

SCHOOL IMPROVEMENT PLAN

Carroll Junior High School
2017-2018

At Carroll Jr.-Sr. High School, students will be supported and engaged in a challenging curriculum that meets state and national standards and prepares them for future endeavors.

Carroll Jr.-Sr. High School promotes a safe, caring environment where the privilege of education inspires and encourages students to become successful life-long learners in an ever-changing global environment.

*Tiffany Myers
Principal 9-15-17*

*Nicole McDorman
CEA copresident 9-15-17*

Carroll Junior High School Improvement Plan 2017-2018

Under the rules and guidelines of Indiana Public Law 221, Carroll Junior High School has annual committees to review and revise the PL 221 plan. Carroll Jr.-Sr. High School was accredited by AdvancED in the spring of 2015. A Professional Development Plan was created to address the improvement priorities suggested by the External Review Team. The external review team will return to Carroll to assess the implementation of the improvement priorities. AdvancEd has approved the Carroll Junior High Accreditation Progress Report which shows that we are on track and making progress towards our improvement priorities and will remain accredited.

Purpose and Direction

Vision Statement

At Carroll Jr.-Sr. High School, students will be supported and engaged in a challenging curriculum that meets state and national standards and prepares them for future endeavors.

Mission Statement

Carroll Jr.-Sr. High School promotes a safe, caring environment where the privilege of education inspires and encourages students to become successful lifelong learners in an ever-changing global community.

The Carroll Way... Be respectful, Be Responsible, Strive for Excellence.

School and Community Description

Carroll Consolidated School Corporation is one of two school corporations in Carroll County. Geographically it covers the eastern part of Carroll County. The county is primarily rural, but the land is comparable to the cities of Lafayette, Kokomo, Frankfort, and Logansport. Flora and Burlington are the largest towns in the school corporation boundaries; several smaller communities exist as well.

Carroll County is a major agricultural area with few large businesses located within the school corporation. Parents that do not work in the agriculture industry typically work in one of the nearby cities. The school is primarily a middle-class constituency. Around 44% of Carroll students receive free or reduced lunches and textbook assistance. Minority students make up less than one percent of our student population. Carroll Junior-Senior High School's enrollment is currently 526 students in grades 7-12.

Special Education

Carroll Junior High School offers special education services at the building level and through Logansport Area Joint Special Services Cooperative (LAJSSC). Programs and services are provided for students with the following identifications: emotionally disabled, mild or moderately disabled, learning disabled, communication disordered, orthopedic and other health impairments.

The special education staff in the junior high school includes one cross-categorical resource teacher and three instructional assistants. Students receive a majority of their instructional and support services through push-in services and inclusion in the general education classroom, as well as support in the resource rooms.

Description of staff at Carroll Jr.-Sr. High School 2017 – 2018

190 Students, Grades 7-8
19 Certified Teachers
1 Special Education Teacher
3 Special Education Instructional Assistants
1 Guidance Director
1 Guidance Counselor
1 Media Center Specialist
1 Main office secretary
1 Treasurer
1 Guidance Secretary
1 Principal
1 Assistant Principal
1 Athletic Director
1 School Nurse
1 Junior High School Instructional Assistant
10 Cafeteria Staff
8 Custodial/Maintenance Staff
18 Bus Drivers
4 Mini- Bus Drivers
1 In-School Suspension Supervisor
1 School Resource Officer

Carroll Senior High School Improvement Leadership Team

Tiffany Myers	Principal
Michael Goodrich	Assistant Principal
Giselle Bender	Guidance Director
Susan Eldridge	Guidance Counselor
Susan Abbott	Teacher
Steve Keown	Teacher

Carroll Jr.-Sr. High School Improvement Plan Committees

Professional Development

Chris Seward
Susan Eldridge
Makay Adams
Elizabeth Foor
Elizabeth Hudson

Data Analysis

Susan Eldridge- leader
Kristen Ray
Giselle Bender
Tiffany Myers

Goals/Interventions

Giselle Bender – leader
Jessica Johnson
Lindsey Jackson

Departments

Mathematics	Social Studies
Abbott, Susan Boyer, Leanna Duff, Amy Duff, Ryan (Department Chair) Ray, Kristen	Holderfield, Kyle Jackson, Lindsey Saylor, Kevin Seward, Chris (Department Chair)
English/Foreign Language	Science
Brazel, Stacey Carver, Amber Deck, Stellina Duff, Debbie (Department Chair) Hudson, Elizabeth Klein, Lisa McDorman, Nicole Melissa Johnson(media specialist)	Adams, Makay (Department Chair) Butcher, Cari McClain, Barrie Stiller, Becky
CTEAM/Wellness	Counseling/Support
Baker, Natasha Reinke, Cindy Sausaman, Tyler Ingalls, Nicole Granger, Marcus Keown, Steve Hopper, Allison Arnold, Chad Weaver, Matt Foor, Elizabeth Parkhurst, Camden (Athletic Director)	Bender, Giselle (Guidance Director) Eldridge, Susan Eller, Erika Smith, Bunti Robertson, Jarrid Rich, Sara (School Nurse)
Secretaries/Tutors	Special Education
Miller, Tina Denny, Susan Worl, Kim Smith, Bunti Eller, Erika Brown, Joe	Szmara, Lyndy (Director – LAJSSC) Johnston, Jessica VanDyke, Di Lagoni, Alyssa Forbes, Nancy Benefiel, Deena Sorrells, Melody St. Amour, Matt

Titles and Descriptions of Assessment Instruments 2017 - 2018

NWEA (Northwest Evaluation Association) Grades 7-10

ISTEP+, grades 7/8, given in the spring, assessing Math, English, and Social Studies

ISTEP+ 10 Graduation exam for current Grade 10 students and students currently enrolled in Biology

Core 40 End-of-course assessments – administered for Algebra I, English 10, (only offered for retesters)

ASVAB (Armed Services Vocational Aptitude Battery), grade 11

PSAT (Preliminary Scholastic Achievement Test), grade 10 and 11

AP (Advanced Placement) exams,

AP Biology I/II, AP Chemistry I/II, AP Calculus AB/BC, AP English Language and Composition I/II, AP English Literature and Composition I/II,

AP Environmental Science, AP US History I/II, AP Economics, AP Physics I/II

Accuplacer - grades 10-12 for Dual Credit Courses

SAT (Scholastic Achievement Test), grade 11 and 12

Benchmark Reading Assessments – identified students at each grade level as needed to monitor progress

Description of Curriculum and Instruction

Curriculum at Carroll Jr.-Sr. High School is aligned with the Indiana State Standards. A variety of courses are offered to help students prepare for their future. Teachers are continually working through their curriculum maps to ensure that they are focused on being College and Career Ready and aligned with the Indiana State Standards. Curriculum maps are working documents and are updated as the course curriculum changes.

A current course description guide for 2017-2018 is available in print and on the Guidance website highlighting all courses taught at Carroll Jr.-Sr. High School. Carroll Junior High School are on a 9 week and semester rotation to allow for students to go further in depth in the content. Students gain a deeper understanding of the process whereas in past years, students were on a 4 ½ week rotation. When students enter high school, Carroll offers Advanced Placement classes and students are required to take the correlating AP exams. Also, practical application classes such as agricultural mechanization, advanced life sciences, construction processes, clothing and textiles, child development, and computer applications give students with career ambitions an opportunity to learn “hands on” and yet challenge themselves to someday receive more training in that particular field. Classes in music, arts, digital design, engineering, and technology as well as extracurricular opportunities, help students learn and perform in those areas. Carroll Jr.-Sr. High School is part of the **Indian Trails Career Cooperative** and students have opportunities to enroll in courses offered at schools in the cooperative when the course is not offered onsite. CCSC also has a contract with **Indiana Online Academy** and **Logansport Century Career Center** to make additional

courses available for students. A credit recovery program is in place to meet the needs of students along with an alternative school curriculum through a contract with The Crossing.

Carroll Consolidated Schools adopted the Core 40 Diploma as the baseline diploma. Students are being challenged early in their high school career by their guidance counselors and teachers to obtain the Honors Diploma. Copies of the curriculum guide and the pathways that are offered at Carroll Jr.-Sr. High School are available in the guidance office at 2362 East State Road 18, Flora, IN 46929.

Our **Student Support Team (SST)** meets monthly to determine the best interventions for students not meeting expectations or alternative methods to meet the needs of students who need to be accelerated in their coursework. Students are identified for each tier group and data is used to determine the best plan for each student. Parents and students are involved in the action plan and a copy is sent home for parents to sign. Each teacher receives the students SST plan. We put the plan into place for a minimum of 6 weeks and then we reconvene if necessary. Behavior plans are used as needed and individualized for the need of each student. The junior high guidance counselor teaches character education and strategies for coping with stress and the demands of school.

Technology

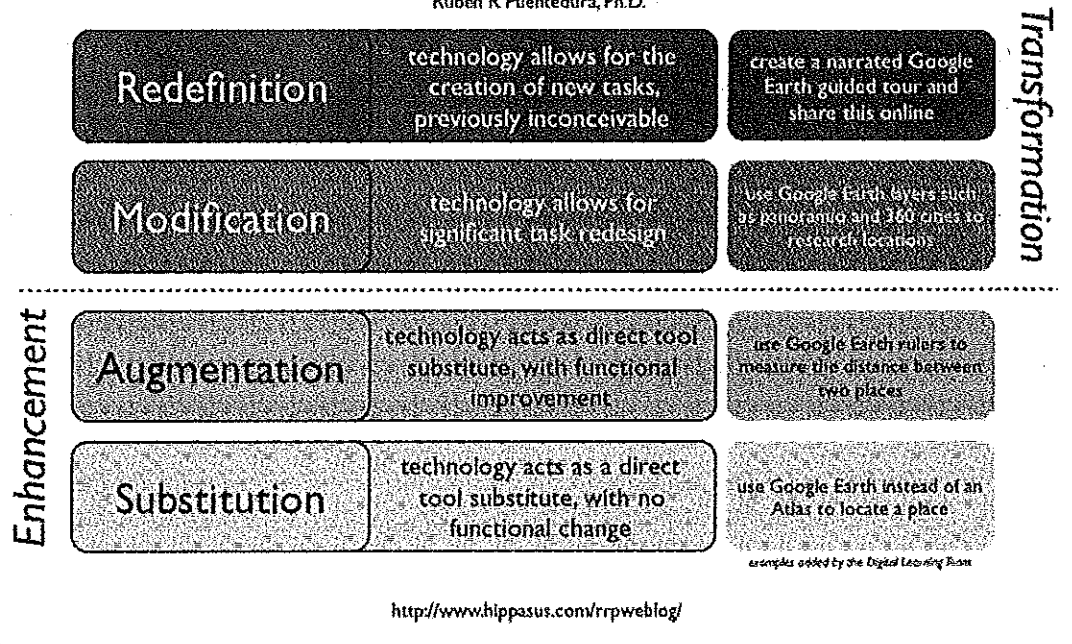
Carroll Jr.-Sr. High School implemented a 1:1 iPad initiative for all students in grades 7-12 four years ago. During the 2016-2017 school years, a technology committee was formed to evaluate our plan and our current devices and make recommendations for future devices. Beginning with the 2017-2018 school year, all students in grades 7-12 will have a Chromebook. The staff and administration are committed to preparing students with the digital skills needed for college and careers in the 21st century workplace. Below is a summary of some of the ways the technology will be used.

- As a learning tool to acquire fundamental skills
- As an organization tool
- As a tool to increase student engagement
- As a way to increase communication for students and parents
- As a creative tool to complete writing assignments and learning projects
- As an analytical tool to record, calculate, apply, analyze, synthesize and evaluate
- As a research tool

The SAMR Model

enhancing technology integration

Ruben R Puentedura, Ph.D.



Athletic Opportunities

Girls

Cross Country
Volleyball
Swimming
Wrestling
Track
Basketball
Cheerleading/Dance

Boys

Cross Country
Football
Swimming
Wrestling
Track
Basketball

Club Opportunities

Drama
FCCLA
FFA
Student Council

National Junior Honors Society
Guitar Club
Acapella Group

Community Supportive Organizations

Athletic Boosters
FFA Alumni
Music Boosters
Family Resource Network – parents
Lions Club

Flora Ministerial Association
Psi Iota Xi
Kiwanis
Rotary Club

Cultural Competency

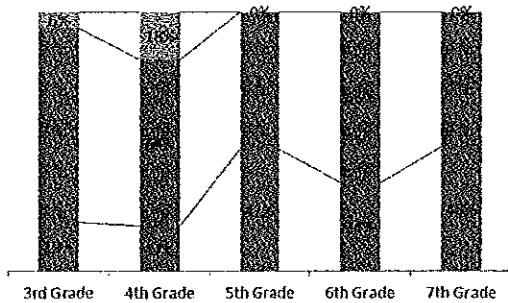
- Pledge of Allegiance – daily
- Character Education in grades 7 and 8
- Veteran’s Day Recognition Program
- Fieldtrips to museums and the Civic Theater
- Fieldtrips to post-secondary institutions and apprenticeship programs
- Canned food and clothing drives led by student leaders
- Blood Drive sponsored by National Honor Society

Data Highlights 2011-2017

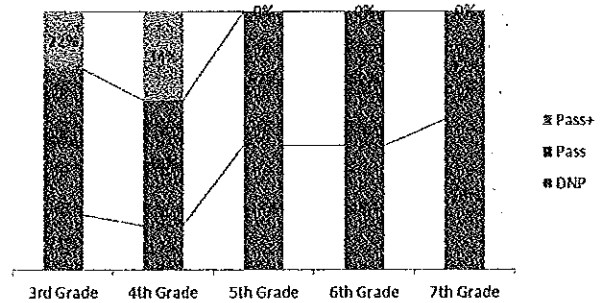
Notes

In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data. Also, beginning with 2014-2015 data, the Indiana DOE is not publicly reporting both “Pass” and “Pass+”... both are combined into “Pass.”

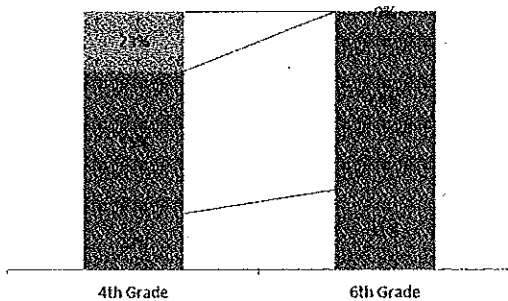
Class of 2022 - ELA



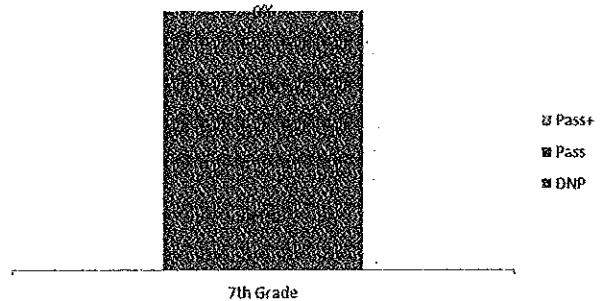
Class of 2022 - Math



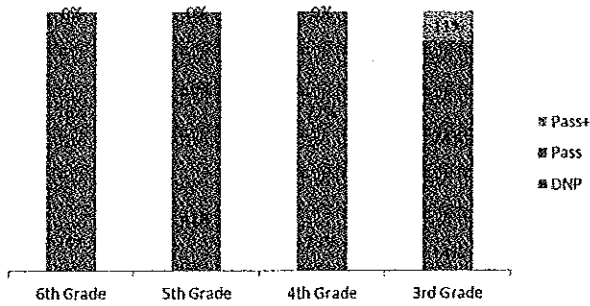
Class of 2022 - Sci



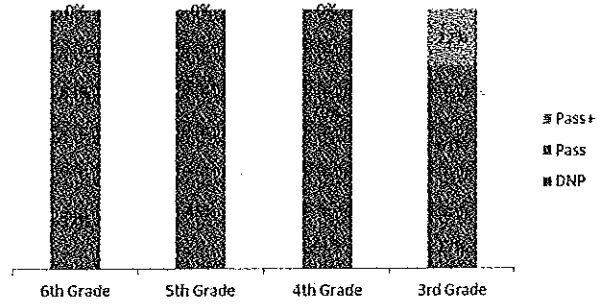
Class of 2022 - SS



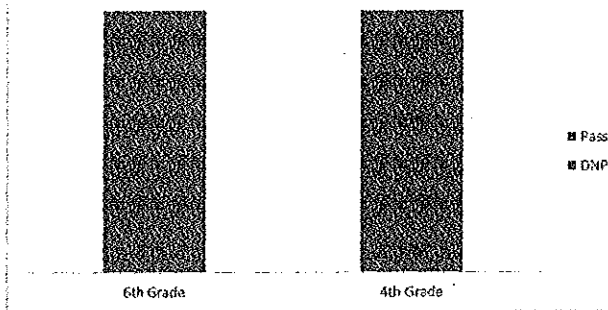
Class of 2023 - ELA



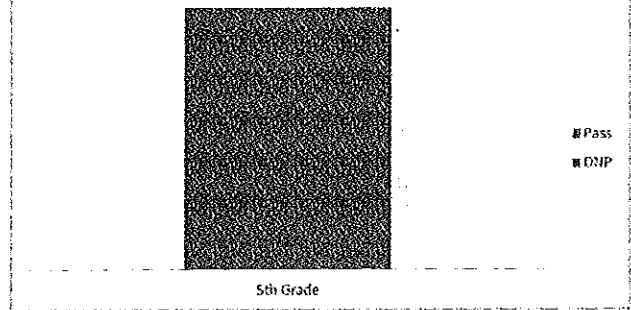
Class of 2023 - Math



Class of 2023 - Sci



Class of 2023 - SS



Attendance by Grade

Grade	2014-15	2015-16	2016-17
Grade 7	96.9%	96.5%	96.7%
Grade 8	96.5%	95.6%	95.9%
All Grades	96.7%	96.1%	96.3%

Enrollment by Grade

Grade	2014-15	2015-16	2016-17
Grade 7	84	93	91
Grade 8	95	76	80
Total Enrollment	179	169	171

Student Centered Accountability Report Card 2015-2016

As a "New School", as defined by 511 IAC 6.2-10-10, or "Innovation Network School", as defined by IC 20-25.7, this school has been calculated with Growth as the exclusive means in determining the school's final accountability category. For informational purposes, indicators and points awarded for other domains are shown, if applicable.

Overall Summary (511 IAC 6.2-10-3)

		Points	Weight	Weighted Points
Performance Domain	Grades 3-8	56.8	0.000	0.00
	Grade 10	0.0	0.000	0.00
Growth Domain	Grades 4-8	83.8	1.000	83.80
	Grade 12	0.0	0.000	0.00
Overall Points				83.8 Growth Only
Overall Grade				B Growth Only

Summary by Domain

Performance Domain (511 IAC 6.2-10-4)

	Grades 3-8			Grade 10		
	Pass Rate	Participation	Points	Pass Rate	Participation	Points
English/Lang. Arts	62.7 % (101 / 161)	100.0 % (173 / 173)	62.7	N/A	N/A	N/A
Mathematics	50.9 % (82 / 161)	100.0 % (172 / 172)	50.9	N/A	N/A	N/A

	Points	Weight	Weighted Points
E/LA (3-8)	62.7	0.50	31.35
Math (3-8)	50.9	0.50	25.45
Performance Points (Grades 3-8)			56.8
E/LA (10)	N/A	N/A	N/A
Math (10)	N/A	N/A	N/A
Performance Points (Grade 10)			0.0

Points awarded shall equal the Pass Rate if Participation is greater than or equal to 95% or the product of Pass Rate and Participation if Participation is less than 95%

N/A - Less than 30 students in associated grade span and could not aggregate to reach minimum

Growth Domain (511 IAC 6.2-10-5)

	Grades 4-8			Grades 9-12				
	Top 75% Growth	Bottom 25% Growth	Points	Top 75% Growth	Bottom 25% Growth	Points	10th to 12th Imp.	Points
English/Lang. Arts	81.9 (9750 / 119)	86.9 (3475 / 40)	84.4	N/A	N/A	N/A	N/A	N/A
Mathematics	82.3 (9875 / 120)	83.8 (3350 / 40)	83.1	N/A	N/A	N/A	N/A	N/A

	Points	Weight	Weighted Points
E/LA (4-8)	84.4	0.50	42.20

	Grades 4-8		Grades 9-12
Math (4-8)	83.1	0.50	41.55
Total Growth Points (Grades 4-8)			83.8
E/LA (10)	N/A	N/A	N/A
Math (10)	N/A	N/A	N/A
Total Growth Points (Grades 9-12)			N/A

Points awarded to grades 4 through 10 based on the average of the scores of all eligible students in the High Performing (Top 75%) and Low Performing (Bottom 25%) subgroups

N/A - Less than 40 students in associated grade span

Multiple Measures Domain (511 IAC 6.2-10-6)

CCR Indicator			Graduation Indicator		
CCR Achievement Rate (2015 Graduates)	State CCR Factor (25% Goal)	Points	4 Year Graduation Rate Points (2015 Cohort)	5 Year Graduation Rate Imp. Points (2014 Cohort)	Points
N/A	N/A	N/A	N/A	N/A	N/A
	Points	Weight	Weighted Points		
CCR	N/A	N/A	N/A		
Graduation	N/A	N/A	N/A		
Total Mult. Measures Points			0.0		

College and career readiness achievement points shall equal the product of the CCR achievement rate and the state CCR factor with a maximum score of 100.0 points
 State college and career readiness factor is determined by dividing 100 by the CCR goal as defined by the State Board of Education

Four year graduation rate points shall equal 100 if the rate is greater than or equal to 90%. Otherwise, points will equal the four year graduation rate
 Five year graduation rate improvement shall equal the difference in five year graduation rate (2014 cohort) and four year graduation rate (2014 cohort)

Student Centered Accountability Report Card 2016-2017

Overall Summary (511 IAC 6.2-10-3)

		Points	Weight	Weighted Points
Performance Domain	Grades 3-8	50.6	0.000	0.00
	Grade 10	0.0	0.000	0.00
Growth Domain	Grades 4-8	81.4	1.000	81.40
	Grades 10-12	0.0	0.000	0.00
Multiple Measures Domain	Grade 12	0.0	0.000	0.00
			Overall Points	81.4 Growth Only
			Overall Grade	B Growth Only

Summary by Domain

Performance Domain (511 IAC 6.2-10-4)

	Grades 3-8			Grade 10		
	Pass Rate	Participation	Points	Pass Rate	Participation	Points
English/Lang. Arts	<u>54.8 %</u> (91 / 166)	<u>100.0 %</u> (174 / 174)	54.8	<u>N/A</u>	<u>N/A</u>	N/A
Mathematics	<u>46.4 %</u> (77 / 166)	<u>100.0 %</u> (174 / 174)	46.4	<u>N/A</u>	<u>N/A</u>	N/A

	Points	Weight	Weighted Points
E/LA (3-8)	54.8	0.50	27.40
Math (3-8)	46.4	0.50	23.20
Performance Points (Grades 3-8)			50.6
E/LA (10)	N/A	N/A	N/A
Math (10)	N/A	N/A	N/A
Performance Points (Grade 10)			0.0

Points awarded shall equal the Pass Rate if Participation is greater than or equal to 95% or the product of Pass Rate and Participation if Participation is less than 95%

N/A - Less than 30 students in associated grade span and could not aggregate to reach minimum

Growth Domain (511 IAC 6.2-10-5)

	Grades 4-8			Grades 10-12				Total Points
	Top 75% Growth	Bottom 25% Growth	Points	Top 75% Growth	Bottom 25% Growth	Growth Points	10th to 12th Impr. Bonus	
English/Lang. Arts	$\frac{84.6}{(10150 / 120)}$	$\frac{58.3}{(2450 / 42)}$	71.5	N/A	N/A	N/A	N/A	N/A
Mathematics	$\frac{92.6}{(11300 / 122)}$	$\frac{90.0}{(3600 / 40)}$	91.3	N/A	N/A	N/A	N/A	N/A

	Points	Weight	Weighted Points
E/LA (4-8)	71.5	0.50	35.75
Math (4-8)	91.3	0.50	45.65
Growth Points (Grades 4-8)			81.4

	Grades 4-8		Grades 10-12
E/LA (10-12)	N/A	N/A	N/A
Math (10-12)	N/A	N/A	N/A
Growth Points (Grades 9-12)			0.0

Points awarded to grades 4 through 10 based on the average of the scores of all eligible students in the High Performing (Top 75%) and Low Performing (Bottom 25%) subgroups

Points shall be awarded to grade 12 in a manner equal to the rate of improvement of students on the mandatory statewide annual assessment between the student's grade 10 cohort year and the student's expected graduation.

N/A - Less than 40 students in grade span for growth or less than 10 students for bonus

Multiple Measures Domain (511 IAC 6.2-10.6)

CCR Indicator			Graduation Indicator			
CCR Achievement Rate (2016 Graduates)	State CCR Factor (25% Goal)	Points	4 Year Graduation Rate Points (2016 Cohort)	5 Year Graduation Rate Imp. Points (2015 Cohort)	Points	Points
N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Points	Weight	Weighted Points			
CCR	N/A	N/A	N/A			
Graduation	N/A	N/A	N/A			
Mult. Measures Points			0.0			

College and career readiness achievement points shall equal the product of the CCR achievement rate and the state CCR factor with a maximum score of 100.0 points
 State college and career readiness factor is determined by dividing 100 by the CCR goal as defined by the State Board of Education

Four year graduation rate points shall equal 100 if the rate is greater than or equal to 90%. Otherwise, points will equal the four year graduation rate

Five year graduation rate improvement shall equal the difference in five year graduation rate (2015 cohort) and four year graduation rate (2015 cohort)

Data Collection Plan: 2017-2018

During the 2017-2018 school year teachers will analyze NWEA data and student performance on state level tests such as ISTEP+. Teachers will look at students who are performing in the pass+ range and also analyze the performance of students in each standard area. Our focus will remain on making sure that all students grow to their potential. Growth of individual students will be analyzed. NWEA data will be analyzed and used throughout the school year. NWEA is given three times per year including the baseline in September, January, and May.

Our professional development plan will be focused on analyzing and understanding our data and using it to drive our instruction. Intervention courses address deficits identified from data collected. Intervention groups are organized many different ways using different resources including the Fountas and Pinnell Reading Intervention. Students receive intervention during reading time, Student Resource Time and before or after school depending on student needs. Beginning with the 2017-2018 school year, a high ability enrichment course has been added to the junior high rotations schedule to ensure that we are meeting the needs of our highest achieving students as well as our students in need of additional instruction. Assessments throughout the year provide data used as a focus for instruction. All teachers are using data as a tool to drive instruction. To hold students accountable for their own data and learning goals, teachers have implemented data walls into their classrooms so that students can gauge their own learning.

**Carroll Junior High School
Goals 2017-2018**

0623

Summary of Changes to the School Improvement Plan Goals

The AdvancED review team conducted an on-site review and accredited Carroll Jr.-Sr. High School in the spring of 2015. We will remain accredited until June of 2019 as long as the improvement priorities are addressed. The data clearly indicated a need to focus on understanding data, data analysis, using data to drive instruction, and curriculum mapping.

Carroll Junior High Plan

Address improvement priorities as an immediate need.

Goals for 2017 – 2018

Goal #1:

- Create and implement a process for analyzing and using data for continuous improvement, instructional programming, and organizational effectiveness. Develop a program for all professional and support personnel in using formative and summative data.

How will we address this at Carroll Junior High ?

- English and Math lab classes in the junior high school have been created using data analysis to group the students according to academic need. Classes are differentiated and are using research based curriculum (Fountas and Pinnell Intervention) to guide their instruction and assessment.
- Provide training in data analysis for all staff during professional development days, staff meetings, and department meetings.
- NWEA training for all teachers
- Data wall for both Jr. High and High School
- Disaggregate data

We have addressed our improvement priorities and will continue to address them as we move forward.

A district math committee has been formed to align our curriculum from K-12 and find gaps in our curriculum that are not meeting the Indiana State Standards. As gaps are identified, teachers are supplementing their curriculum to meet the needs of the students and align with the Indiana State Standards.

NWEA training on how to use MAP reports (Trainings are being offered across the state at no cost to the school) Teachers will be attending trainings and then using the train-the-trainer model to train their teams. A full on-site NWEA training was offered in the fall of 2016.

Goal #2:

- Develop and implement more fully the curriculum mapping project that includes horizontal and vertical alignment in grades 7-12. Include best practices in using formative assessments and instructional strategies to meet the needs of all learners.

How will we address this at Carroll Junior High?

- Clearly defined professional development plan
- Curriculum mapping
- Curriculum alignment

Administration needs to provide release time for teams or professional learning communities to meet and vertically align their curriculum and alter their curriculum maps if necessary. This will be a process that will develop over time and will be incorporated into the professional development plan.

Evaluation

- ISTEP + Applied Skills Results
- NWEA growth results
- Teacher Instructional Audits
- Walk Through Data collected by administrators
- Teacher evaluations