

*Southern Wells
Jr/Sr High School*



Home of the Raiders
2020-2023

*9120 South 300 West
Poneto, Indiana 46781
School Identification Number: 9058
Corporation Number: 8425*

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SCHOOL AND COMMUNITY DESCRIPTION

Southern Wells Community School Corporation offers all young people a quality educational environment in a rural community. We are a school that values the family and holds appreciation for discipline, hard work, and high moral standards. The school district is located in the southern portion of Wells County and encompasses the townships of Chester, Jackson, Liberty, and Nottingham. There are no large towns or cities within the school district; however, there are several small villages. The school system and churches within the district are the centers for the majority of community activities.

Roots run deep in the school community with many students being second or third generation students in the Southern Wells system. Those who attended in the past are ardent supporters of the school and heartily relay their experiences as young people. Because of this, traditions are maintained and the culture is steady and reliable. This is increasingly a challenge as societal mores rapidly change and impact the school community through social media. Each year more students attend Southern Wells Elementary through transfer tuition than previously. This influx has changed the academic and social dynamics, lessening, to some degree, the depth of the familial school culture.

Agriculture is the primary basis of the district's economy. Those who are not involved in agriculture are employed in nearby cities and towns. These include, but are not limited to, the cities of Bluffton, Marion, Montpelier, Hartford City, and Berne. Some parents travel farther for employment, working in such cities as Muncie and Fort Wayne.

Southern Wells Community Schools consists of an elementary school, a junior-senior high school, administrative offices, a vocational agriculture/physical education building, a storage building, and a bus garage. While the two schools operate as separate entities, they are located in the same complex along with the central office. In all, there are seven buildings located on a fifty-nine acre campus. The academic buildings are networked to provide media retrieval, data accessibility, and Internet connectivity.

Southern Wells Elementary School was originally opened in 1967 bringing all of the township schools together. A fire in 1992 destroyed the original elementary building. Volunteers worked over 3,000 hours in less than six days and made it possible to reopen school for grades K-6 in an old school located in the nearby town of Warren, Indiana. This Herculean event prompted the Southern Wells' community and the people of Warren to jointly garner a national award – the Midland Texas Community Spirit Award. The Southern Wells site was cleared and a new building was erected and opened in October 1994.

PARENTAL INVOLVEMENT

Southern Wells is blessed to have a community that supports the overall school program through the participation of parents. Parents routinely attend parent-teacher conferences; they are involved in many of the activities such as music and athletic boosters, post-prom activities, field trip chaperones, and as guest speakers in classes where appropriate. Parents are utilized in the interview process for administrators and the development of the school improvement plan.

Jr/Sr High MISSION STATEMENT

The staff at Southern Wells Jr/Sr High School believes that every child can learn. This is fostered by positive relationships with students and staff. We strive to engage our students in educational practices that support state learning objectives with a focus on achievement. Our rich learning environment has high expectations for success by providing appropriate instruction that allows for individual differences and learning styles. We believe that our school promotes a safe, caring and supportive environment. We encourage school activity participation to create a sense of community. Southern Wells staff strives to have our parents, teachers, and community members actively involved in student learning.

SOUTHERN WELLS COMMUNITY SCHOOLS VISION STATEMENT

To be a place where people are empowered to become their personal best.

SOUTHERN WELLS COMMUNITY SCHOOLS MISSION STATEMENT

To provide an exemplary experience that maximizes each student's potential in a safe, innovative, and nurturing environment.

School Improvement Plan Committee

<u>Member Name</u>	<u>Department/Title</u>
Brian Sloan	SWCS Superintendent
Kati Todd	SWJ/SHS Principal
Ben Burman	SWJ/SHS Asst. Principal
Mark Rickerd	SWJ/SHS Counselor
Chris Hartman	IT/Computer Science
Abby McClain	Special Education Teacher
Mark Gates	English Teacher
Kyle Penrod	Math Teacher
Monica Edgeman	Parent
Alyssa Roush	Parent

CURRICULUM AND ASSESSMENTS

Beginning in 2017 and running through the 2019 school year, staff developed curriculum maps for mathematics, English/language arts, and science. The maps derived from the more rigorous Indiana College and Career Ready Standards, instructional resources, state and local assessments, and the annual school calendar. Teachers designed instructional units, daily lessons, and activities using the maps as a basis for the planning. This work will continue into the 2020-2021 school year with continued emphasis on Indiana Department of Education recommended vocabulary lists as well as cross-referencing curriculum maps with state defined blueprints and Performance Level Descriptors. Copies of curriculum maps are available for review in the corporation and Jr/Sr high school offices. Additionally, Southern Wells Jr/Sr High School offers a broad base in AP courses, dual-credit courses, and vocational courses. One hundred-eight courses are offered by 15 different departments in the senior high school. In addition, there are 12 more courses available to senior high students at neighboring high schools through membership in the Area 18 Vocational School District. Thirty-one courses are offered in the junior high school. Graduates of Southern Wells High school can receive one of several different diplomas to include Core 40, Academic Honors, Technical Honors, and General Diploma. Current curriculum offers five vocational areas, two foreign languages, resource room for special education students, a high tech program, advanced placement opportunities, internships, and peer tutoring opportunities.

Instruction

Southern Wells Junior/Senior High School prides itself on the many available programs and learning opportunities that are offered for students. We believe that student achievement occurs only when curriculum, instruction, and assessment practices are aligned with Indiana Academic Standards. Teachers collaborate to ensure continuity within and between grade levels. They also confer about the results of ISTEP+, ILEARN, NWEA, I-Ready, and other formative assessments in order to correct weaknesses that exist in essential skills instruction. Students are encouraged to accept increasing responsibility for their learning and are positively reinforced for this acquisition.

PSAT

All sophomores take the PSAT at Southern Wells. The PSAT/NMSQT is a standardized test administered by the College Board and cosponsored by the National Merit Scholarship Corporation (NMSC) in the United States. The test is designed to measure the essential ingredients for college and career readiness while having a strong connection to classroom learning. Beginning with the 20-21 school-year the PSAT will be administered to the 9th grade in preparation for the new state requirement of SATs.

I-Ready

I-Ready is a multiple measure, comprehensive on-line assessment system that provides a complete picture of student performance in mathematics. Adopted by Southern Wells Jr High School in 2016, it is used to provide formative data to drive instruction in math.

ISTEP+

The Indiana Statewide Test for Educational Progress Plus is a state implemented summative test. ISTEP+ evaluations are used as a summative measure of growth and academic achievement for students in grades 7, 8, and 10 at SWCS Jr/Sr High School. These state assessments are used by teachers to help in the diagnosis of students' academic strengths and weaknesses. In grade 10 the assessment is used by the state as a graduation qualifying exam. Teachers use ISTEP+ scores to identify ways to aid students, more tightly align curriculum to instruction, and more tightly align instruction to assessment. This test was given in the spring of 2018 and has been phased out; however, the results will be used in the years following to guide instructions.

ILEARN

The Indiana Learning Evaluation Assessment Readiness Network is a state implemented summative test that will initially be given in the spring of 2019. The ILEARN assessment will be used as a summative measure of growth and academic achievement for students in grades 3, 4, 5, and 6 at Southern Wells Elementary School. These state assessments are used by teachers to help in the diagnosis of students' academic strengths and weaknesses. Teachers will use ILEARN scores to identify ways to aid students, more tightly align curriculum to instruction, and more tightly align instruction to assessment.

NWEA

Northwest Evaluation Association is a formative assessment tool. This norm based instrument measures growth and achievement in reading and language arts. The assessment is administered in the fall, winter, and spring. Results are used to help teachers refine instruction and to communicate students' levels of growth and achievement to parents.

SAT / ACT

These exams are promoted for all junior and senior students at Southern Wells. These tests are used to measure college readiness and to predict future academic success. These tests are required by most colleges and universities for entrance. These tests will become an option of a post-secondary competency for a graduation benchmark for the new graduation pathways diploma with the class of 2023.

ACADEMICS

Southern Wells Jr/Sr High School offers a comprehensive high school experience for all students, with a wide variety of electives for a small school. For high school students, several disciplines have courses divided into academic and regular sections. To determine class rank, a few courses taken during the senior year and all advanced placement courses are weighted on a 4.0 scale. Students are selected to the National Honor Society on the basis of grade point average character, service, and leadership.

Each department at Southern Wells Jr/Sr High School selects an outstanding senior in their department according to established criteria as the Outstanding Department Senior. A plaque is presented to each senior named and his or her name is placed on a department plaque. Teachers in each class taught may select outstanding students and most improved students. Special academic award programs are held each may for the Junior/Senior High School.

CO-CURRICULAR ACTIVITIES

Over fifty percent of students participate in a wide range of co-curricular activities. Fourteen different sports are offered: boys' and girls' cross-country, football, volleyball, boys' basketball, girls' basketball, wrestling, boys' track, girls' track, baseball, softball, boys' and girls' golf, and cheerleading. Clubs and other activities available for varied interests include: FFA, FHA, Sunshine Society, Art Society, Student Council, Youth Resources Board, Spanish Club, National Honor Society, Drama Club, Campus Life, Sophistication Singers, Marching Band/Guard, and Raider Rhythm. Students may compete in solo and ensemble contests, FFA Judging contests, FFA Leadership contests, FHA Leadership contests, math competitions, spelling bees, essay contests, speech contests, and choral contests to name a few.

STAKEHOLDER DATA

In staying faithful to our espoused mission, the school and families must work as partners to ensure students develop personal self-regulation skills and responsibility in completing work to the best of their abilities and conducting themselves in a manner that promotes a positive and safe school climate.

A stakeholder survey was administered in September of 2016. This survey was compiled as part of the corporation's initiation of a strategic planning process. The corporation's mission statement, vision, and goals were developed as a result of the findings of the survey. The evolution of the strategic plan continues into the 2017-2018 school year, as the goals are refined and key strategies are put into place to attain those goals. The strategic plan, titled Mission 2020, outlines the goals for the corporation in the areas of facilities, technology, safety, communication, professional development, CTE/career exploration, student enrichment, and preschool/latchkey. Additional stakeholder surveys have been conducted more recently delving more deeply into specific areas of focus within Mission 2020. For example, a May 2018 technology survey was conducted generating helpful information used to drive decisions regarding corporation decisions in the area of eLearning.

One area for improvement would be to conduct a culture/climate survey for the Jr/Sr High School. This survey would include measures of stakeholder satisfaction with learning environment, social and academic needs, and safety.

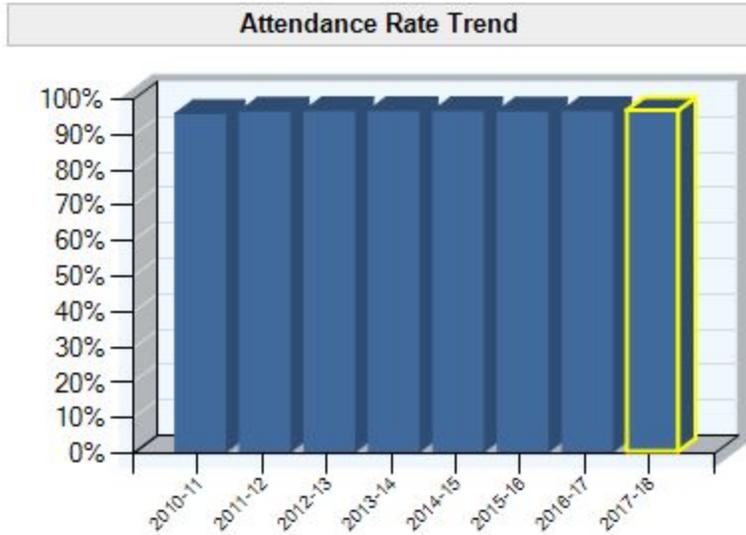
ATTENDANCE DATA

Attendance is a critical component to the overall academic and social development of all children. Over the past eight years, our students' attendance rates have been consistently above 96%. We seek to improve attendance and demonstrate a growth in this area.

The Jr/Sr High School's Handbook clearly explains the school's attendance policy. This includes the definition of half-day and full-day absences, tardiness, and excused/unexcused absences. A limit of five (5) countable (unexcused) absences is permitted.

Upon three (3) absences, a letter is sent to parents to make them aware of their children's absences and remind them of the policy. A second letter is sent to parents when their children are absent four (4) days. At this level, a meeting between the school counselor the parent is required wherein an attendance contract is developed. At five (5) absences a meeting between the parent and principal is required. Parents are advised that any countable absences beyond that point require verification (court appearance, physician's note, etc.) Failure to provide such documentation results in a report to the county prosecutor's office. In addition, students who miss more than 5 countable days will have credit withheld from all classes where the absences have exceeded this limit.

Students who are tardy to class 1-2 times receive a warning. After the 3rd and 4th tardy students are given a detention. Tardies 5 and 6 are administered a 2 hour after school detention for each occurrence. Tardies accruing at counts 7 and 8 gain 1 day of ISS and parents are notified. Upon receiving the 9th tardy students are given 2 days of ISS and a conference is held with Parents. Any tardy after 9 may result in a loss of credit for the class.



Attendance Benchmark 2019-2020

By the end of the 2019-2020 school year was at a 96.3% attendance rate.

Attendance Benchmark 2020-2021

By the end of the 2020-2021 school year we will be at a 97% attendance rate.

Attendance Benchmark 2021-2022

By the end of the 2021-2022 school year we will be at a 98% attendance rate.

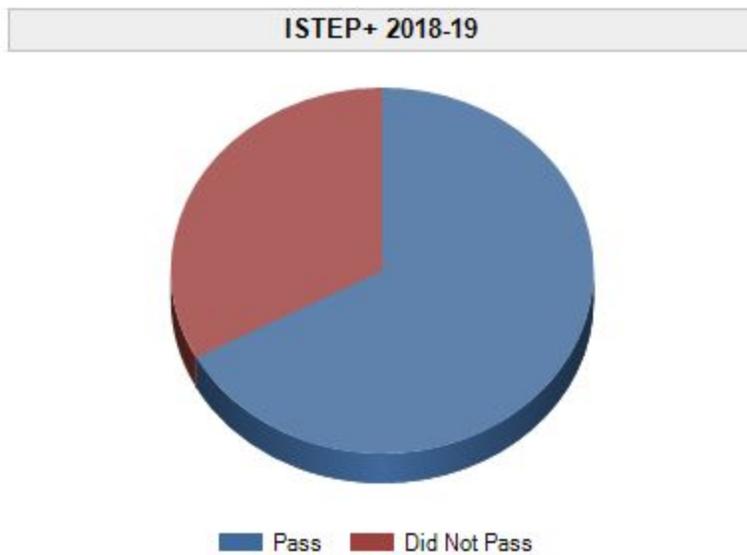
Attendance Benchmark 2022-2023

By the end of the 2022-2023 school year we will be at a 98% attendance rate.

ISTEP+ DATA

It's important to note that assessment data remains the same due to the Covid-19 pandemic. In language arts, 7th and 8th grade students have shown a decline in passing percentage on the state ISTEP+ assessment along with the rest of the state. However, Southern Wells students have declined at a higher rate dropping below the state average. In math, the trend shows a decline in state scores as well. Southern Wells 7th and 8th grade students have been below the state average for two consecutive years. Grade 10 ISTEP+ was implemented in 2015-16 and Southern Wells was below the state average. Scores have not seen a steady climb as in the past as the test has changed. The adoption of new Indiana College and Career Ready Standards and a new college and career ready ISTEP+ assessment has created the need for the establishment of new norms. Teachers are adapting instruction to ensure students are prepared for the new standards. The ISTEP+ test will be phased out in the spring of 2018. It will be replaced with the ILEARN test. However, students in grade 10 often use it as a graduation qualifying exam and must retake it until it is passed.

Percent Passing ELA ISTEP+

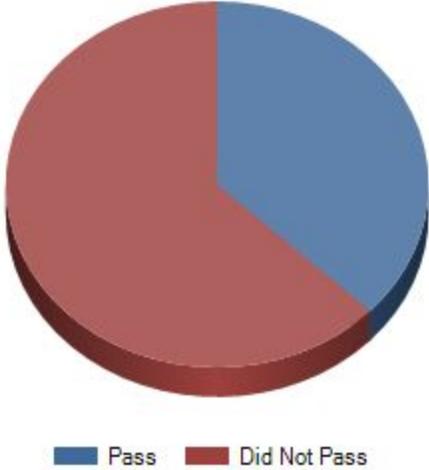


Southern Wells ELA Pass Rate	State Average
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67.1%	62.4%
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Percent Passing Math ISTEP+

ISTEP+ 2018-19



Southern Wells Math Pass Rate	State Average
37.1%	35.3%

ILEARN

Math 7th Grade	18-19 Southern Wells	18-19 State Avg.
	45%	41%

ELA 7th Grade	18-19 Southern Wells	18-19 State Avg.
	47%	49%

Math 8th Grade	18-19	18-19 State Avg.
	37%	37%

ELA 8th Grade	18-19	18-19 State Avg.
	63%	50%

Graduation Rate

Graduation is calculated using cohort groups entering high school and completing their course of study as a group. Students who drop out or do not graduate with their cohort are calculated into the overall percentage. Southern Wells High School has continued to score above the state average in graduation rates.

What are the federal graduation rates for this school?

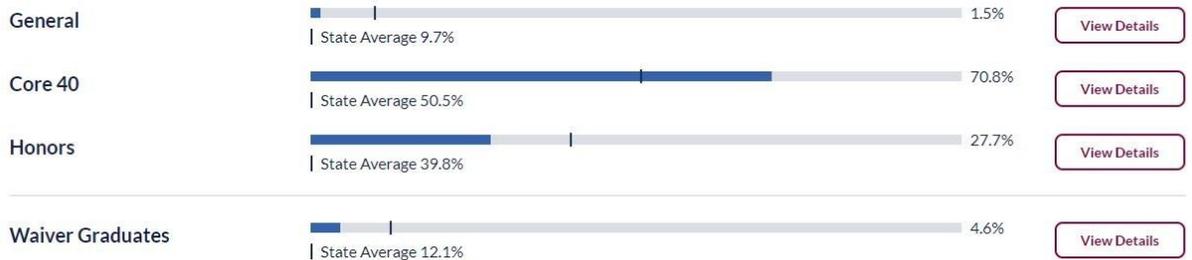
Graduation measures whether students successfully completed all requirements to move on from high school. Diploma strength measures whether students completed the requirements of Indiana's Core 40 diploma designation or higher, and did not receive a waiver from any graduation requirements.



Diploma Distribution

What diploma designations are graduates from this school earning?

Information on Indiana diploma requirements may be found at <https://www.doe.in.gov/graduation-pathways>



SAFE AND DISCIPLINED LEARNING ENVIRONMENT

Crisis Prevention and Response

Providing a safe and disciplined learning environment is the primary goal of Southern Wells Elementary. The school safety plan was comprehensively revised, monitored, and reviewed by the Indiana Department of Education in 2016. The plan spells out specific responsibilities and provides guidance for staff actions from initial crisis recognition through student-parent reunification. Tabletop exercises and actual drills are used to practice these responses. The corporation was provided a walkthrough by an Indiana State Police Master Trooper in the Spring of 2018. This officer then met with the corporation staff to review findings.

Each classroom is equipped with a Go Bag in which material and supplies for crisis management are kept. Each room in the school has a telephone to enable rapid room-to-room and room-to/from-office communication. Two-way radios provide immediate communication capability between the office and staff who are outside the school. A comprehensive network of cameras provides surveillance capability within the school and at the main entrance.

The school counselor is a trainer in the Crisis Prevention Institute method. Currently, four additional staff members are trained in the Crisis Prevention Institute method of responding to situations that involve the propensity for aggressive verbal and/or physical acts by students, staff, or visitors. More staff members and instructional assistants will be trained during professional development sessions throughout the 2019-2020 school year. A rapid parent notification system is used to alert parents to delays, cancellations, and other necessary/critical communications.

Additionally, the corporation hired a Student Resource Officer (SRO) beginning with the 2018-2019 school year. After initial training, the SRO will review the corporation safety plan and implement necessary improvements. The SRO in conjunction with local emergency units will conduct a corporation-wide live-shooter drill during a staff training session in the fall of 2020.

Code of Conduct

A code of conduct is in place and clearly articulates the expected behavior of students. Four levels of infractions are specified, providing a progressive structure for disciplinary measures as warranted as behavior becomes more severe. This is published in the Raider Student Handbook and is used by school personnel as well as being posted on the Southern

Wells Jr/Sr High school Web Site. Students are distributed copies of the code of conduct at the beginning of each school year.

Safety Drills

Drills for fire, tornado, and manmade disasters are conducted in accordance with Indiana law. Results of drills' effectiveness are discussed by the safety committee and staff for the purpose of improved safety and performance.

A staff drill is planned for September 21 with the combined efforts of the Wells County, Blackford County, and Jay County Sheriff's Departments. The day has been set aside as a teacher in-service day. Students will not be involved in the live active-shooter drill.

Visitors

Visitors of Southern Wells Jr/Sr High School are required to sign in and receive a visitor's badge from the office to wear throughout their visit at school. All school doors are locked throughout the school day. Access through the main entrance is gained only after being admitted by school office personnel, using a remote entry system. Comprehensive video surveillance monitors movement and behavior of students and guests. (Modification made, noted in school's adopted [Return to Learn Plan](#).)

Student Release from School

Students who do not ride the school bus home must have a written, signed authorization from their parents/guardians, specifying who may take them from school. If a child does not have a signed note, or if a telephone call is not received by the office, that child is placed on his/her assigned bus for transport home. During arrival and dismissal, school personnel are stationed outside to monitor students' movements to-and-from buses and cars. Additionally, students who drive to Southern Wells Jr/Sr High School must have a valid driver's license, a school parking tag, and park in a designated student area of the parking lot. All students who drive are monitored upon release to ensure safety.

School Nurse

A full-time nurse serves students in the elementary and junior-senior high school. She provides first aid for injuries sustained by students and staff, care during illness, and instruction for illness and injury prevention. The nurse serves as an instructional resource for teachers and promotes overall health and wellness, in conjunction with the physical education program.

Disease Prevention

As seasonal communicable diseases become more prevalent, custodial and instructional staff sanitize desks and surfaces that are prone to foster disease transmission. Each year, students are required to be vaccinated per Indiana Health Department guidelines. ([Return to Learn Plan](#))

Areas for Improvement

Continuous and routine self-assessment highlight areas where improvement would help maintain the safest possible environment. These are:

- Develop and maintain a culture based on common character-based values
- Develop consistent response by all staff to student misconduct
- Practice all crisis scenarios to the point of reunification to ensure best outcome

STUDENT SUPPORT

Southern Wells provides a positive learning experience for our students.

Remediation

Results from ISTEP+, NWEA, ECA Results, PSAT, and I-Ready are used to determine students' needs for remediation. Tier 2 remediation occurs within classrooms through targeted individual and small group instruction. In primary grades, this is delivered by classroom teachers and instructional assistants. More intense Tier 3 remediation occurs through pull-out and in-classroom assistance facilitated by special education personnel.

Guidance Program

Southern Wells Jr/Sr High School has a full-time counselor who supports instruction and provides support and guidance for students' emotional and social needs. The counselor conducts class sessions that promote positive character and behavior. The counselor meets individually with troubled students to address their individual needs. Outreach support is offered to parents who ask for help with parenting skills, access to community resources, and ways to help their children with homework.

TECHNOLOGY

Technology is a tool used by teachers in classroom instruction to raise student achievement. Improved technology infrastructure and increased use of online resources have greatly enhanced the value of the school's technology program. Technology is used more and more for skill practice, productivity, research, and communication. The corporation technology director manages the entire technology program, including infrastructure, with a second person who works on hardware and technology, classroom integration, testing, and data management. A technology assistant, and full-time classroom teachers, help trouble-shoot simple hardware, software, and connectivity issues and works with uploading student lists for programs and support for teachers.

The Southern Wells Community School Board voted in the spring of 2018 to implement eLearning in the winter of 2019. With this in mind, staff has begun extensive professional development with the Google Classroom Learning Management System. PD time will be spent training staff on blended learning, eLearning, and the instructional use of technology through the SAMR model. An in-school eLearning day will be held in early fall to be followed by an out-of-school eLearning day prior to the use of virtual inclement weather days.

Some of the ways that technology is used at Southern Wells Jr/Sr High School include:

2016-17 marks the fifth year that every student at Southern Wells Jr/Sr High is issued a laptop computer.

- There is a daily time for junior high students to engage in technology-based skill development in Math and English
- A computer based credit-recovery program is in place to allow struggling students alternative choices for course completion.
- The technical education lab has 20 computers that support a robust pre-engineering curriculum in PLTW courses.
- Each instructional room now has a data projector linked to the internet and video sources.
- Technology is used to test student achievement. All portions of the ILEARN test will be administered online.
- Use of Google Classroom by teachers for mail and calendar systems.
- Use of Google Classroom by teachers and students for instruction and sharing of materials as the corporation wide Learning Management System.

**SOUTHERN WELLS Jr/Sr High SCHOOL
THREE YEAR PLAN**

2020-2023

GOAL: By the Spring of 2021, students in grades 7-8 will meet Indiana College and Career Ready Standards in literacy as demonstrated by:

- 55% of students in grades 7-8 will pass the ELA portion of the ILEARN exam;
- 72% of students in grades 7-8 will reach anticipated RIT growth goals in reading and language usage between the previous fall and current spring NWEA tests.

GOAL: By the Spring of 2022, students in grades 7-8 will meet Indiana College and Career Ready Standards in literacy as demonstrated by:

- 57% of students in grades 7-8 will pass the ELA portion of the ILEARN exam;
- 74% of students in grades 7-8 will reach anticipated RIT growth goals in reading and language usage between the previous fall and current spring NWEA tests.

GOAL: By the Spring of 2023, students in grades 7-8 will meet Indiana College and Career Ready Standards in literacy as demonstrated by:

- 59% of students in grades 7-8 will pass the ELA portion of the ILEARN exam;
- 79% of students in grades 7-8 will reach anticipated RIT growth goals in reading and language usage between the previous fall and current spring NWEA tests.

SOUTHERN WELLS Jr/Sr High SCHOOL

THREE YEAR PLAN

Key Strategy Implement literacy instruction at all grade levels using effective, research-based practices daily incorporating:

- Indiana College and Career Ready Standards as outlined by the SWCS curriculum maps and grade level planning;
- The teachers will incorporate best practices which could include the following: literature circles, KWL charts, QAR, flexible grouping, exit slips, differentiation, cloze procedures, quick writes, reading logs, etc.;
- RACE Method for answering open-ended questions
- Indiana DOE State Literacy Model
- Students using 1:1 technology will access information, research topics, and enhance Project Based Learning

Key Strategy Implement the Response to Intervention Model to ensure that the literacy Development needs of all students are met, incorporating:

- Differentiated instructional practices, designed to meet individual student's learning needs;
- Research-based standard treatment protocols with quantitative documentation;
- Use of the RtI Team to assist teachers with intervention design as described in the corporation's RtI Plan.

Key Strategy Use data to plan subsequent instruction reading literature and non-fiction:

- Develop teachers' capacity to analyze formative assessment data.
- Use data on a regular basis to drive instruction.
- Training on the structure and organization of the ILEARN exam, both in question/format and in scoring

***Indiana
College and
Career Ready
Standards***

- Integrate Indiana College and Career Ready Standards into daily instruction
 - Utilize Best Practices for instruction
 - Integrate IAS Glossary Vocabulary
 - Integrate Performance Learning Descriptors, Blueprints, and Item Specifications as recommended by the Indiana Department of Education
 - Integrate the Indiana Department of Education Literacy Framework
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Low Achievers

- Implement SWCS's RtI Guidance Document
 - Implement, document, and monitor Tier 2 and Tier 3 interventions as appropriate
 - Track RtI students on data wall
 - RtI Committee meet regularly to discuss interventions/process
 - Use of RtI process to determine the extent and duration of focused, research-based intervention protocols necessary to meet the literacy needs of students who do not demonstrate mastery
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High Achievers

- High ability students are identified according to the ILEARN exam.
 - High ability students are identified according to the PSAT exam.
 - Teachers differentiate curriculum, as an individual and grade team level, to meet the needs of their high ability students
-

***Performance
Assessment***

- Collect, analyze, and utilize standards mastery data for continuous improvement (pretest, re-teaching multiple times to achieve or maintain mastery, and posttest)
 - Conduct meetings between students, parents, teachers, and administrators using student data to drive conversations
-

***Implementation
Assessment***

- Discuss and document academic standards goal implementation including strategies and assessment data, during grade-level or curriculum committees
- Conduct Administrative Walkthroughs
- Assess the degree of implementation and effectiveness of research-based instructional practices for literacy, and provide professional assistance where needed

SOUTHERN WELLS Jr/Sr High SCHOOL

THREE YEAR PLAN

***Professional
Development***

- Provide professional development activities to support implementation of academic and content literacy standards
- Provide PD to support utilization of IAS Glossary Vocabulary, Performance Learning Descriptors, and Blueprints in instruction
- Conduct ongoing cycles of observations and follow-up coaching to support the implementation of the literacy standards and best practice strategies
- Meet, according to a predetermined schedule, to study best practices in reading instruction and cognition

Collaboration

- Conduct meetings between grade-level teachers and the principal to analyze student achievement, discuss instructional strategies, and curriculum alignment
- Discuss academic standards goal implementation including strategies and assessment data, during grade-level or curriculum committees

***Family
Involvement***

- Create resources on the school’s website to support parents’ understanding of Indiana College and Career Ready Standards and literacy development in the content areas
- Parent/Teacher/Student Conferences

Transition

- Administer pre-assessments at the beginning of the year to determine students’ “starting points,” and plan systematic instruction
- Conduct ongoing cross-grade-level meetings to discuss Indiana College and Career Ready Standards alignment and transition of Tier 2 and 3 students

Technology

- Effective use of available technology by teacher/students
 - Research best practice and conduct professional development on digital curriculum
 - Enter supporting documentation SWCS’s RtI Form
 - Use local and online technology resources to support literacy instruction and assessment.
-

*Cultural
Competency*

-
- Gather and evaluate data from online assessments and software programs to assess student progress and plan subsequent instruction
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- Build capacity of staff members to understand the effects of poverty on academic achievement using resources such as work by Ruby Payne
 - Establish expectations and procedures to align school culture and environment with that espoused in our purpose, vision, and mission
-

AREA OF FOCUS – ACTION PLAN (2020-2023)
LANGUAGE ARTS

Goal: By the spring of 2021, students will master the literacy skills of reading and writing with 55% of students passing the language portion and 55% passing the writing prompt, as measured by the ILEARN exam.	
Standardized Assessments: ILEARN, NWEA, and English 10 ECA.	Local Assessments: Classroom pretests/posttests.
Intervention: All teachers will reinforce principles and skills introduced during language arts classes. Intervention: Developmental groups will be created and adjusted to enhance higher level skills and to supplement missing or weak areas.	Research/Best Practice Sources: See bibliography page 25-27.

<p>Activities To Implement The Intervention:</p> <ul style="list-style-type: none"> • Classroom time will be adapted to create more reading time and teacher/student interaction. • Programs will be implemented to assist subgroups that are struggling with reading. • Techniques such as KWL, graphic organizers, frontloading, flexible grouping, comparing, and showing relationships will be used to assist students with reading comprehension. • All classroom teachers will utilize a variety of texts including technical, text based, literature based, newsprint, interpretive, editorial, and digital text and media. • Teachers will regularly utilize these materials along with chunking, QAR, vocabulary building and other traits of good readers. • RACE Model for answering open-ended questions 	<p>Person(s) Responsible:</p> <p>Each classroom teacher will be responsible for mentoring, training, implementing, and assisting students in improving literacy skills.</p>	<p>Timeline:</p> <p>2020-2021</p>	<p>Staff Development Activities / Classroom Monitoring Systems</p> <ol style="list-style-type: none"> 1) Teachers and administrators will continue to share specific knowledge and skills gained from their training during staff development days and in-house training sessions. 2) Staff development and in-service days will be differentiated to meet staff needs as determined by areas of focus and walkthroughs. 3) Continue to develop Reading/English/language arts curriculum maps, cross referencing them with IDOE blueprints and Performance Level Descriptors. 4) Staff RtI training will continue with staff to better meet the needs of all students. 5) Regularly scheduled meetings and classroom walkthroughs will be held to discuss and document progress and share teaching strategies. 6) See professional development
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**SOUTHERN WELLS Jr/Sr High SCHOOL
THREE YEAR PLAN**

2020-2023

GOAL: By the Spring of 2021, students in grades 7-8 will meet Indiana College and Career Ready Standards in mathematics as demonstrated by:

- 55% of students in grades 7-8 will pass the math portion of the ILEARN exam;
- 73% of students in grades 7-8 will reach anticipated RIT growth goals mathematics between the previous fall and current spring NWEA tests.

GOAL: By the Spring of 2022, students in grades 7-8 will meet Indiana College and Career Ready Standards in mathematics as demonstrated by:

- 57% of students in grades 7-8 will pass the math portion of the ILEARN exam;
- 77% of students in grades 7-8 will reach anticipated RIT growth goals mathematics between the previous fall and current spring NWEA tests.

GOAL: By the Spring of 2023, students in grades 7-8 will meet Indiana College and Career Ready Standards in mathematics as demonstrated by:

- 59% of students in grades 7-8 will pass the math portion of the ILEARN exam;
- 79% of students in grades 7-8 will reach anticipated RIT growth goals mathematics between the previous fall and current spring NWEA tests.

SOUTHERN WELLS Jr/Sr High School THREE YEAR PLAN

Key Strategy

Implement the Response to Intervention Model (RtI) to ensure that the math developmental needs of all students are met, incorporating:

- Differentiated instruction
- Vocabulary instruction
- Feedback
- Games and simulations
- Cooperative grouping
- Homework and practice
- Questions
- Graphic organizers

Key Strategy

Implement Best Practices and effective teaching strategies to support math instruction:

- Utilizes key points
- Inquiry based instruction
- Non-threatening environment
- Daily agendas
- Common procedures
- CUBES Strategy to solve math problems

Key Strategy

Teachers will utilize the tools and resources in Curriculum Associates to enhance student learning:

- Utilize the diagnostic capabilities of the tool as a formative assessment
- Develop the understanding and capacity to use data to drive instruction.
- Small skill group work to build missing skills

***Indiana College
and Career Ready
Standards***

- Integrate Indiana College and Career Ready Standards into daily instruction
- Evidence of a clear focus on specific academic standards
- Utilize Best Practices for instruction
- Integrate IAS Glossary Vocabulary
- Integrate Performance Learning Descriptors and Blueprints as recommended by the Indiana Department of Education

Low Achievers

- Implement SWCS’s RtI Guidance Document
- Implement, document, and monitor Tier 2 and Tier 3 interventions as appropriate
- Demonstrate/discuss the relevance and importance of learning for students
- Use of RtI process to determine the extent and duration of focused, research-based intervention protocols necessary to meet the needs of students who do not demonstrate mastery

High Achievers

- High ability students are identified according to ILEARN exam scores.
- Teachers differentiate curriculum, as an individual and grade level team, to meet the needs of their high ability students

***Performance
Assessment***

- Collect, analyze, and utilize standards mastery data for continuous improvement (pretest, re-teaching multiple times to achieve or maintain mastery, and posttest)
- Conduct meetings with students, parents, teachers, and administration using data to drive the conversations

***Implementation
Assessment***

- Discuss and document academic standards goal implementation including strategies and assessment data, during weekly grade-level, or department/subject specific Professional Learning Communities (PLC)
- Conduct Administrative Walkthroughs
- Assess the degree of implementation and effectiveness of research-based instruction practices, and provide professional assistance where needed

<i>Professional Development</i>	<ul style="list-style-type: none"> ● Provide monthly professional development activities to support implementation of academic and content literacy standards ● Conduct ongoing cycles of observations and follow-up coaching to support the implementation of the literacy standards and best practice strategies ● Provide PD to support utilization of IAS Glossary Vocabulary, Performance Learning Descriptors, and Blueprints in instruction Administrators provide training to staff on conducting effective PLC's ● Meet, according to a predetermined schedule, to study best practices in math instruction and cognition ● CUBES Strategy for solving math story problems
<i>Collaboration</i>	<ul style="list-style-type: none"> ● Conduct meetings between grade-level teachers and the principal to analyze student achievement, discuss instructional strategies, and curriculum alignment ● Discuss academic standards goal implementation including strategies and assessment data, during weekly grade-level, or department/subject specific Professional Learning Communities
<i>Family Involvement</i>	<ul style="list-style-type: none"> ● Create resources on the district's website to support parents' understanding of Indiana College and Career Ready Standards and literacy development in the content areas ● Parent/Teacher/Student Conferences
<i>Transition</i>	<ul style="list-style-type: none"> ● Administer pre-assessments at the beginning of the year to determine students' "starting points," and plan systematic instruction ● Conduct ongoing cross-grade-level meetings within each building to discuss Indiana College and Career Ready Standards alignment and transition of Tier 2 and 3 students
<i>Technology</i>	<ul style="list-style-type: none"> ● Effective use of available technology by teacher/students ● Research best practice and conduct professional development on digital curriculum ● Enter supporting documentation in SWES RtI Form ● Use local and online technology resources to support instruction and assessment. ● Gather and evaluate data from online assessments and software programs to assess student progress and plan subsequent instruction

*Cultural
Competency*

-
- Build capacity of staff members to understand the effects of poverty on academic achievement using resources such as work by Ruby Payne
 - Establish expectations and procedures to align school culture and environment with that espoused in our purpose, vision, and mission
-

AREA OF FOCUS – ACTION PLAN 2020-2021

MATHEMATICS

Goal: By the spring of 2020, 55% of students will pass the math portion of the ILEARN exam			
Standardized Assessments: ILEARN and I-Ready.		Local Assessments: Classroom pretests/posttests.	
<p>1.) Intervention: Academic and related arts teachers will reinforce principles and skills introduced during math instruction.</p> <p>2.) Intervention: Developmental groups will be created and adjusted to enhance higher level skills and to supplement missing or weak areas.</p>		<p>Research/Best Practice Sources: See bibliography page 25-27.</p>	
<p>Activities To Implement The Intervention:</p> <ul style="list-style-type: none"> • Classroom time will be set aside for I-Ready through regular use. • Programs will be implemented to assist subgroups that are struggling with math skills. • Transition documents will be used to aid in implementing the Indiana Academic Standards. • Teachers will regularly utilize the IAS Glossary Vocabulary • Teachers will regularly utilize the IAS Performance Learning Descriptors and Blueprints. • CUBES Strategy for solving math story problems 	<p>Person(s) Responsible: Classroom teachers will be responsible for mentoring, training, implementing, and assisting students in improving math skills.</p>	<p>Timeline: 2020– 2021</p>	<p>Staff Development Activities / Classroom Monitoring Systems</p> <ol style="list-style-type: none"> 1.) Math teachers will continue to share specific knowledge and skills gained from their training during staff development days and in-house training sessions. 2.) Staff development and in-service days will be differentiated to meet staff needs as determined by areas of focus and walkthroughs. 3.) Book, magazine, and professional journal studies by staff will be conducted throughout the year. 4.) Regularly scheduled meetings and classroom walkthroughs will be held to discuss and document progress and share teaching strategies. 5.) See professional development 6.) Utilize the capabilities of Curriculum Associates and its diagnostic tools

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PROFESSIONAL DEVELOPMENT

Professional development is the venue for continued growth by the staff. In keeping with our mission we believe that children should be challenged to be responsible and to learn to their fullest potential. In doing so, Instructional staff must commit to remaining abreast of the most current research and techniques that will improve our craft and our ability to optimize student learning. The most critical ingredient for student learning is the adeptness with which teachers employ their craft. This begins with a deep and comprehensive understanding of domain content and the ability to present such content in a manner that enables all students to reach mastery. Professional development will continue to be job-embedded and focused on higher student achievement through improved instructional strategies. A more diverse student population with more challenging needs continues to enroll in the school. For this reason, teachers' mastery of the PD skills noted above is critical.

The following are professional development areas that are ongoing throughout the school year:

- Teacher technology training
- Present modifications to the staff on 2020-2021 implementations
- Teachers trained on the state, corporation, and school initiatives
- Literacy skills reinforced with content and related arts teachers
- Staff development in management and accessing of student data
- Teachers will revisit corporation evaluation rubric
- Teachers and administrators complete classroom observations
- Meetings between administrators and teachers regarding data
- Training topic to be determined by steering committee
- Google for Education
- Subject specific meetings
- Grade level meetings
- Curriculum writing
- Response to Intervention

CULTURAL COMPETENCY

Southern Wells Jr/Sr High School is committed to providing all students with the highest quality education. The ethnic population of the school is small, but has changed since 2013 with a large influx of out-of-district students. Conversely, the percentage of students qualifying for free/reduced assistance has decreased slightly. The percentage of students in the special education programs has increased since 2013, but at a minute level.

All staff has been trained in differentiation, as it pertains to meeting the needs of students in special education and high ability programs. WIDA assessments have provided the basis for assisting English Language Learners. A full-immersion approach with focused assistance, per students' Individualized Learning Plan is used to meet the academic and English language development of identified students. On-going training in differentiated approaches and strategies for instruction are dedicated to ensuring the needs of students in all special populations are met.

GLOSSARY OF TERMS

Accelerated Reader – A computerized program that tests reading comprehension. Students select books on their reading level, read independently, and take an independent comprehension test.

Baseline – The first time a test is taken, results are used as comparison for future tests.

Benchmark – A standard or point of reference against which things are compared or assessed.

Best practices – Research conducted on student learning styles and effective instructional strategies.

Book talks – Professional discussions over educational material which help keep teachers current on best practices.

Chunking – Breaking reading material into smaller segments to improve comprehension.

CUBES – A math problem solving strategy. C=Circle the numbers, U=Underline the question, B=Box any math words, E=Equation/Explain/Examples, S=Solve using a RACE answer. This problem solving strategy and its coordinating math vocabulary will be used school-wide by all content area teachers as possible.

Differentiated Instruction -- Any reorganizing of students within a classroom or team based on scores, abilities, and prior knowledge to improve instruction.

Expository text – Writing that is nonfiction, technical, and not telling a story. Also known as information text.

Frontloading – Discussing known information prior to an assignment to prepare students for improved comprehension and provide a connection for retention.

Graphic organizers – Any use of diagrams, boxes, non-word representations of learned material.

Grouping – Any reorganizing of students within a classroom or team based on scores, abilities, and prior knowledge to improve instruction. Groups could be arranged in a homogeneous (like) or heterogeneous (diverse) fashion.

Google Docs - An online word processor that lets you create and format text documents and collaborate with other people in real time.

IEP – Individualized Education Plan – Plan of instruction/modifications for students with learning disabilities.

ILEARN – Indiana Learning Evaluation Assessment Readiness Network. State assessment given in the spring to determine minimum competency of language arts, math, social studies, and science, with some subgroup analysis in specific areas. This assessment replaces the ISTEP+ test in the spring of 2019.

Informational Text – Writing that is nonfiction, technical, and not telling a story. Also known as expository text.

Interactive Reading – Reading skill in which students predict, connect, visualize, and question in order to better comprehend materials being read.

I-Ready – A K-12 curriculum that combines a valid and reliable growth measure and individualized instruction. Included are a diagnostic tool, downloadable lessons, personalized instruction, and reporting.

ISTEP+ -- State assessment given in the fall to determine minimum competency of language arts, math, and science, with some subgroup analysis in specific areas.

IXL – An immersive K-12 learning experience that provides comprehensive standards-aligned content. Included are a diagnostic tool, downloadable lessons, personalized instruction, and reporting.

KWL – A graphic organizer used to show what students **K**now, what they **W**ant to know, and what they have **L**earned on a concept, activity, or unit.

Lexile – A system of rating text difficulty to help students, teachers, and parents select books at an appropriate reading level for independent reading.

Moby Max – An online resource that offers free math, language, and reading curriculum for K-8 teachers.

Narrative text – Writing that tells a story and has a plot.

Performance Level Descriptors – Outline the knowledge, skills, and practices that students performing at any given level must achieve to be considered proficient at that level in order to be academically prepared to engaged successfully in further studies.

PL221 – Public Law 221 – The state law establishing guidelines for school performance.

Prompt – Information given to students that establishes the topic and areas of focus for their written response.

QAR – Question – Answer – Relationship – Open ended questions about reading passages that require students to show relationships in their reading that are not directly stated by the author. Standardized tests are made up of 70-80% of think and search style questions.

RACE – Writing strategy for open-ended response question. R=Restate the question, A=Answer all parts of the question, C=Cite textual evidence, E=Explain or give additional examples. This strategy will be used appropriately in all areas by all staff members.

RISE Evaluation – Statewide evaluation system designed to develop, support, and recognize excellent teaching.

RtI – “Response to Intervention” – A three-tiered model of intervention that assists in early identification of all students (high/medium/low) who are struggling academically, socially, emotionally, or behaviorally to engage systems of assistance.

Rubric – An established set of criteria used to evaluate a writing, project, or activity.

Six traits of writing – Six areas of focus that can be found in all good writing: ideas, organization, voice, word choice, sentence fluency, and conventions.

Stakeholder – A person with an interest or concern in the subject, in this case the education of children and in Southern Wells Elementary School.

STEM – Science, Technology, Engineering, and Math – Educational initiatives to direct students for global career readiness

Walkthroughs – “Snapshots” of classrooms in which the observer is looking for specific best practice strategies within the room.

APPENDIX





Vision	Mission	Values
To be a place where people are empowered to become their personal best.	To provide an exemplary experience that maximizes each student's potential in a safe, innovative, and nurturing environment.	S – Student-centered W – Welcome C – Character S - Scholarship
We will ensure all decisions create a safe, innovative and caring environment for our students today and tomorrow.	We will embrace the whole student by diligently working to help each student become a productive citizen.	We will encourage and model honesty and integrity, be true to our convictions, and be fair in our decisions and actions.

Goals	Student Learning and Academic Achievement	Parent and Community Relationships/Partnerships	Professional Development, Recruitment, Retention	Exceptional Facilities and Strategic Financial Planning
Goal Priorities	<ul style="list-style-type: none"> • E-Learning Days • Elementary Enrichment program • Preschool and early learning • Alternative education • Career exploration • CTE and AP/Dual credit • Theatre arts programming 	<ul style="list-style-type: none"> • Increased student enrollment • Latchkey program • Website and social media presence • Corporation branding • Partnership with Wells County library • Positive communication • Career opportunities outside the box 	<ul style="list-style-type: none"> • Teacher recruitment and retention in AP/Dual credit areas • Expanded CTE/AP/Dual credit courses • Improved collegial coaching and training • First aid and safety protocol training 	<ul style="list-style-type: none"> • Expanded technology-based tools for student learning • Empowering learning environment updated and restored • New, connected learning centers (agriculture/theatre/auxiliary gym) • Outdoor multiuse-facility created for athletic areas

Southern Wells Jr/Sr High School is currently not seeking any waivers, or statues to be waived, in reference to our plan or our performance.