.80%	66%	41%
Grade 6	54%	46%	58%	33%	35.70%	35.50%	58%	38%
Scienc e	2019	2019	2021	2021	2022	2022	2023	2023
	GW %	State %	GW %	State %	GW %	State %	GW %	State %
Grade	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient
Grade 4	57%	46%	51%	36.10%	50.90%	38.40%	54%	37%
Grade 6	59%	48%	49%	38.80%	37%	38.80%	54%	38%
Soc. Stud.	2019	2019	2021	2021	2022	2022	2023	2023
	GW %	State %	GW %	State %	GW %	State %	GW %	State %
Grade	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient

Grade								
5	55%	46%	37%	38.60%	40%	38.40%	49%	39%

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 2020-2021	Met EOY Growth 2020-2021	Met EOY RIT 2021-2022	Met EOY Growth 2021-2022	Met EOY RIT 2022-2023	Met EOY Growth 2022-2023
Kinder.	84%	72%	73%	88%	88%	97%
1 st Grade	60%	47%	66%	77%	63%	65%
2 nd Grade	72%	65%	68%	93%	66%	83%

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 were disappointed to see the lower first and second grade scores. We believe that, in part, it can be attributed to some of these young students missing a preschool experience and extended absences due to Covid guidelines.

During the 2022-2023 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 2023 we had 46 students participated in IREAD. We earned a passing rate of 89.1%, with 5 students not passing.

Title I Data:

This following chart describes the percentage of students who reached their end of the year growth goal in reading on the NWEA exam. The average percentage of Title I students meeting their EOY goal has increased each year. In 2022-2023, on average 82% met their goal, which is a drop from 89% the previous year. In 2020-2021, on average 75% met their growth goal. In 2019, 71% met their growth goal, and in 2018, 61% of Title I students met their individual growth goal. Our overall goal was to reach 80% meeting their individual goal at the end of the 2022-2023 school year. We are pleased that our students met this goal, but do not like the drop from the previous year.

	2019	2021	2022	2023
Grade Level	% Meeting Growth Goal	% Meeting Growth Goal	% Meeting Growth Goal	% Meeting Growth Goal
Kindergarten	75%	70%	86%	89%
1 st Grade	60%	90%	62%	55%
2 nd Grade	81%	100%	100%	93%
3 rd Grade	84%	54%	100%	100%
4 th Grade	91%	83%	91%	76%
5 th Grade	58%	50%	93%	80%
6 th Grade	41%	81%	88%	86%

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.

2022-2023 Ethnic Breakdown

- Asian 0.4%
- Black/African-American 0.75%
- Hawaiian or Pacific Islander 0.0%
- Hispanic 2.25%
- Multiracial 2.5%
- Native American 0.0%
- White 94.25%

2022-2023 Free and Reduced Lunch Status

Currently, 147 students, 36.75% of the student population, qualify for free or reduced lunch status.

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 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.

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. Events in 2022-2023 school year included in-person Meet the Teacher Night, Parent Open House, basketball and volleyball games, Christmas Program, AR incentive days, Field Day, a Read Across America Event, Title I Family Night, a Scholastic Book Fair, Title I Parent Meetings, Veteran's Day Program, Math Bowl Competition, and Grandparent's Day. During the 2022-2023 school year, Rocket Boosters, our parent organization, was re-established and held a fun run fundraiser in the fall. Western Boone School Corporation also resumed in-person parent-teacher conferences, which had strong attendance from families. 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 classroom SeeSaw accounts. An emphasis has been placed on highlighting good character and instructional events and noting on the school "X" account to show the community what is happening in our school.

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 and in person 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
14. Parent-Teacher Conferences

Technology as a Learning Tool

Weekly Scheduled Computer Time

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

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

Canvas

Renaissance Learning

Clever

NWEA-MAP

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

Learn 360

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

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

Power Spelling

Memory Master

Skill Builder- English

Writer's Choice

Pearson Realize

Spelling City

Starfall—phonemic awareness

Readworks

Newsela

Math

Reveal Math

NWEA-MAP

ALEKS

Red Bird

Kahn Academy

Math Buddies

Prodigy

Freckle

Math Antics

Xtra Math

Math Munchers

Tommy the Time Turtle

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 K-6

Media Retrieval System/Media Cast

Digital Cameras, Document Cameras, DVD players

Classroom Phone System & School Intercom

Interactive Smart Boards in every Classroom

Sound Field System in every Classroom

Hand-held Radios

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 and interior 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. All school staff are identified by wearing a red lanyard at all times; approved guests are identified with a yellow lanyard.

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 requirements. 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 utilized for student and staff safety 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 ensuring 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 exist but with significantly decreased restrictions.

In 2021-2022 we brought on our first full-time counselor. She teaches character lessons bi-weekly to classrooms, while also holding individual and group sessions with selected students. 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 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 was on the implementation of the Smekens Literacy program titled CompCon. Classroom teachers are continuing to implement this year-long program in conjunction with the Wonders

program and Into Literature texts in 2023-2024. Discovery Education was the new science series adopted in the spring of 2023. All K-6 teachers attended a Discovery training session on Teacher Orientation Day.

The data collected from NWEA-MAPS is 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.

E-Learning:

In the past few years, Western Boone Schools implemented E-Learning Days to provide a more comprehensive professional development program for staff. On these planned E-Learning Days, staff members engaged in professional development that improves elements of teaching such as instructional, and social/emotional health of students. In 2022-2023, new state requirements regarding instructional days affected this format. One E-Learning day is planned for spring 2024 but will be used for a snow make-up day if needed.

Smekens and Guided Reading:

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 dyslexia 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 three 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 Rate	Avg % Passing Both ISTEP	# Free Lunch	# Reduced Lunch	Free/Reduced 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	96.10%	55.60%	134	31	35%
2017-2018	96.80%	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%
2021-2022	95.93%	ILEARN 49.2%	135	19	39%
2022-2023	No Data	ILEARN 52.08%	120	26	37%

In the Spring of 2023, our students took the ILEARN exam. We are vigorously working to increase the number of students passing both ELA and Math and are pleased to see a slight increase in that number.

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 Math Practice Standards. Instructional staff will implement and follow the Reveal 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 differentiated additional practice and reteaching opportunities for standards identified by each grade level.

Attendance Goals:

The 2021-2022 attendance rates were the latest available at the time of reporting. We are pleased to be at 95.93% attendance. We implemented a new attendance policy at the start of the 2023-2024 school year that we believe will assist us with achieving attendance at or above 96%.

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.
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 total or 10 days unexcused to the Department of Child Services.

Part VI: Specific Areas of Improvement

Part VI: Specific Areas Where Improvement is Needed Immediately

In the 2022-2023 school year, we incorporated a systematic comprehension program created by Smekens Education, called CompCon. This year, 2023-2024, we will continue to implement this program in order to strengthen the growth we saw on ILEARN scores overall during the past year. The new math series will also be continued this year, 2023-2024, with a heavy emphasis on math problem solving, stamina, and using the Aleks program in hopes that we will continue to see even better growth on this year's ILEARN test.

Part VII: Benchmarks for Progress

VII. Benchmarks for Progress

- A. At the primary grades, we know that we must build students' comprehension, written expression, and stamina to persevere through several passages of literature. The NWEA grade level spring RIT score serves 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 also use the ILEARN-NWEA score correlation information to determine which students may be in jeopardy of not meeting ILEARN proficiency at grades 3-6. Individual students meeting the listed criteria are identified after the fall and winter NWEA exam and are included in interventions.

Part VIII: Proposed Interventions

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

Part IX: Professional Development

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

Part X: Statutes and Rules Waived

Part X: Statutes and Rules to be Waived
None

Part XI: Timeline for Improvement Review Revision

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

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

B. The achievement review will include data provided by the Indiana Department of Education, ILEARN, IREAD, IAM, 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
2023-2024**

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 Grades K-2

Current State:

Kindergarten: 21 of 35 (60%) students met the Norm Grade Level Mean RIT score on the fall 2023 NWEA assessment.

First Grade: 29 of 35 (83%) students met the Norm Grade Level Mean RIT score on the fall 2023 NWEA assessment.

Second Grade: 34 of 55 (62%) students met the Norm Grade Level Mean RIT score on the fall 2023 NWEA assessment.

Desired State:

At the conclusion of the 2023-2024 school year:

Kindergarten: 28 (80%) of the 35 students will meet the Norm Grade Level End of the Year RIT score in ELA on the spring 2024 NWEA assessment.

First Grade: 32 (90%) of the 35 students will meet the Norm Grade Level End of the Year RTI score in ELA on the spring 2024 NWEA assessment.

Second Grade: 44 (80%) of the 55 students will meet the Norm Grade Level End of the Year RIT score in ELA on the spring 2023 NWEA assessment.

IREAD Current State: 89.1% Passing

IREAD Desired State: 94% Passing

Support Data Standardized Assessment: ILEARN Information Grades 3-6

Current State:

ELA

3rd Grade- 61%

4th Grade- 56%

5th Grade- 49%

6th Grade- 51%

MATH

3rd Grade- 89%

4th Grade- 77%

5th Grade- 66%

6th Grade- 58%

Our school earned a letter grade of B for the 2017-2018 school year. Letter grade information was not available for the 2022-2023 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 2023-2024 school year based on each grade level's performance history. There were some 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 65%

4th grade 65%

5th grade 65%

6th grade 55%

MATH

3rd grade 70%

4th grade 91%

5th grade 78%

6th grade 70%

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.
6. Individualized math lessons will be utilized through Red Bird and ALEKS.
7. All students K-6 will participate in 30 minutes of differentiated reading/math instruction at his or her grade level. 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 2022-2023 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- 56%
 4th grade- 40%
 5th grade- 11%
 6th grade- 8%

MATH

3rd grade- 78%
 4th grade- 40%
 5th grade- 33%
 6th grade- 15%

Desired State:

ELA

3rd grade- 25%
 4th grade- 60%
 5th grade- 40%
 6th grade- 15%

MATH

3rd grade- 25%
 4th grade- 75%
 5th grade- 60%
 6th grade- 33%

Intervention:

Our goal is to improve our special education passing rate from the 2022-2023 school year. We are pleased with the growth made in this area between the 21-22 school year and the 22-23 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- 22%
 4th grade- 36%
 5th grade- 15%
 6th grade- 23%

MATH

3rd grade- 51%
 4th grade- 38%
 5th grade- 31%
 6th grade- 25%

Desired State:

ELA

3rd grade- 25%
 4th grade- 40%
 5th grade- 38%
 6th grade- 20%

MATH

3rd grade- 30%
 4th grade- 50%
 5th grade- 40%
 6th grade- 38%

Intervention:

Our goals for students earning a score in the highly proficient category are based on the previous year's data and historical data at each grade level. In some cases, we have increased that number based on students' past performance. Differentiated lessons for students will be provided in the classroom and during Success Period 30 minutes daily to hopefully achieve this goal.

Evaluation: how, when, by whom: Local benchmark assessments, as well as NWEA-MAP will be given three times a year to monitor student growth. Students earning scores in the 80% and above category on NWEA are monitored and tracked for slipping skills. 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. Teachers are encouraged to develop instructional opportunities for students to think critically and deepen their understanding and application of mastered skills.

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 RTI Team	August-May daily	Smekens Literacy CompCon Framework IDOE Resources Wonders/Into Literature Text Khan Academy	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 Orton-Gillingham Readworks Teacher created materials Khan Academy Xtra Math Aleks	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 Administration assigned response to data identification
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/IDOE Approved Screener	Grade Level Mtgs Title I Trainings
75 Minute Math Block	Gr Level Staff Administration Sp. Ed. Staff	August-May	Reveal Math Zearn Khan Academy Aleks Prodigy Red Bird Xtra Math	Professional Dev. Curriculum Mapping

THORNTOWN ELEMENTARY
PL 221 TEAM MEMBERS

Abbie Hayden	Principal
Courtney Redman	Primary Teacher
Carrie Ransom	Primary Teacher
Melanie Keyes	Intermediate Teacher/Parent
Katrina Olson	Intermediate Teacher
Alyssa Perry	Intermediate Teacher
Ashley Bergin	Special Education Teacher

School Improvement Plan - Public Law 221

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**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.

In the spring of 2007 our corporation reviewed our strategic plan. Part of that process included, "A Study of the Community and Student Demographics for the Western Boone County Community School District." The study was prepared for the Board of School Trustees and Superintendent. It was compiled and completed by Dr. Robert L. Boyd, Department of Educational Leadership, Indiana State University in June of 2007.

As a result of strategic planning and the demographic study, our school approved bids for a 30-million-dollar renovation project in our corporation. Of that 30-million-dollar project, approximately 5 million was spent at Thorntown Elementary School. Updates to the building

included the renovation of all classrooms featuring new casework, carpeting, and wall covering. A new cafeteria and kitchen were added to the existing building. Other renovated areas included the art room, special needs classrooms, locker rooms and restrooms. Classroom technology additions include Smart Boards and classroom amplification systems in all teaching areas. New HVAC units were installed in the classrooms and hallways. New security features included security cameras, electronic door access as well as a secure front entrance, which allows monitoring of all visitors to the building. New playground equipment was installed. Site features included reconfiguring the east parking lot to allow new arrival/dismissal procedures that separate the car riders from the bus riders and the walkers. The School Board has recently approved a construction project which will include a 10-room addition and reconfigured space to address our capacity needs. The School Board is committed to supporting and providing resources to maintain and improve the physical facilities at Thorntown Elementary School. This continues through capital projects expenditures. The town continues to support and value the presence of the elementary school in town.

Thorntown Elementary is one of two PK-6 schools in the Western Boone County Community School Corporation. Thorntown currently serves 450 students from the three townships of Sugar Creek, Washington and Clinton, the school being in Sugar Creek Township. Students attending Thorntown Elementary are primarily Caucasian, English speaking learners. The socioeconomic level of attending students falls in the middle to lower class with an average of 38.1% of students receiving textbook assistance and free/reduced lunches. The school began a breakfast program in November of 2000 that is available to all students. We average about 20% of our students taking advantage of this program. In 2006, we implemented a pre-school program. This year, we have nearly 40 students enrolled in this program.

Our staff consists of: 18 classroom teachers; 3 special education teachers; 0.5 music teacher, 0.5 art teacher; 0.25 G/T teacher; 1 nurse; 2 administrators; 2 secretaries; 7 cafeteria workers; 4 custodians; 10 instructional assistants; 1 counselor; and 9 bus drivers. The school's licensed teachers and support staff members pride themselves on continuous improvement. The school is committed to providing an exemplary education for students; one that aligns with Indiana's Academic Standards, as well as the transition to the Common Core State Standards. Thorntown Elementary has been a school leader in implementing programs that aid and support our students' needs. Thorntown is a Title I school. The Title I program works with classroom teachers to provide small-group and individualized literacy and math instruction for at-risk students. In May of 2017 we were notified that our application for schoolwide title services was approved. Other special services include speech and language instruction, physical therapy and occupational therapy.

Historically, Thorntown students have met or exceeded state-average on statewide assessments. We maintain our goal of an 80% passing rate. While we 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 of focus is 6th grade math. As a district, we have developed common local assessments to mimic the rigor with high priority standards that is experienced through performance tasks. Our teachers have access to interventions and reteaching resources which will better identify and address learning needs with students in grades 6-8. Our 6th grade teachers have implemented a 2-day teaching cycle, where they teach whole group the first day and reteach in small groups the following day.

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 Reveal 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
- how a student's performance in an individual classroom, school, or corporation compares to the Indiana Academic Standards established by State Board of Education.

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

Progress Monitoring As a schoolwide Title 1 school, Thorntown Elementary observes a daily Success Period for each grade from 1st through 6th. This time is intended to support all learners with personalized learning goals. During Success Period, students who have been identified as performing below grade level on MAP will participate in intervention groups to address their math and/or literacy needs. Progress is monitored through local assessments. Students not making adequate progress through Success Period efforts will be referred to the RTI team. A more specific intervention plan will be developed for individual students. These plans are monitored every 2 weeks and revised on an 8-week cycle.

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

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

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

Multidisciplinary Team - an interdisciplinary team of staff members which provides a systemic approach to the prevention, identification, referral, intervention, support and follow-up procedures affecting students with academic or behavior concerns which interfere with their education. When student testing has been requested by the parent or teacher, an M-Team meeting takes place with all related school personnel to review achievement data to confirm, or deny, the request for further testing. Thorntown Elementary School partners with the Boone – Clinton-Northwest Hendricks Joint Services special education cooperative which offers support services and diagnostic assessments for children who struggle to meet academic performance standards.

Grade Cards – Grades are reported each nine weeks in areas of reading, math, language, spelling, social studies, science, and attendance. Communication between parents and teachers is encouraged with the opportunity for comments and responses. Harmony Family Access allows parents to monitor student grades at all times. Gradebooks are updated by teachers weekly.

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 (PPVT)
- 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 first and fourth grade student. Screening is done on all new students. This screening is also done for anyone referred for testing.

II. STATEMENT OF VISION, MISSION, AND BELIEFS

VISION STATEMENT

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

MISSION STATEMENT

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

CORE VALUE STATEMENTS

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

2023-2024 DISTRICT GOALS

Teaching and Learning – Student success is the product of continual improvement in educational practices.

- A. Utilize local assessments to identify achievement gaps and provide meaningful and timely feedback, to ensure students demonstrate greater depth of knowledge and application of skills.
- B. Include explicit teaching of background knowledge, vocabulary, and content structures, to enrich application of knowledge beyond the classroom setting.

Staff Growth and Development – The health and well-being of staff in conjunction with professional learning opportunities aimed at improving instruction are the foundations for student success.

- A. Increase intentional recognition of individual staff members through authentic communication.
- B. Expand professional development by matching professional partners in an effort to build educator capacity, culture, and camaraderie.

Safe and Healthy Environment – Academic success begins with a safe and secure learning environment where students feel valued.

- A. Expand opportunities for students to engage, connect and communicate with their peers and school stakeholders.
- B. Continue to conduct procedures and revise policies related to student safety.

Operations and Support Services - Adhering to well-developed plans and maintaining fiscal responsibility while meeting the needs of all students in every facet related to the school experience is essential.

- A. Explore the utilization of an external entity to objectively review and audit current staffing positions, salaries and benefits compared against our current financial situation including revenue streams and enrollment trends.
- B. Educate staff on the impact of enrollment on the corporation’s financial capacity.

III. SUMMARY OF DATA

ILEARN Passing Rates Compared to State Average

Test	TT Pass 2021	TT Pass 2022	TT Pass 2023	State Avg Passing Rate 2023
3 ELA	62	63	68	39
3 Math	74	83	80	53
4 ELA	52	56	55	40
4 Math	76	63	72	48
5 ELA	60	60	55	40
5 Math	63	71	64	41
6 ELA	42	58	61	41
6 Math	34	54	65	38

Data Related to other Performance Indicators

IREAD 2023 Thorntown achieved a passing rate of 90% 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
2022	424 w/pre-K	-39
2023	452 w/pre-K	+28

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. We currently have 2 sections of PreK, 2 sections of K, 1, and 4. Our other grade levels continue to warrant 3 sections. We anticipate enrollment numbers climbing in the near future due to the development of a new housing addition within our school boundary.

IV Conclusions about the Educational Programming

Curriculum – Indiana Academic Standards

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

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

- Staff Development and professional growth opportunities have been developed to support teachers and staff with the implementation and assessment of current standards.

Instruction that supports the Achievement of Indiana Academic Standards

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

Comprehensive Needs Assessment: Perceived Strengths

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

Perceived Strength	Source
Bucket Fillers, PRIDE Pass, Shout Outs, Brag Tags – Schoolwide Recognition of Positive Behavior	Staff Survey; Parent Survey; Committee Contribution
Classroom Incentive Plans – behavior tracking charts to earn classroom incentives; tickets/bucks	Staff Survey; Parent Survey; Student Survey; Committee Contribution
Technology Integration & Tech Instruction for students and staff	Committee Contribution
Rigorous Adopted Curriculum Materials	Committee Contribution
Emphasis on Small Group Instruction	Committee Contribution
Testing Formats prepare students for ISTEP	Committee Contribution
Impact of close reading on student achievement	Committee Contribution
Safety and Building Security	Staff Survey; Parent Survey; Student Survey
Overall climate is conducive to learning.	Staff Survey
Administration is supportive and responds to concerns in a timely manner.	Staff Survey
Administration treats others with respect and is approachable and open to suggestions.	Staff Survey; Parent Survey

Building is managed efficiently.	Staff Survey
Parents are supportive of teachers.	Staff Survey
Staff takes pride in the job, enjoys working at TES, and works together as a team.	Staff Survey
Parents feel welcome at TES and comfortable contacting teachers.	Parent Survey
Parents are actively involved in their child's learning.	Staff Survey; Parent Survey
Teachers care about students and want them to be successful.	Parent Survey; Student Survey
Parents are well informed of student expectations.	Parent Survey
Students have friends and teachers who help them.	Student Survey
Teachers are effective in their practice.	Staff Evaluation Summary (data last 5 years)

Comprehensive Needs Assessment: Perceived Needs & Proposed Activities

The Comprehensive Needs Assessment revealed the following areas as needing improvement.

The list of proposed activities was developed in collaboration with School Improvement Committee and the staff at Thorntown Elementary School.

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

		taking away from classroom work (student break vs. discussion vs. removal)	
		Progressive consequences depending on the nature & frequency of offense	Continue, per Student Handbook
		Review discipline portion of the student handbook annually	Initiate w/ students & staff, 17-18
		Team building activities for students within each grade level (Culture Building)	Park It
		Life skill lessons on work ethic and social skills	Initiated Mindful Minute w/ Daily Announcements 1920 SY
		Monthly or quarterly celebration for students with no office referrals; Student/Staff Member of the Month Recognition	Initiate 18-19
		PD on positive behavior and effective discipline; Trauma Informed, ACEs, and Growth Mindset	Continuing
		Student of the Month Display - recognize students who make a positive contribution	Initiate 18-19
		Increase student engagement	Continue
		Increase parent involvement with behavior concerns	Revise w/ leveled plan
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 asking questions or sharing ideas.	Student Survey	Life skill lessons focused on work ethic and social skills	Explore 18-19
		Team building activities within each grade level (Culture Building)	Rock Painting Collaborative Display 18-19
Most students at school stay out of trouble.	Student Survey	Life skill lessons on work ethic and social skills (Student of Month Recognition)	Initiate 18-19
		Track office discipline referrals and communicate statistics quarterly	Initiate 17-18

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

Vision of Learning

With regards to learning...

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

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

Vision of Behavior

With regards to behavior...

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

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

ACTION PLAN

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

School Improvement Efforts based on CNA 2017

Learning or Behavior	Activity	Timeline	Lead
B	Develop & use SW Office Referrals	August	Admin
L, B	Establish communication expectations between school and home	September	Schoolwide Committee
B	Implement consistent behavior plan within Grade Levels	August	Grade Level Teams
B	Teach SW Procedures/Expectations	August	Admin – Convo Teachers – Lessons
B	Implement response code to alert admin of level of behavior support requested	August	Admin
B	Update and review of Leveled Behavior System in Student Handbook w/ focus on progressive consequences and parental involvement	August; Review w/ staff on 1 st day	Admin
B	Life skill lessons for classrooms (First 20 Days of Culture Building)	August – Present calendar to Staff	Principal – Mindful Minute Message on Daily Announcements
B	Life Skill of the Week - Message for announcements & Hallway display	August; weekly	Counselor; Student Council
L, B	BOY and EOY Vertical Collaboration Mtgs	August, May	Admin; Gr Lvl Teams
L	Revise/Expand Instructional Consistencies	August – Plan; Quarterly – Review	Admin w/ Gr Lvl Teams
L	Publicize calendar for Targeted SW Prof. Dev. (Differentiation, RTI)	September	Schoolwide Committee
L	Launch optional PD strands through Canvas (PBIS/Classroom Mgmt, Math, Technology, Efficient Planning & Record Keeping)	October, ongoing	Admin, SW Committee
L, B	Quarterly SW Committee Mtgs to review progress toward goals and action steps	Quarterly	Schoolwide Committee
L	Implementation of Success Period and RTI Process	August, Ongoing	RTI Team, SW Committee

L	Cluster Model Grouping	August	Admin
B	Track and publicize office discipline referrals	Quarterly	Admin

Assessments of Student Achievement – ILEARN and Other Assessment Strategies

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

Parental Participation in the School

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

- Parent / Teacher Conferences as needed
- Harmony Student Information System
- Parent volunteers coordinate School Supply Kits for sale
- Meet the Teacher Night and Grade Level Open House Sessions - allow students and their parents to meet the teacher before school begins in August and to gather information concerning special events, assignment procedures, expectations, and student assessment in their child’s classroom.
- Book Fairs are held in the fall and spring
- Classroom volunteers and field trip chaperones
- Athletic opportunities: boys and girls basketball, girls volleyball; Jr High Athletics; community-based intramural sports
- Student Handbook is posted on our school website and available to each family
- Various performances which include the Christmas Program, Talent Show, and various individual classroom presentations
- Veteran’s Day Program
- School Family Nights
- Field Day
- Parent Teacher Organization (PTO)

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

- Bi-weekly Principal’s Newsletter

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

There is a Technology Coordinator and three Technology Assistants within the corporation who work closely with teachers and staff. We also have a Media Assistant who provides technology instruction during our specials rotation. Students in grades K-6 have 1-1 laptop computers assigned to them.

Here are examples of specific preparation and use:

- Technology class as a Specials rotation
- School website maintained and updated weekly
- Wireless Internet access available to teachers and students
- Televised Morning Announcements
- MediaCast
- SmartBoards
- Classroom amplification systems
- Electronic newsletter
- Real time grade reporting available to families via Harmony Family Access

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

- NWEA/MAP TESTING- Measures skills in math and reading in grades K-6. It provides online reports after scores have been finalized.
- Accelerated Reader- Tests student reading comprehension level, grades K-6

- Microsoft Suite
- Quaver – programs provide a comprehensive introduction to music fundamentals.
- Destiny- Helps the library work more efficiently. Seamlessly integrates circulation, cataloging, searching, reporting and library management functions on a single platform.
- Type to Learn 4- Teaches students how to type through engaging lessons, activities, and typing games.
- Canvas - All grades – Learning Management System
- Office 365 - Used by staff and students for electronic communication and collaboration
- Clever - Connects various apps and programs for more efficient login for students
- Seesaw – Digital portfolios and opportunities for daily practice of academic skills

Safe and Disciplined Learning Environment

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

Emergency Management Guide - Table of Contents:

- Emergency Numbers
- Lockdown Procedures
- Evacuation Procedures
- Intruder/Trespassing
- Death on School Site
- Severe Weather
- Guns/Weapons on School Property
- Utility Emergency
- Violence in the Workplace
- When Trauma or Loss Occurs
- Earthquake
- Unauthorized Removal/ Missing/ Abducted Person
- Bomb Threat Checklist/ Bomb Threat Procedures

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

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

- Positive Behavior Intervention System (PBIS)
- School Resource Officer on site daily
- Secure Entrance
- All buses are equipped with two-way radios and security cameras
- Each teacher has a two-way walkie-talkie for communication
- Each teacher has a red safety bag with minimal supplies
- Each year student handbooks are revised and published on our school website
- Monthly safety drills

- Drills and Storm Drills conducted each semester
- Stop the Bleed Training
- District and School-based Safety Teams
- Development of Evacuation and Reunification plans
- Standardized disciplinary forms are available for school and bus conduct in Harmony
- The DARE Officer teaches the DARE curriculum for grades one to six
- Crossing Guard presence at arrival and dismissal
- Safe Visitor System for volunteers and chaperones
- School Messenger System
- Safe School Training for all staff annually
- Classroom Guidance and Social Emotional Learning
- Individual and small group counseling/social skills training
- School Bus Safety Lessons for PreK-Grade 1
- Bus driver orientation at Kdg Round Up and Meet the Teacher Night
- Annual Body Safety / Child Lures Presentations

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 is focused on RTI and PBIS, as we seek to create a culture of learning and growth across our school for students performing at all levels of achievement.

Activities to Address Student Learning: Teacher and administrators will participate in regularly scheduled discussions to analyze student data. Student progress will be monitored to identify overall trends and individual student needs. Differentiated instructional strategies will be implemented. Our school's RTI framework will support teachers of struggling students through consultation meetings, team meetings, and data monitoring.

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

will occur about content and effective instruction during the 90 minutes uninterrupted literacy block provided at all grade levels.

Programs and Services: Teachers and staff continue to implement components of Guided Reading and Balanced Literacy, as it fits with the fidelity of our adopted reading curriculum. Flexible grouping for leveled literacy is incorporated into guided reading at all levels. Small group instruction is also part of the daily math block. We have also initiated professional development focused on the ILEARN assessment, Growth Mindset, and Trauma Informed Schools. Thorntown employs a full-time school counselor who provides whole-group classroom guidance lessons, small group social skills groups, and individual counseling.

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

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

V. Student Achievement: Attendance/Goals/Objectives

Attendance

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:

Our passing rates are below the 80% we strive to achieve. We will focus our attention on analyzing local common assessments, providing meaningful feedback, and developing stamina and critical thinking which will lead to increased passing rates.

Benchmarks for Progress

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

VI Proposed Interventions Based on School Improvement See SCHOOL IMPROVEMENT ACTION PLAN

BRIEF NARRATIVE OF INTERVENTIONS:

- Students can receive differentiated instruction in reading and math and may receive interventions or enrichment during a daily 30-minute success period.
- Professional development with various instructional tools and strategies
- Effective implementation of 90-minute reading block

- Literacy Groups
- Parent involvement opportunities
- Universal Screening, Dyslexia Screening, and Progress Monitoring through RTI Plans
- Test taking skills will be taught to ensure that teachers and students become familiar with the ILEARN test format and style
- Quarterly STEM challenges and emphasis on science instruction

INTERVENTIONS TO BE MADE PENDING AVAILABILITY OF FUNDS:

- Research-based instructional resources and support materials in math and language arts
- Teacher in-service training in literacy/math skill development, assessment tools, writing strategies, inclusion and co-teaching, data analysis, implementation of 90-minute reading block, as well as small group instruction
- Employment of support staff, including Title I support staff, two full time Special Education/Resource teachers, and Special Education support staff
- Classroom guidance lessons focused on stamina and growth mindset.
- Homework Help, after hours, supervised by classroom teachers.

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

PL 221 / NCLB Act requires instruction that targets the academic skill and performance levels of students, tailoring instruction to those skills and performance levels, and using assessment tools that focus on diagnosis and consistent monitoring of student progress. We continue to focus professional development on literacy and math instruction and assessment, as well as neuroscience and SEL strategies. During the summer of 2022, teachers participated in a 2 day Smekens workshop focused on reading comprehension. Many teachers were also trained in Orton Gillingham through a partnership with Marian University. Through professional development opportunities, teachers will learn effective techniques, network with colleagues, and implement best practices. Student progress and success are contingent upon having well-trained teachers.

VII Cultural Competency

Cultural Competency Definition:

Cultural competency is the effective integration of knowledge about student’s backgrounds into instructional planning and strategies, resulting in learning curricular concepts at high levels.

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

2023

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School Improvement Committee

- Amanda Plunkett – Teacher _____
- John Brunty – Teacher _____
- Alayna Christner – Student _____
- Jon Compton – Assistant Principal _____
- Terra Query – Guidance _____
- Melissa Imbus – Parent _____
- Rebecca Keyes – Student _____
- Riley Lerch – Teacher _____
- Hope Martin – Teacher _____
- Brent Miller – Chair _____
- Jessica Gearheart – Parent _____
- Alison Owens-Kaup – Teacher _____
- Mark Riggins – Teacher _____
- Lauren Wilber – Chair _____

Fall 2023

I. Introduction

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

The Western Boone County Community School Corporation is one of three Boone County school districts located in West Central Indiana thirty-five miles northwest of Indianapolis. The district is rural and includes the three small towns of Advance, Jamestown, and Thorntown. The 2020 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 9,925 is divided among six townships. This represents a decrease of 377 individuals since the 2014 Census. Western Boone County Community School District covers 220 square miles with an average of 45.1 people per square mile.

Western Boone County Community School Corporation policies are established by an elected school board and administered by a superintendent of schools. The board consists of seven members, made up of one from each township, with one member at large who is alternately chosen from the Northern or Southern part of the district. Board members serve a term of four years with no more than three being elected at a time.

Western Boone Junior-Senior High School, serving Grades 7-12, is centrally located in the 220-square mile school district. The school building opened in 1974 and then renovated almost 20 years later during the 1995-96 school year. Additionally, the building underwent an approximate \$13 million renovation plan in 2010, with a combined \$5 million worth of improvements in both 2016 and 2019. Grades Kindergarten-6 are housed in two Elementary schools which were both extensively renovated in 1995, with additional improvements made in 2010 and a new project beginning in 2022.

In addition to the Core 40, and Academic Honors curricula, Western Boone offers students the opportunity to attend classes at the J. Everett Light Career Center, the West Central CTE Program, CTE programs that are housed locally at Western Boone Junior-Senior High School, and other Career-Based experiences that reflect student interest. Extra-curricular and co-curricular activities are offered to enhance students' educational experiences and to encourage parental 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 8, is 779 students. Most of our students come from low to middle socio-economic families that are employed in agriculture, service, construction and maintenance, and production categories of the economy. The per capita income of the residents of Western Boone County Community School District is less than the per capita income of both the county and the state of Indiana.

B. Curriculum-Description and Location

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

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

C. Assessments-Used in Addition to ILEARN

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

In compliance with state requirements, Western Boone will administer the SAT for Juniors in Math and English. Students in Grades 7 and 8, as well as students in Biology, take the ILEARN test. Results of these assessments are used by staff to evaluate course curricula, teaching methods, and local assessments. The Math and English Departments utilize NWEA in Grades 7 through 11.

All departments will now participate in a Professional Learning Community and work in both content groups and interdisciplinary groups. Science and Social Studies teacher have developed a local assessment for one course taught (that impacts the largest group of students) which helps them not only assess content standards, but exposes students to questions centered around inquiry, academic vocabulary, and connections to standardized testing. Math and English teachers are utilizing their NWEA data from the Fall, Winter, and Spring as their "local assessment" in assessing student data and growth. Finally, our Elective Courses (Band, Choir, Foreign Language, Fine Arts, CTE) have developed local assessments that evaluate literacy skills, using their specific content as a way for students to demonstrate their literacy knowledge. The local assessment data is reviewed in Part A of the PLC Cycle as departments for all content areas. For Part B of the PLC Cycle, Math, ELA, and SPED teachers push into other department groups and help them dive even further into their literacy data from the local assessment. They are using this time to pick relevant anchor texts, create lessons to address literacy skill gaps, restructure questions in a more impactful way, and getting a chance to collaborate as a school community. All in all, these PLCs 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 SAT is given to all 11th grade students. 11th and 12th grade students are afforded the opportunity to take the ACT at their own expense. An SAT prep class is offered to all juniors in the spring of each year at their own expense. Sophomores, Juniors, and Seniors participate in ASVAB, a validated aptitude test and interest assessment. The data from ASVAB is used for career exploration, military entrance, and classification. In the state of Indiana ASVAB can also be used as a graduation fulfillment. Knowledge Assessment, a computer-based, course placement program used 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. A similar program, called Accuplacer, can be used with students attending 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 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, 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 Core Values

Mission

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.

Vision

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

Core Value Statements

We Value High Quality Instruction

We Value Student Achievement and Maximizing Student Potential

We Value Environments Conducive to Learning

We Value Opportunities for all Students, Developing Well-Rounded Students

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

Percent of Students Passing ILEARN

Language Arts

Grade	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023
7 th	47.9	NA	53.5	45.4	55.1
8 th	54.6	NA	50.4	52.2	45.6

Math

Grade	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023
7 th	43	NA	47.1	44.5	55.8
8 th	33.8	NA	23.9	35.0	36.5

Science

Grade	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023
9 th and 10 th	34	NA	36.2	31.5	38.7

SAT (Spring 2023)

Grade- 11th	% Below College-Ready Benchmark	% Approaching College-Ready Benchmark	% At College-Ready Benchmark
EBRW	48	12	66
Math	61	28	37
Overall Score	44	29	26

Percentage of Students Meeting Academic Standards under the ILEARN Program

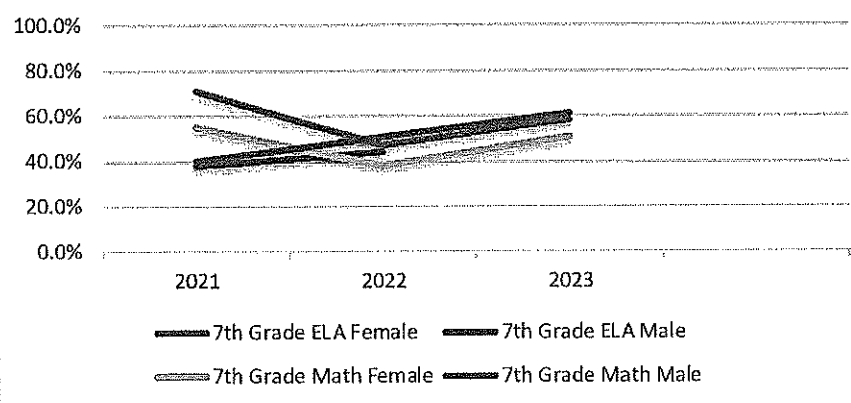
The graph below is the percentage of Western Boone students passing ILEARN during the Spring 2020 testing and the subsequent years. Public Law 221 goals have been established using these baseline percentages for Grades 7-8. ILEARN Assessment baselines have been established beginning with the Class of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

Grade 7				
	2020	2021	2022	2023
Language Arts				
Western Boone	NA	53.5	45.4	55.1
State Percent Passing	NA	41.1	42.4	39.5
Mathematics				
Western Boone	NA	47.1	44.5	55.8
State Percent Passing	NA	30.5	31.9	32.9

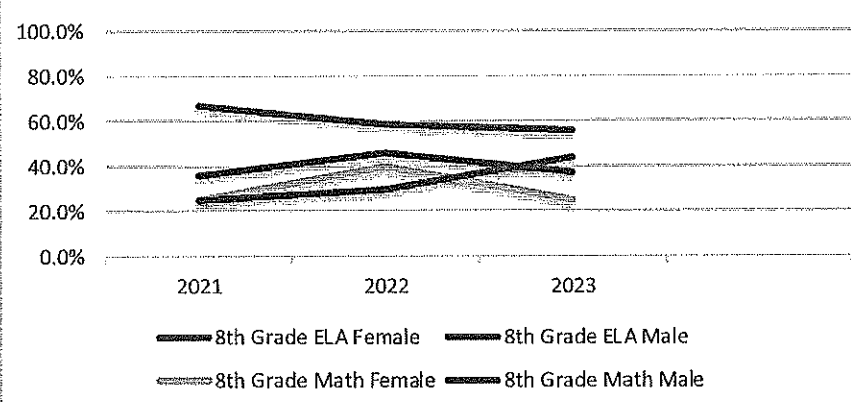
Grade 8				
	2020	2021	2022	2023
Language Arts				
Western Boone	NA	50.4	52.2	45.6
State Percent Passing	NA	43.9	43.1	43.8
Mathematics				
Western Boone	NA	23.9	35	36.5
State Percent Passing	NA	27.8	29.8	31.4

COMPARISON CHARTS

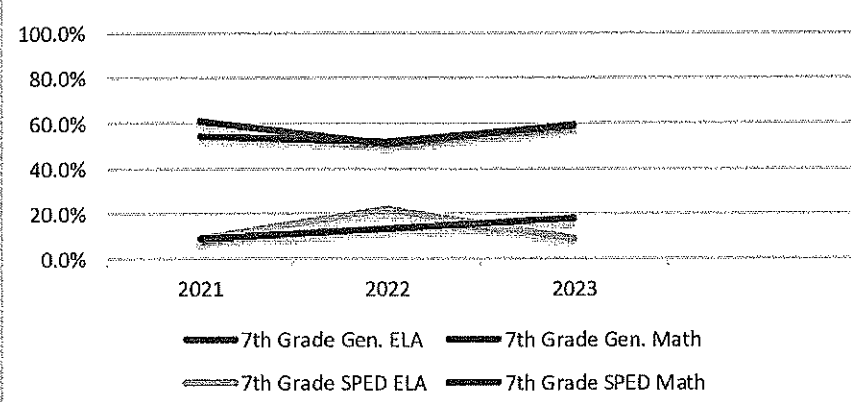
ILEARN 7th Grade Comparisons- ELA & Math (Gender)



ILEARN 8th Grade Comparisons- ELA & Math (Gender)

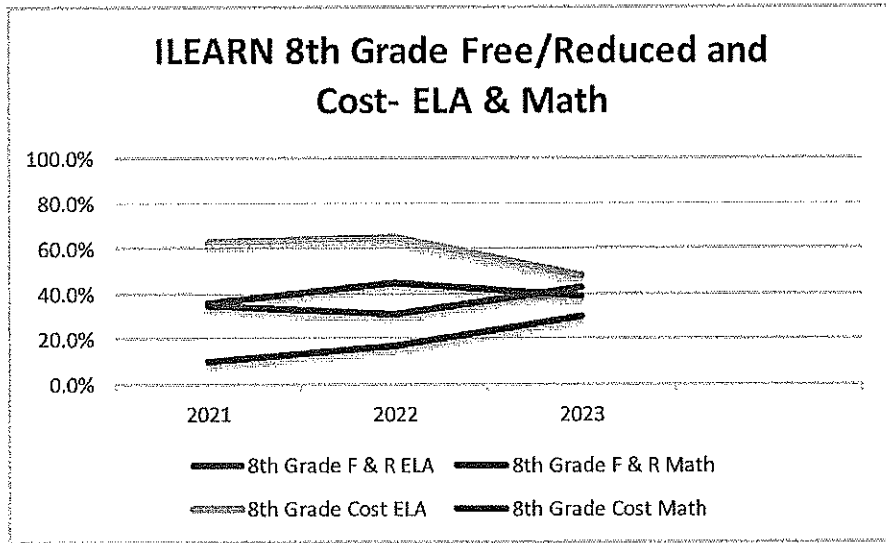
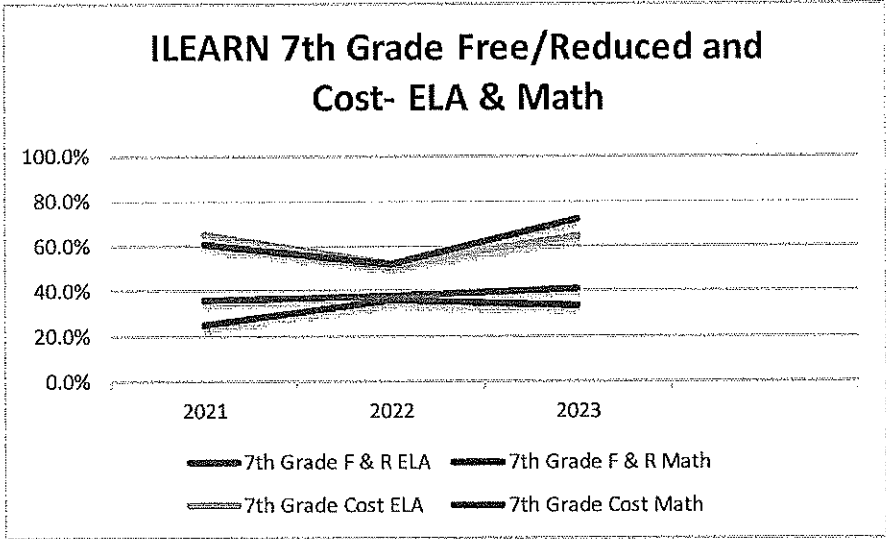


ILEARN 7th Grade Special Ed vs. General Ed- ELA & Math



ILEARN 8th Grade Special Ed vs. General Ed- ELA & Math





Scores for the 2023 ILEARN continued to fluctuate from the previous year of the test in all subcategories. The category with the best improvement was the Free/Reduced Lunch students, which continues to trend upwards, especially in 8th grade. Student subgroups showed similar growth on the ILEARN assessment, but not all subgroups scored better than on the assessment in 2022. There continues to be an increase in

Free/Reduced Lunch students in both 7th and 8th grade Math. There was an increase in 7th grade Special Education in Math, and an increase in 8th grade Special Education in English Language Arts. There was an increase in Math for 8th grade males, and an increase overall of female student performance on both parts of the ILEARN in 7th grade. Overall, the 7th grade ILEARN scores for English and Math increased, while the overall 8th grade ILEARN scores for Math and English decreased or stayed relatively the same. Although some of the subgroups tracked by Western Boone did perform better than prior years, they still performed worse than their peers. The ILEARN Special Education subgroup that struggled the most were those taking both the 7th and the 8th grade ELA ILEARN.

Scores for the SAT beginning in 2022, according to the Indiana Department of Education, should be presented as a new Indiana baseline. This is due to the differences in sample size, and therefore should not be compared to SAT data from previous years. For SAT, cut scores released by the state are as follows:

- Mathematics
 - Below College-Ready: 200-450
 - Approaching College-Ready: 460-520
 - At College-Ready: 530-800
- Evidenced-Based Reading and Writing
 - Below College-Ready: 200-440
 - Approaching College-Ready: 450-470
 - At College-Ready: 480-800

Scores for the Spring SAT for 2023 at Western Boone Jr. Sr. High School stated that 66% of students that took the SAT are At-College Ready for Evidence-Based Reading and Writing, while 37% are At-College Ready for Mathematics. Both averages are above the state averages of 50.5% in EBRW and 30.7% in Math.

The following strategies will be implemented to help and/or remediate 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 at the Junior High Level to better accommodate their needs for remediation and intervention. Teachers will use each student's current NWEA MAP Growth Scores to create a personalized remediation on IXL to allow students to practice skill and standard deficits. Since MAP Growth Scores are an indicator of ILEARN performance and provide an SAT indicator, these remediation plans should help close achievement gaps and allow more students to reach proficiency on the ILEARN or college readiness on SAT. Teachers will address issues and concerns in the areas of academic performance, attendance, and behavior. The staff will also discuss diverse ways to connect and intervene with individual students.
- Professional Learning Communities have been developed and implemented to improve literacy skill across both the Junior and Senior High School, as well as provide students will ample opportunity to demonstrate mastery and understanding of subject matter in a manner that is reflective of what will be presented to them on ILEARN, PSAT, and SAT. PLC's are intentionally grouped in a manner that supports collaboration amongst teachers and showcases the importance of each content area to a student's post-secondary path preparations.
- 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.

- Curriculum Mapping and Local Assessments will be redesigned to be more effective to for data analysis to drive instruction, especially in instances of addressing achievement gaps for both ILEARN and SAT. A system for data analysis and protocols will be designed and implemented to address issues of disconnect and scaffolding amongst grade levels and to help target more intentional remediation. Math skills related to SAT will be supplemented into the overall Math curriculum for students in grades 10 and 11, regardless of Math course.
- Staff will participate in a series of Professional Development opportunities designed to help them address the literacy deficit as it pertains to content knowledge, experiences, and skills that are integrated with the ability to read, write, listen, speak, think critically, and perform in ways that are meaningful within all content areas.

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 are 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, updated content standards that reflect newly identified essential standards, as well as the integration of STEM standards. Classroom teachers document standards on Canvas as they are taught, available to students, parents, and guardians for reference. 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 academic standards. A variety of methods and materials are developed, revised, and utilized by the faculty. The state standards are used to aid in the textbook selection process.

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

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

All students in Grades 7 and 8. as well as students in Biology, are administered ILEARN. The class of 2023, and all subsequent classes, will complete the SAT during Junior year of school. Students in grades 7-11

complete the NWEA three times a year. Furthermore, local assessments in all content areas are utilized at least three times a year and the introduction of data protocols and analysis will help drive conversations about which skills and standards need retaught or scaffolded. These tools are used on a routine basis to evaluate student progress and growth and to modify effective teaching methods. For 2022, the integration in IXL as a supplemental support for NWEA and ILEARN, and the SAT, is meant to effectively address areas of concern for student growth and proficiency performance. This will begin small scale on a “focus group” basis using Wednesdays during Homeroom, but eventually expanded into all Homerooms for all grade levels, core content areas, and enrichment courses as well. For 2023, All departments will now participate in a Professional Learning Community and work in both content groups and interdisciplinary groups. Science and Social Studies teacher have developed a local assessment for one course taught (that impacts the largest group of students) which helps them not only assess content standards, but exposes students to questions centered around inquiry, academic vocabulary, and connections to standardized testing. Math and English teachers are utilizing their NWEA data from the Fall, Winter, and Spring as their “local assessment” in assessing student data and growth. Finally, our Elective Courses (Band, Choir, Foreign Language, Fine Arts, CTE) have developed local assessments that evaluate literacy skills, using their specific content as a way for students to demonstrate their literacy knowledge. The local assessment data is reviewed in Part A of the PLC Cycle as departments for all content areas. For Part B of the PLC Cycle, Math, ELA, and SPED teachers push into other department groups and help them dive even further into their literacy data from the local assessment. They are using this time to pick relevant anchor texts, create lessons to address literacy skill gaps, restructure questions in a more impactful way, and getting a chance to collaborate as a school community. All in all, these PLCs 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.

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

We believe that the learning and education process of our youth is best achieved through a combined effort of the parents and the local school. The partnership between parents and the school plays a key role in the success of each individual student. The school calendar, handbook, website, and monthly newsletter provide numerous opportunities for parental involvement at Western Boone Junior-Senior High School along with the following, which may be still 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 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 to provide information to all stakeholders in a timely and efficient manner.
- **Corporation Web Page** – Information is available on the web about the corporation.
- **School Reach** – Phone and e-mail program used to communicate information to parents and/or guardians.
- **Sporting Events** – Parents and community members are encouraged to attend all our school’s sporting events.
- **Fine Arts Presentation** - Parents and community members are encouraged to attend music and art presentations.
- **School Board Meetings** - Meetings are monthly and are open to the public.

- **School Counselor Department** – This department works with both parents and students in scheduling classes which best fit the needs of the individual student.
- **World Tours** - A World Tour for Spanish classes is presented to parents and community as well as students.
- **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 halfway 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 can 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 can 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.
- **Counselor Meetings for Senior Parents** – School counselors meet with parents of Seniors, assorted topics discussed, and questions answered.
- **Western Boone Food Pantry** – Housed at Western Boone Jr./Sr. High school and is open on the first Thursday of each month. Any family in need of this support can participate.
- **Lifelines Presentation-** Information Meeting for Parents and Community Members interested in learning more about Lifelines, a suicide prevention program.

E. Technology as a Learning Tool

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

- I. Teachers Teaching Teachers, a program in which staff members conduct technology classes and provide continued training, has been in existence for thirteen years.
- II. The ILEARN, SAT and all NWEA tests are administered via computer.
- III. ODYSSEYWARE, a web-based credit recovery program that affords students in Grades 9-12 the opportunity to earn credit in a non-traditional setting while staying on track to graduate.

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

F. Safe and Disciplined Learning Environment

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

- Exterior doors are locked during the day and all visitors are required to enter through a secured vestibule with access controlled by front office staff.
- Exterior directional signs indicate key areas of the campus.
- A web-based security monitoring system is in effect with 115 cameras strategically placed throughout the building.
- Keyless entry system is always utilized with the ability to track access to the building.
- Administrators are always available via cell phones.
- Additional lighting has been added to the main parking lot and bus entrance.
- The parking lot has been reconfigured for pedestrian safety.
- PBIS Initiatives
- An Anti-Bullying campaign began at the beginning of the 2011-12 school year. Students and teachers were trained in identifying and reporting bullying in October 2013. All staff and students have received an annual training over Western Boone's Anti-Bullying policies since this time, which is reviewed on the first day of school and acknowledged within Canvas by an Anti-Bullying Quiz.

- Student Handbooks explain school policies and rules and contain a calendar of events and a resource guide for students. Every student receives a handbook and is asked to sign acknowledgement of receipt.
- A Random Drug Screening Policy is in effect and drug tests are administered sporadically several times a year.
- A Western Boone Emergency Management Guide is updated as needed and provided to all staff.
- A resource officer is housed in the building.
- The building is handicapped accessible.
- All main entrances have outside lighting.
- There are locks on classroom doors.
- Mirrors are in hallways and locker bays.
- A school safety team meets on a regular basis to discuss issues and review procedures.
- A student advisory committee meets on a regular basis.
- Random Drug searches with dogs occur with the cooperation of The Boone County Sheriff Department.
- Student I.D. tags are provided for all students.
- School Reach, a communication system, notifies parents, students, and staff of school closings, etc.
- Emergency, fire, and tornado drills occur as mandated by state code.
- Guest speakers are brought in on a consistent basis to address health and safety issues.
- A.L.I.C.E Training (Alert, Lockdown, Inform, Counter, Evacuate) is being introduced and implemented to mitigate liability, assume less risk and, most importantly, equip students and faculty with life-saving skills.
- All teachers are trained in suicide prevention.
- All teachers and staff are trained on the COVID-19 Re-entry Plan and procedures.
- Safety Scenarios for Staff within Friday Morning Meetings
- Certain staff equipped with radios to help administrators that cannot make a rally point in an emergency

G. Professional Development

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

Topics covered include the following:

1. Discussion and evaluation of ILEARN/SAT scores
2. Discussion and explanation of PL 221 placement and goals
3. Discussion and review of school grade designation
4. Review of Differentiated Instruction
5. Evaluation of Literacy Strategies
6. Review and Introduction of Technology – Harmony, Media Cast, SMART Technology, Canvas, Web Tools, Educational Apps like CANVA and Pear Deck
7. Curriculum Mapping
8. Data Analysis – A systemic and systematic way to analyze Pre-and Post-test results
9. Development and analysis of Local Assessments
10. Strategies for intervening with subgroups within the student body
11. Student Recognition Programs

12. State Initiatives – Growth Model, Learning Connection, Indiana College, and Career Ready Standards, Essential Standards, STEM Standards
13. RISE Training
14. Development of effective engagement strategies
15. Development of formative assessments and checks for understanding
16. Development of daily student learning objectives
17. Bullying prevention, awareness, and reporting
18. Professional Learning Communities
19. Secure Test Training

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

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

The following is provided:

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

H. College and Career Readiness

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

- Counseling blocks are used to provide an advisory period for students to complete lessons around academic, career, and social-emotional development. Activities include goal setting, career interest inventories and exploration, and identifying barriers to success. Curriculum has been developed uniquely for Western Boone.
- Western Boone has also developed a series of field trip experiences to provide students with exposure to a wider array of options to best fit their academic performance and personal goals. Trips include Job Spark (Grade 8) and College Representative visits (Grades 11 and 12). 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. 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.

V. Student 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. Chronic absenteeism is defined as missing 10% or more school days; for the sake of contrasting information, Western Boone Junior-Senior High School has split the comparison into 10% of each Term, to show adjustments keeping the Covid-19 Pandemic in mind.

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

Absenteeism Rate, Western Boone Jr.-Sr. High School: 9.7%

Absenteeism Rate, State of Indiana: 18.5%

Goal:

Western Boone's goal is to continue lowering the chronic absenteeism rate by one-tenth of one percent each year beginning with the 2022-23 school year. The goal is 5% and to be in the top 95th percentile of all schools in the state. To accomplish this goal, we have implemented the following:

Objectives:

- All students are accounted for each day via phone calls to and from the receptionist.
- The back-to-school newsletter in August emphasizes the importance of attendance.
- Issues concerning attendance are noted on Harmony by administrators.
- A letter from the administration is sent home after the fourth and eighth absences.
- A conference with the student and/or parent is required on the eighth absence.
- A student may lose credit for the semester upon the ninth absence from class or school.
- A perfect attendance incentive program will be used. This will be utilized at the conclusion of each semester.
- A weekly briefing of at-risk students occurs with the guidance department and administration.
- The school will continue recognizing students with good attendance.
- After missing 8, non-medical days, students are required to stay after school to make up for missed hours of instruction. For example, 1 day equals 7 hours.
- Implement an incentive program in the 2023-2024 school year that meets the needs of students that are identified from previous school year as "chronically absent" by Term 1, Term 2, or both.

In addition, Western Boone County Community School Corporation School Board voted in a new Attendance Policy, as describe here:

Students are expected to attend school every day unless there is a very good reason to be absent. Students are allowed no more than 8 absences each semester. Absences are either excused or unexcused and both count toward the 8-day limit unless the reason for absence is listed under Section A (not to be counted toward the 8-day limit). After a student's 8th absence in a semester, all absences will be considered unexcused regardless of circumstance unless the reason for absence is listed under section A or C.

Section A (Excused by law, these do not count toward the 8-day limit)

1. Service as a page for the Indiana General Assembly (IC 20-33.2-14)
2. Service in a precinct election (IC 20-33.2-15)
3. Active duty with the National Guard/Air patrol (IC 20-33-2-17.2)
4. Subpoenaed by a court (IC 20-33.2-16)
5. Attendance at State Fair for educational purposes (IC 20-33.2-17.7)
6. Educationally related non-classroom activities, ie field trips (IC20-33-17.5)

7. Attendance for religious instruction (IC 20-33.2.19)

Section B (excused, will count toward 8-day absence limit) the following will be considered excused absences and considered unexcused beyond the 8-day limit:

1. illness verified by the parent
2. professional appointments – Parents are encouraged to schedule medical, dental, legal, and other necessary appointments outside of school hours. When appointments are necessary during the school day, the student shall report back to school immediately after the appointment with a signed statement from the doctor, dentist, lawyer, counselor, etc.
3. military connected families’ absences related to deployment and return
4. college visit, family vacations, and trips – must be pre-arranged
6. Other: documentation not listed may be approved at the principal or designee’s discretion.

Section C These absences are to be considered excused with documentation, even beyond the 8-day limit:

1. illness verified by a note from a physician or qualified medical professional
2. required court attendance with documentation
3. death in the immediate family or of a relative with documentation

Administrative consideration may be given when an extenuating circumstance would indicate that it would be in the best interest of the student and/or school, such as in the case of medically fragile students and unique circumstances beyond the student’s and parent’s control. The administration has final approval in this policy and the administrative procedures followed.

B. Graduation Rate

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

2016-2017	96.80
2017-2018	96.95
2018-2019	98.4
2019-2020	95.20
2020-2021	96.32
2021-2022	91.2
2022-2023	TBD

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 new waiver process that aligns with graduation pathways per state guidelines.

The state guidelines are as follows:

- Attempted Post-Secondary Competencies
 - C Average in required 34 w/ career sequence
 - 95% Attendance
 - State and Local Requirements Met
 - Postsecondary Planning with Principal
 - Approval
 - College Acceptance
 - Training Program Attendance
 - Workforce Entry
 - Military Enlistment
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 the future. Parents are invited to participate in their child’s academic scheduling process.
- At the beginning of the school year, counselors will meet with Seniors to ensure that they will meet graduation requirements for the state of Indiana and Western Boone County Community School Corporation.
- Freshmen counselors will meet with 8th grade students during the second semester to create a four-year academic plan.
- Guidance Twitter pages were created to increase access to information and improve communication between guidance, students, and the community, as well as the Guidance Website being updated in real time.

VI. Specific Areas Improvement is Needed Immediately

Goals:

Based upon ILEARN, PSAT and SAT, the determination is that improvement is needed in Language Arts and Literacy. Western Boone’s goal is to improve all state standardized testing scores to reach 65% proficiency on ILEARN English Language Arts, improve overall PSAT scores by at least one point, and improve SAT scores by reaching 65% at College-Ready for Evidence-Based Reading and Writing.

1. **ILEARN – Academic Standards – Percent At/Near and Above**

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

English/Language Arts		
Key Ideas and Textual Support	77	75
Structural Elements and Organization	88	75
Writing	65	71
Spring 2022		
English/Language Arts		
Key Ideas and Textual Support	69	77
Structural Elements and Organization	81	76
Writing	77	78
Spring 2023		
English/Language Arts		
Key Ideas and Textual Support	82	78
Structural Elements and Organization	79	85
Writing	81	80

PSAT

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Total Number Taking	255	252	229	246	236	210	237	244
Grade 10: Evidenced Based Reading and Writing	459	473	478	451	472	472	451	462
Grade 11: Evidenced Based Reading and Writing	471	486	506	489	446	505	480	468

SAT

	2021-22	2022-23
Total Number Taking	133	126
Grade 11: Evidenced Based Reading and Writing	540	482

2. Based upon ILEARN, PSAT, and SAT data, the determination is that improvement is needed in Math. Western Boone’s goal is to improve all state standardized testing scores to reach 65% proficiency on ILEARN Math, improve overall PSAT scores by at least one point, and improve SAT scores by reaching 65% at College-Ready for Evidence-Based Reading and Writing.

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
Spring 2022		
Mathematics		
Algebra and Functions	71	61
Data Analysis, Statistics, and Probability	78	74
Geometry & Measurement	66	51
Number Sense and Computation	74	66
Spring 2022		
Mathematics		
Algebra and Functions	78	67
Data Analysis, Statistics, and Probability	77	70
Geometry & Measurement	78	60
Number Sense and Computation	78	76

PSAT

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Total	255	252	229	246	236	210	237	244
Math 10	455	460	455	448	477	448	453	461
Math 11	468	477	491	466	455	488	460	458

SAT

	2021-22	2022-23
Total Number Taking	133	126
Grade 11: Math	488	480

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. To achieve these goals and improve classroom instruction, data will be disaggregated and distributed to teachers. In addition, local assessments, and NWEA will be used to assess student performance on a periodical basis throughout the academic year. The curriculum will continue to be realigned to reflect the state standards.

The Western Boone staff and administration will continue to utilize the inclusion program 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 weekly basis during collaboration time to communicate necessary information regarding 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 Microeconomics, 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, Anatomy, POE 2 credits: Additional credits in Earth Science, Chemistry, Physics, Advanced Biology, or Advanced Chemistry)
Directed Electives	5 credits (World Languages, Fine Arts, Career/Technical)
Physical Education	2 credits
Health and Wellness	1 credit
Electives	6 credits
	42 total state credits required

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

1. All students are informed by counselors during their 8th grade year as to the Indiana CORE 40 with Academic Honors and the Indiana CORE 40 with Technical Honors diploma requirements.

2. The counseling continues throughout the year as students are scheduled for the next high school year.

Academic Honors Diploma

For the Core 40 with Academic Honors designation, students must:

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

Technical Honors Diploma

For the Core 40 with Technical Honors designation, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 - Pathway designated industry-based certification or credential, or
 - Pathway dual credits from the approved dual credit list resulting in 6 transcript eligible college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following,
 - Any one of the options (A - F) of the Core 40 with Academic Honors
 - Earn the following minimum scores on WorkKeys: Workplace Documents, Level 6; Applied Math, Level 6; and Graphic Literacy, Level 5. ***
 - Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
 - Earn the following minimum score(s) on Compass: Algebra 66, Writing 70, Reading 80.

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

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

B. At the start of spring semester, a school counselor will visit all 8th grade classes to present 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 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
18	90.5%	100%
19	90.3%	99.2%
20	91%	99.2%
21	50.5%	98.5%
22	52%	43%
23	TBD	TBD

Percent Honors Diplomas (Academic, Technical, or Both)

Year	State Average	Western Boone Schools
18	39.8%	57.5%
19	39.8%	60.8%
20	40.3%	55.5%
21	39.6%	43.8%
22	38.71%	57%
23	TBD	TBD

IX. Proposed Interventions Based on Area of Improvement Needed Immediately

Action Plan

Goal One

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

Support Data Standardized Assessment: ILEARN, PSAT, SAT

Current State:

2023 percent proficiency for State of Indiana on ILEARN (English Language Arts)

- 7th grade: 39.5%
- 8th grade: 43.8%

2023 over-all total score average for State of Indiana on PSAT (Evidence-Based Reading and Writing)

- Total Testing Group in the State of Indiana:
 - 28% at College-Ready Benchmark in Evidence-Based Reading and Writing

2023 over-all total score average for State of Indiana on SAT (Evidence-Based Reading and Writing)

- Total Testing Group in the State:
 - 49% at college-ready Benchmark in Evidence-Based Reading and Writing

Desired State:

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

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

Current State:

2023 percent proficiency for Western Boone on ILEARN (English Language Arts)

- 7th grade: 55.1%
- 8th grade: 45.6%

2023 over-all total score average Western Boone on PSAT (Evidence-Based Reading and Writing)

- Total Testing Group in Western Boone Junior-Senior High School:
 - 55% at College-Ready Benchmark in Evidence-Based Reading and Writing

2023 over-all total score average for Western Boone on SAT (Evidence-Based Reading and Writing)

- Total Testing Group in Western Boone Junior-Senior High School:
 - 52.40% at College-Ready Benchmark in Evidence-Based Reading and Writing

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

Interventions: (data supports this intervention and why these students are falling below proficiency or college-ready benchmark)	Person(s) Accountable	Timeline Start - End	Steps to Implement Intervention	Staff Development Activities
1. Utilize MAP reading assessment to track reading growth and improve reading comprehension for Grades 7-11.	Entire Staff	Through 2024-2025 School Year	<ul style="list-style-type: none"> • Test Schedule • Professional Development for staff over NWEA reports • Strategies to implement based off NWEA data 	The Language arts department will present MAP reading data during Wednesday Morning Meetings and discuss individual reading levels for all students.
2. Implement IXL as a resource to target gap areas on standards as revealed through alignment with NWEA MAP data during Homeroom classes on Wednesdays for a selected focus group of students assigned to work with English Language Arts teachers. All other Homeroom classes will also be working on IXL skills-based learning during this Academic Support Time.	Entire Staff	Through 2024-2025 School Year	<ul style="list-style-type: none"> • IXL Training • Professional Development Schedule • Homeroom expectations and guidance 	Homeroom teachers will be able to explore IXL data and discuss standards that students were able to master after implementing targeted instruction based on NWEA scores to review with staff.
3. Enhance Problem Based Learning to demonstrate increased Depth of Knowledge.	Entire Staff	Through 2024-2025 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, tracking data from local assessments to inform instruction and target areas of concern	Entire Staff	Through 2024-2025 School Year	<ul style="list-style-type: none"> • Professional development • Collaboration to create and analyze data • PLC implementation 	Teachers will participate in professional development to learn how to create and implement local assessments, as

					well as how to use data correctly to inform instruction.
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Goal Two

All students will improve their mathematical comprehension by showing growth in number sense and computation, algebra and functions, geometry and measurements, and data analysis, statistics, and probability.

Support Data Standardized Assessment: ILEARN, PSAT, SAT

Current State:

2023 percent passing for State of Indiana on ILEARN (Math)

- 7th grade: 32.9%
- 8th grade: 31.4%

2023 over-all total score average for State of Indiana on PSAT (Math)

- Total Testing Group in the State of Indiana:
 - 28% at College-Ready Benchmark in Math

2023 over-all total score average for State of Indiana on SAT (Math)

- Total Testing Group in the State:
 - 30% at College-Ready Benchmark in Math

Desired State:

To improve all state standardized testing scores to reach 65% proficiency on ILEARN Math, improve overall PSAT scores by at least one point, and improve SAT scores by reaching 65% at College-Ready for Math.

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

Current State:

2023 percent proficiency for Western Boone on ILEARN (Math)

- 7th grade: 55.8%
- 8th grade: 36.5%

2023 combined average for Western Boone on PSAT (Math)

- Total Testing Group in the State of Indiana:
 - 31% at College-Ready Benchmark in Math

2023 over-all total score average for Western Boone on SAT (Math)

- Total Testing Group in Western Boone Junior-Senior High School:
 - 29.4% at College-Ready Benchmark in Math

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

Interventions: (data supports this intervention and why these students are falling below proficiency or college-ready benchmark)	Person(S) Accountable	Timeline Start - End	Steps to Implement Intervention	Staff Development Activities
<p>1. Implement IXL as a resource to target gap areas on standards as revealed through alignment with NWEA MAP data during Homeroom classes on Wednesdays for a selected focus group of students assigned to work with Math teachers. All other Homeroom classes will also be working on IXL skills-based learning during this Academic Support Time.</p>	Entire Staff	Through 2024-2025 School Year	<ul style="list-style-type: none"> • IXL Training • Professional Development Schedule • Homeroom expectations and guidance 	Homeroom teachers will be able to explore IXL data and discuss standards that students were able to master after implementing targeted instruction based on NWEA scores to review with staff.
<p>2. Utilize MAP math assessment to track progress and improve growth in weak areas for students.</p>	Entire Staff	Through 2024-2025 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.
<p>3. Create and utilize local assessments to inform instruction, tracking data from local assessments to inform instruction and target areas of concern</p>	Entire Staff	Through 2024-2025 School Year	<ul style="list-style-type: none"> • Professional development • Collaboration to create and analyze data • Implementation of PLC 	Teachers will participate in professional development to learn how to create and implement local assessments, as well as how to use data correctly to inform instruction.
<p>4. Adjust schedules of struggling math students to meet their graduation requirement needs.</p>	Mathematics Department Guidance Department	Through 2024-2025 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. Specifically, we will address literacy skills, differentiated instruction, checks for understanding, engagement strategies, focused lesson objectives, common assessments, power standards, and data analyzation. The goal is to combine all aspects into effective instruction to meet the needs of all students at Western Boone Junior Senior High School.

- See attached School Improvement Action Plan

XI. Statutes and Rules to be Waived

- None

XII. Methods to Improve Cultural Competency

- Addressing cultural competency of teachers, administrators, staff, parents, and students, including the identification of all racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups represented in the school's population; culturally appropriate strategies for increasing educational opportunities and educational performance for represented groups that are incorporated in the school's plan; and areas identified as requiring additional professional development to increase cultural competency in Western Boone Junior Senior High School.
 - School Demographics:
 - Race/Ethnicity
 - White: 729
 - Hispanic: 23
 - African American: 2
 - Two or More Races: 19
 - Asian: 2
 - Language-Minority
 - 11 Spanish
 - 1 Mandarin
 - Cultural Representation- How well do the teachers, staff members, and administrators represent the community demographics in which they are employed?
 - Exceptional Learning: 35
 - Socioeconomic Groups

- Reduced-Pay Lunch
- Free Lunch
 - 35% total Free and Reduced-Pay Lunch
- To better understand Cultural Awareness, administrators, teachers, and other staff at Western Boone Junior Senior High School will...
 - Address the needs of Exceptional Learners
 - Yearly IEP Training for the Special Education Department
 - IEP Training by Special Education Department to prepare individualized support for students
 - Provide Life Skills Student Opportunities
 - General Education Peer Mentors
 - Star Café (students order, prepare, and deliver drinks)
 - Jobs around the school building with custodial and cafeteria workers
 - AMP and Ambassadors
 - Utilize Neuroscience
 - Neuroscience Training for Staff
 - Neuroscience Education and Application for Students (2022-23)
 - PBIS Training
 - Counseling Blocks (Various Topics Covered)
 - Acceptance/Open-Mindedness
 - Conflict-Resolution
 - Respectful Communication (Agree to Disagree)
 - Additional Professional Development Opportunities
 - Yearly ENL/ELL Refresher
 - Trauma-Informed Care
 - *Help for Billy* reading by administration and shared with staff
 - School and Local Community Outreach
 - Athletic Department Care Closet
 - Food Pantry
 - Christmas Families in Need
 - ECA Service Projects
 - Hygiene Carts

XIII. Three Year Timeline for Implementation, Review, and Revision

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

EDUCATION & OPERATION FUND COMPARISON REPORT

As of September 30, 2023, the Education Fund cash balance was \$4,484,241. The Education Fund expenditures for September 2023 were \$1,054,634. As of the end of September 2023, a total of 66% of the 2023 appropriation was expended.

As of September 30, 2023, the Operation Fund cash balance was \$2,820,343. The Operation Fund expenditures for September 2023 were \$517,489. As of the end of September 2023, a total of 61% of the 2023 appropriation was expended.

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

<u>Financial Institution</u>	<u>2023 YTD Interest Earned</u>
Home National Bank	\$347,502.33 Interest
Raymond James	\$25,883.70 Income
Raymond James	\$38,292.25 Change in Value

September was a three payroll month.

FYI: The September 2023 - Fund, Appropriation, and Revenue Reports are posted to the School Board Document Site