

**School Improvement Plan**  
**for**  
**Woodlan Jr./Sr. High School [0285]**



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## Description of School

### Introduction / Profile

Woodlan Jr./Sr. High School is part of the East Allen County School Corporation. Woodlan is a K-12 campus. It is one of four junior/senior high schools, an early college high school, a career center, a junior high, and eight elementary schools that serve nearly 9,000 students in the East Allen system. Students who attend Woodlan live primarily in the Milan, Maumee, Springfield, and Scipio townships, which is primarily rural in nature. This is demonstrated by the fact that the school or community population lacks significant change. The community is very supportive of the school system based on attendance at school functions.

During the 2019-2020 school year, the student body was approximately 89.2% Caucasian, 2.0% African-American, 3.6% Hispanic, 2.1% Asian, and 2.9% multiracial populations. There were 14.6% special education students. Furthermore, 27.6% of students qualify for free meals or meals at a reduced rate. Approximately 69% of graduates go on to pursue higher education, with 43% entering a four-year college program, 21% entering a two-year college program and 5% entering a vocational/technical training program. Other graduates are either entering the military (4%) or the work force (28%). Woodlan Jr./Sr. High School has a present enrollment of 713 students in grades 7-12. Woodlan Jr./Sr. High School has thirty-nine certified teachers, one instructional coach, one graduation pathway coach and two guidance counselors.

### Vision

The vision of Woodlan Jr./Sr. is to teach and instill an attitude of excellence.

### Mission

The mission of Woodlan Jr./Sr. High School is to promote personal excellence by empowering students to achieve their greatest potential in a diverse and ever-changing society.

### Belief Statements

We, as the staff of Woodlan Jr./Sr. High School, believe the following:

1. We have a strong commitment to students, regardless of cultural, socio-economic or academic ability, to provide a quality education by meeting their individual needs.
2. We will provide a safe and structured learning environment for all students that promotes individual progress and growth.
3. We will use current and various sources of data to drive our instruction and we commit to providing relevant and leading-edge professional development for all staff to meet the growing needs of all students.

## Goals and Progress Monitoring

### Language Arts Goal

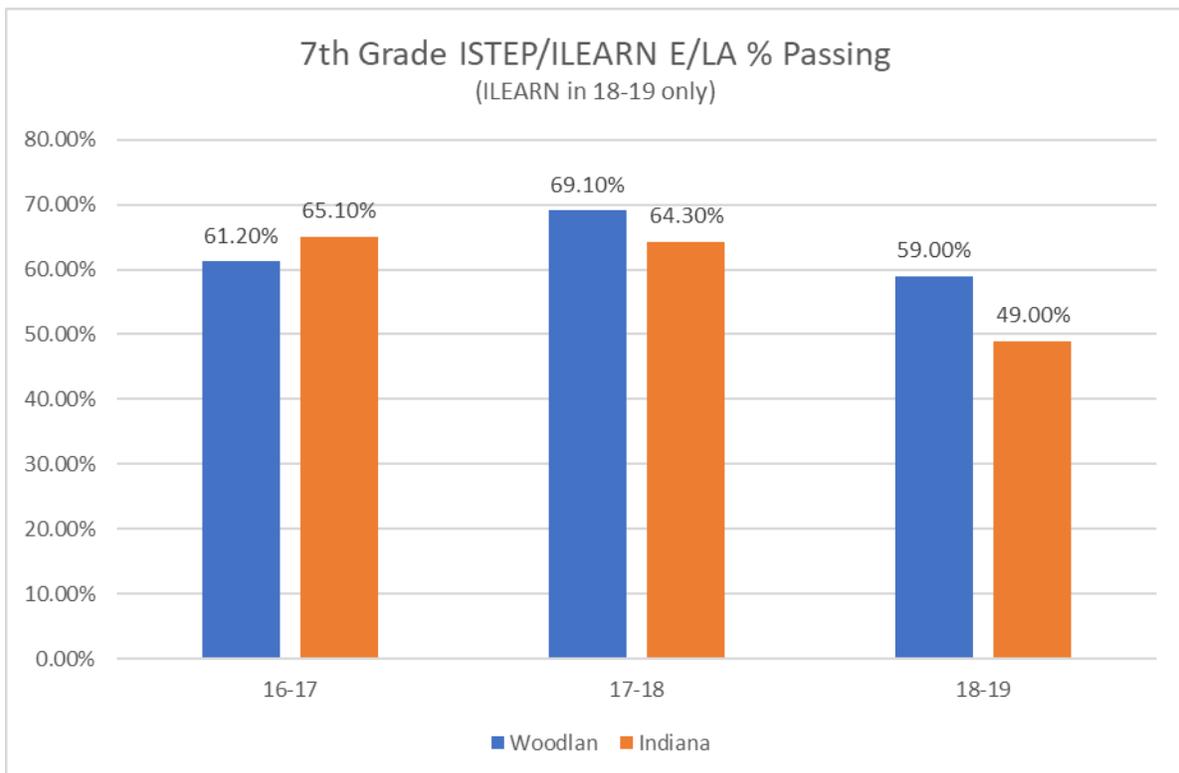
All junior high students will improve in the area of reading comprehension with an emphasis on nonfiction and literary text. Junior high RIT averages in literature and non-fiction will increase by 3 points on the end of year NWEA test administration.

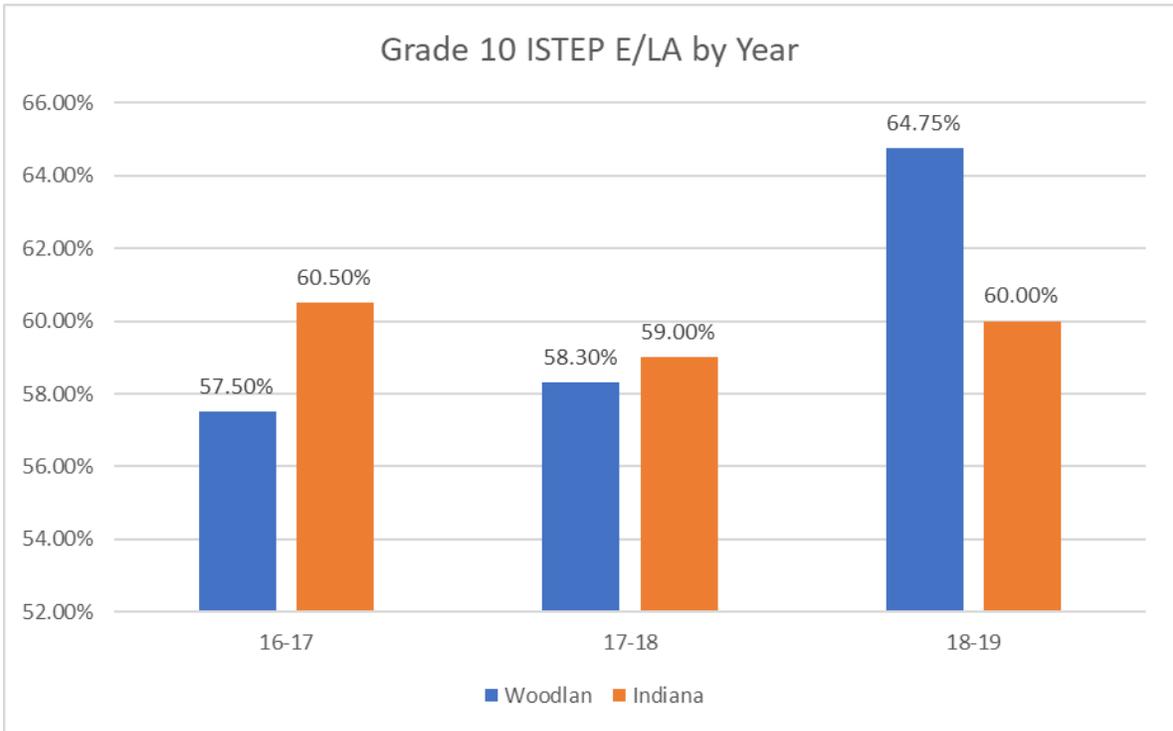
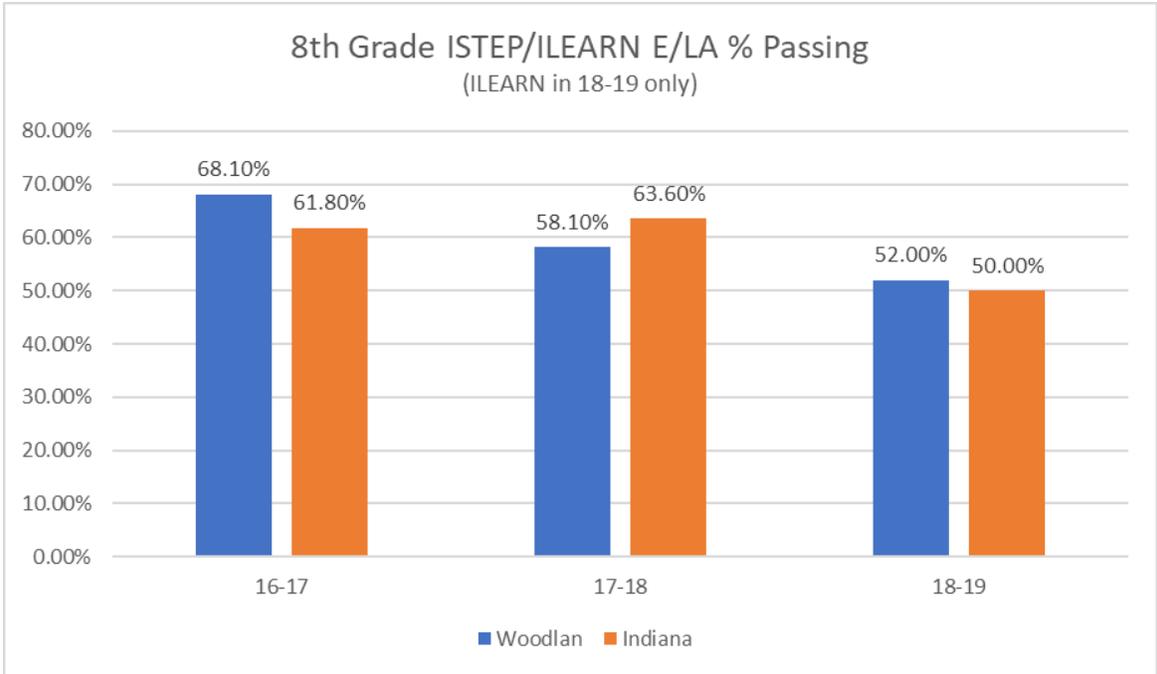
All high school students will improve in the area of reading comprehension with an emphasis on nonfiction and literary text. High school RIT averages in literature and non-fiction will increase by 2 points on the end of year NWEA test administration.

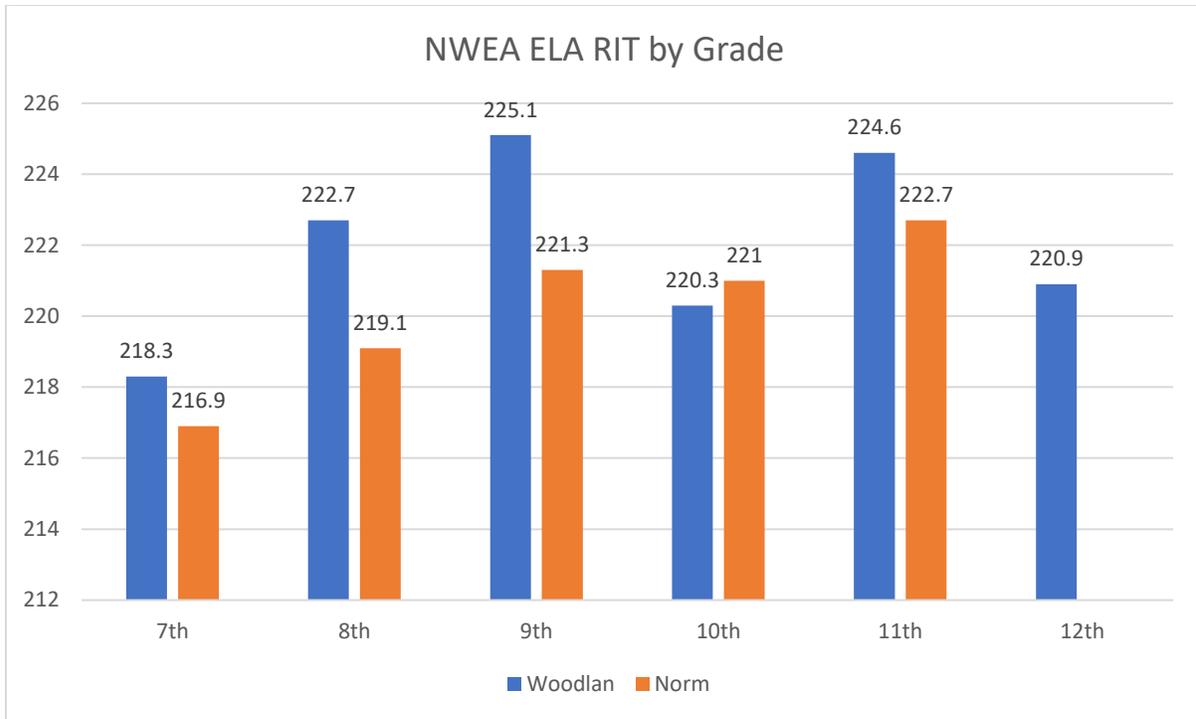
ELL students will increase their composite scores by 0.2 points on the WIDA Access test.

Our interventions include, but are not limited to the following:

1. Teachers in all subject areas have received professional development on reading comprehension strategies to incorporate into their curriculum and use with the students to improve reading comprehension. Teachers will be using these strategies with the students on a regular basis.
2. Students in grades 7-10 will utilize IXL during Success.
3. Students in grades 11-12 will receive direct instruction during Success.







### ELA Goal Action Plans

| <b>JH Language Arts Goal:</b> All junior high students will improve in the area of reading comprehension with an emphasis on nonfiction and literary text. Junior high RIT averages in literature and non-fiction will increase by 3 points. |                |            |  |  |
|--|----------------|------------|--|--|
| <b>Activity</b>  | <b>Start</b>   | <b>End</b> | <b>Resources</b>   | <b>Monitoring</b>  |
| Teachers in all subject areas have received professional development on reading comprehension strategies to incorporate into their curriculum and use with the students to improve reading comprehension.                                    | August 2020    | May 2021   | <ul style="list-style-type: none"> <li>• Instructional Coach</li> <li>• Professional Leave</li> <li>• Collaboration</li> </ul> | <ul style="list-style-type: none"> <li>• Walk Through</li> <li>• IC Observation</li> </ul>                       |
| Junior high students will utilize IXL during Success.  | September 2020 | May 2021   | <ul style="list-style-type: none"> <li>• iPads/Laptops</li> <li>• IXL Subscription</li> </ul>                                  | <ul style="list-style-type: none"> <li>• NWEA Reports</li> <li>• Grade Reports</li> <li>• IXL Reports</li> </ul> |

| <b>HS Language Arts Goal: All high school students will improve in the area of reading comprehension with an emphasis on nonfiction and literary text. High school RIT averages in literature and non-fiction will increase by 2 points</b> |                |            |  |  |
|---|----------------|------------|--|--|
| <b>Activity</b>   | <b>Start</b>   | <b>End</b> | <b>Resources</b>   | <b>Monitoring</b>  |
| Teachers in all subject areas have received professional development on reading comprehension strategies to incorporate into their curriculum and use with students to improve reading comprehension.                                       | August 2020    | May 2021   | <ul style="list-style-type: none"> <li>• Instructional Coach</li> <li>• Professional Leave</li> <li>• Collaboration</li> </ul> | <ul style="list-style-type: none"> <li>• Walk Through</li> <li>• IC Observation</li> </ul>                       |
| Students in grades 9-10 will utilize IXL during Success.  | September 2020 | May 2021   | <ul style="list-style-type: none"> <li>• iPads/Laptops</li> <li>• IXL Subscription</li> </ul>                                  | <ul style="list-style-type: none"> <li>• NWEA Reports</li> <li>• Grade Reports</li> <li>• IXL Reports</li> </ul> |
| Students in grades 11-12 will receive direct instruction during Success.  | September 2020 | May 2021   | <ul style="list-style-type: none"> <li>• District Curriculum</li> <li>• ISTEP+ Resources</li> </ul>                            | <ul style="list-style-type: none"> <li>• NWEA Reports</li> <li>• Grade Reports</li> </ul>                        |

| <b>ELL Goal: ELL students will increase their composite scores by 0.2 points on the WIDA Access test.</b>  |                |            |   |  |
|--|----------------|------------|---|--|
| <b>Activity</b>  | <b>Start</b>   | <b>End</b> | <b>Resources</b>  | <b>Monitoring</b>  |
| Teachers in all subject areas will receive professional development on strategies to support their ELL students to improve their reading, writing, listening, and speaking skills. | August 2020    | May 2021   | <ul style="list-style-type: none"> <li>• Instructional Coach</li> <li>• ELL Teacher</li> <li>• Collaboration</li> </ul> | <ul style="list-style-type: none"> <li>• Walk Through</li> <li>• IC Observation</li> </ul>                       |
| Students in grades 9-10 will utilize IXL during Success.   | September 2020 | May 2021   | <ul style="list-style-type: none"> <li>• iPads/Laptops</li> <li>• IXL Subscription</li> </ul>                           | <ul style="list-style-type: none"> <li>• NWEA Reports</li> <li>• Grade Reports</li> <li>• IXL Reports</li> </ul> |
| Students in grades 11-12 will receive direct instruction during Success.   | September 2020 | May 2021   | <ul style="list-style-type: none"> <li>• District Curriculum</li> <li>• ISTEP+ Resources</li> </ul>                     | <ul style="list-style-type: none"> <li>• NWEA Reports</li> <li>• Grade Reports</li> </ul>                        |
| Students will meet with the district ELL coach weekly.   | September 2020 | May 2021   | <ul style="list-style-type: none"> <li>• District Coach</li> </ul>  | <ul style="list-style-type: none"> <li>• Grade Reports</li> <li>• NWEA Reports</li> <li>• WIDA Scores</li> </ul> |

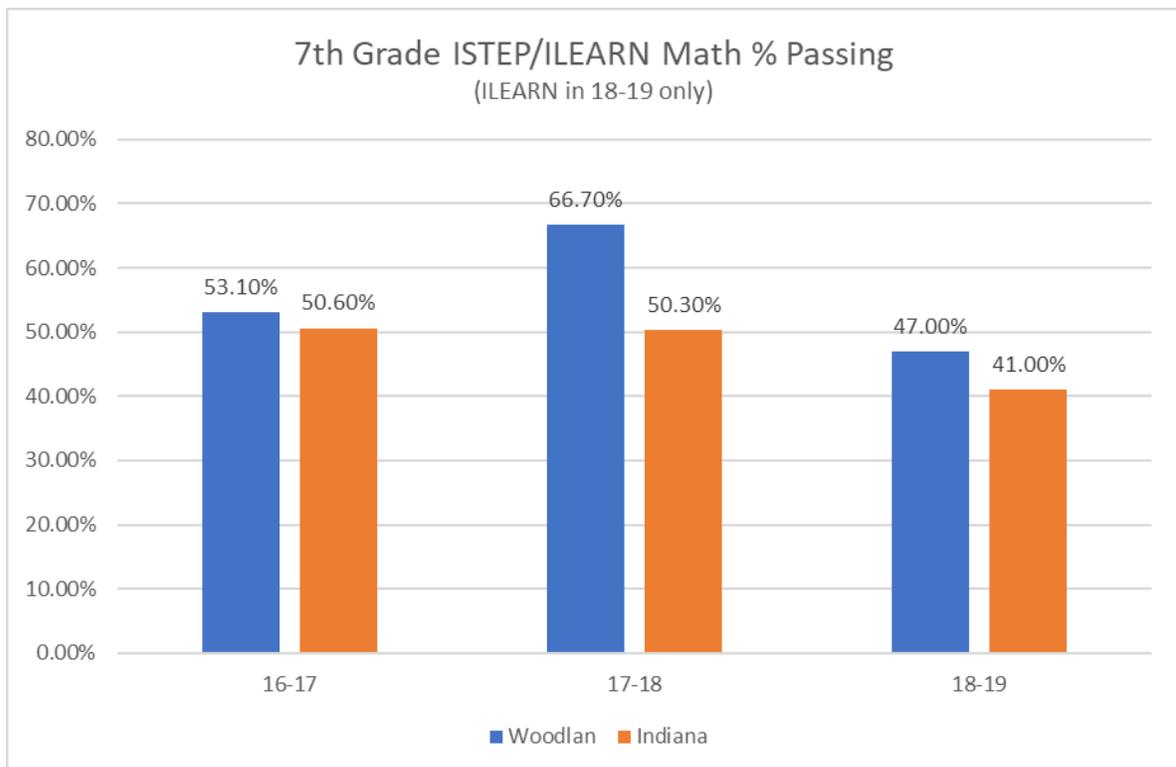
## Math Goal

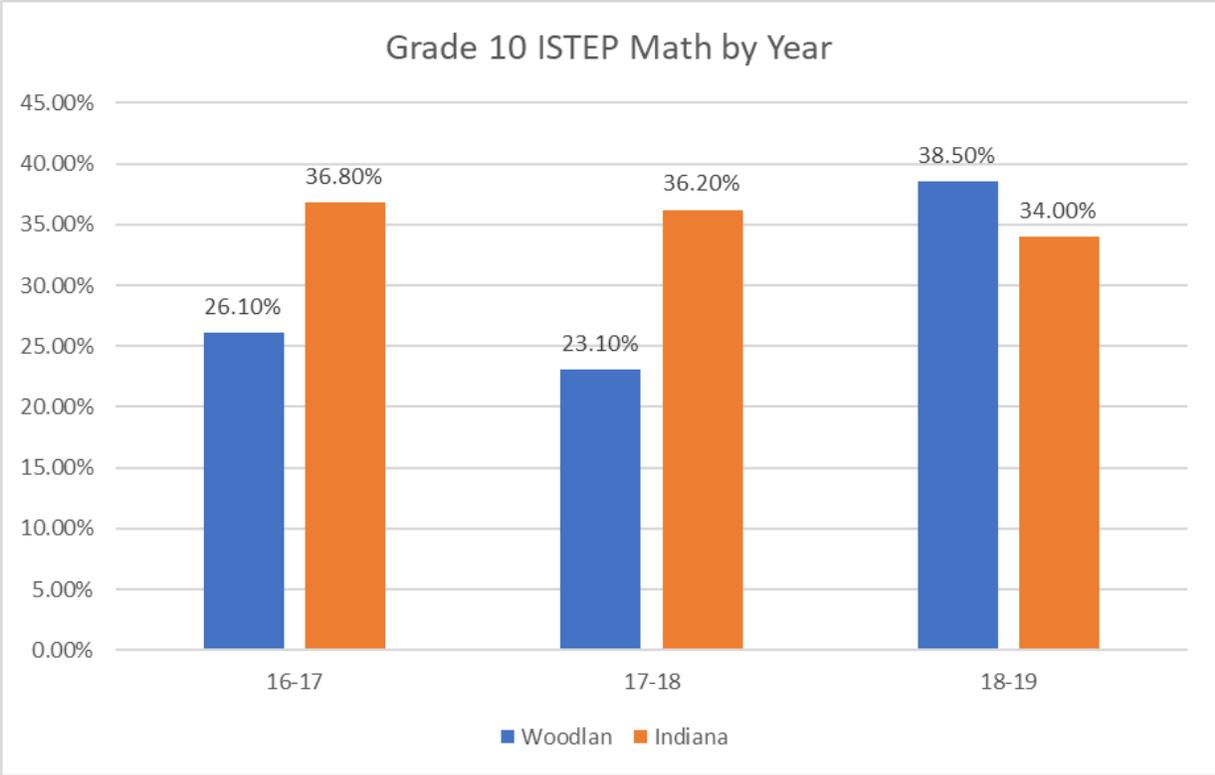
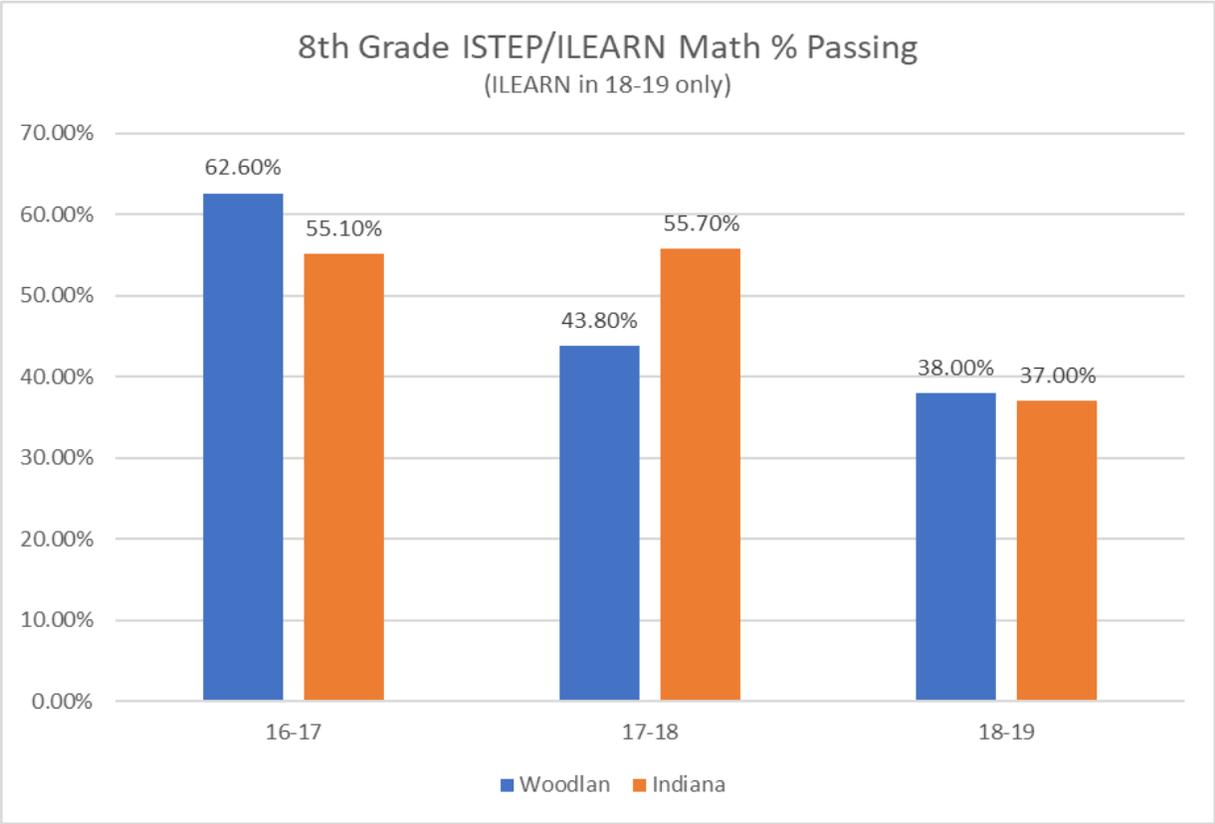
All junior high students will improve in the area of algebra and functions with a general emphasis on Linear equations and the mathematical processes necessary within that area. Junior high RIT averages in algebraic functions will increase by 5 points on the end of year NWEA test administration.

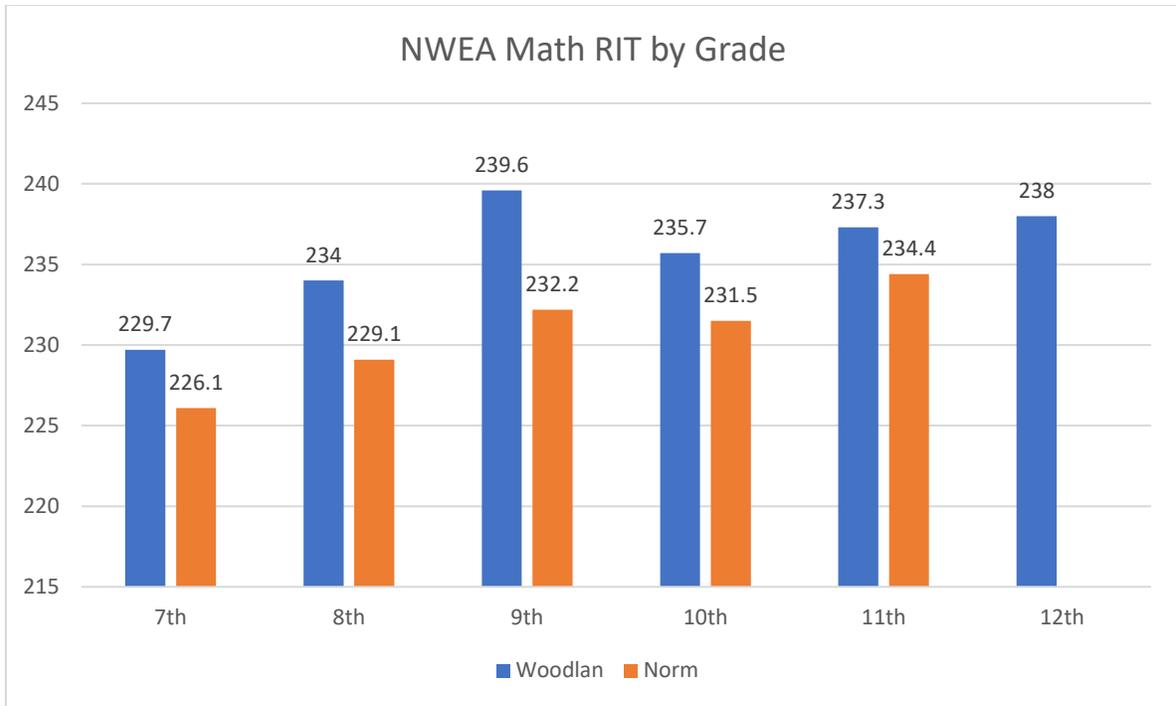
All high school students will improve in the area of algebra and functions with a general emphasis on Linear equations and the mathematical processes necessary within that area. High school RIT averages in algebraic functions will increase by 3.5 points on the end of year NWEA test administration.

Our interventions include, but are not limited to the following:

1. Mathematics teachers will receive professional development on creating a more collaborative classroom.
2. Students in grades 7-10 will utilize IXL during Success.
3. Students in grades 11-12 will receive direct instruction during Success.







### Math Goal Action Plans

| <p><b>JH Math Goal:</b> All junior high students will improve in the area of algebra and functions with a general emphasis on Linear equations and the mathematical processes necessary within that area. Junior high RIT averages in algebraic functions will increase by 5 points.</p> |                |          |  |  |
|--|----------------|----------|--|--|
| Activity   | Start          | End      | Resources  | Monitoring   |
| Mathematics teachers will receive professional development on creating a more collaborative classroom.   | August 2020    | May 2021 | <ul style="list-style-type: none"> <li>• Instructional Coach</li> <li>• Professional Leave</li> <li>• Collaboration</li> </ul> | <ul style="list-style-type: none"> <li>• Walk Through</li> <li>• IC Observation</li> </ul>                       |
| Junior high students will utilize IXL during Success.  | September 2020 | May 2021 | <ul style="list-style-type: none"> <li>• iPads/Laptops</li> <li>• IXL Subscription</li> </ul>                                  | <ul style="list-style-type: none"> <li>• NWEA Reports</li> <li>• Grade Reports</li> <li>• IXL Reports</li> </ul> |

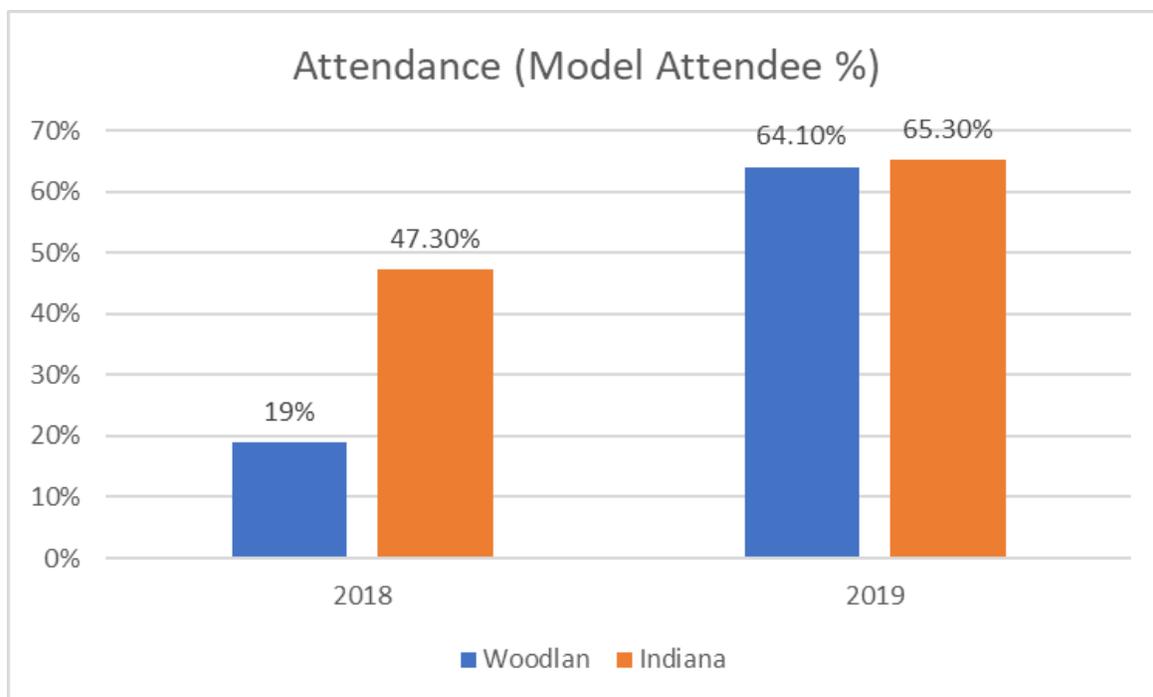
| <p><b>HS Math Goal:</b> All high school students will improve in the area of algebra and functions with a general emphasis on Linear equations and the mathematical processes necessary within that area. High school RIT averages in algebraic functions will increase by 3.5 points.</p> |                |          |  |  |
|--|----------------|----------|--|--|
| Activity   | Start          | End      | Resources  | Monitoring   |
| Mathematics teachers will receive professional development on creating a more collaborative classroom.   | August 2020    | May 2021 | <ul style="list-style-type: none"> <li>• Instructional Coach</li> <li>• Professional Leave</li> <li>• Collaboration</li> </ul> | <ul style="list-style-type: none"> <li>• Walk Through</li> <li>• IC Observation</li> </ul>                       |
| Students in grades 9-10 will utilize IXL during Success.   | September 2020 | May 2021 | <ul style="list-style-type: none"> <li>• iPads/Laptops</li> <li>• IXL Subscription</li> </ul>                                  | <ul style="list-style-type: none"> <li>• NWEA Reports</li> <li>• Grade Reports</li> <li>• IXL Reports</li> </ul> |
| Students in grades 11-12 will receive direct instruction during Success.   | September 2020 | May 2021 | <ul style="list-style-type: none"> <li>• District Curriculum</li> <li>• ISTEP+ Resources</li> </ul>                            | <ul style="list-style-type: none"> <li>• NWEA Reports</li> <li>• Grade Reports</li> </ul>                        |

### Attendance Goal

Woodlan Jr./Sr. High School will attain a model attendee rate that is at or above the state average.

Our interventions include, but are not limited to the following:

1. Attendance letters are mailed to parents at 5, 8, and 10 days absent.
2. Parents and students have online access to attendance records.
3. Students are acknowledged for good attendance through PBIS and awards programs.
4. Status Offender Court Alternative Program is utilized as a chronic illness intervention.
5. Home visits are made to check on student well-being.
6. Parent and student meetings are held with administration.

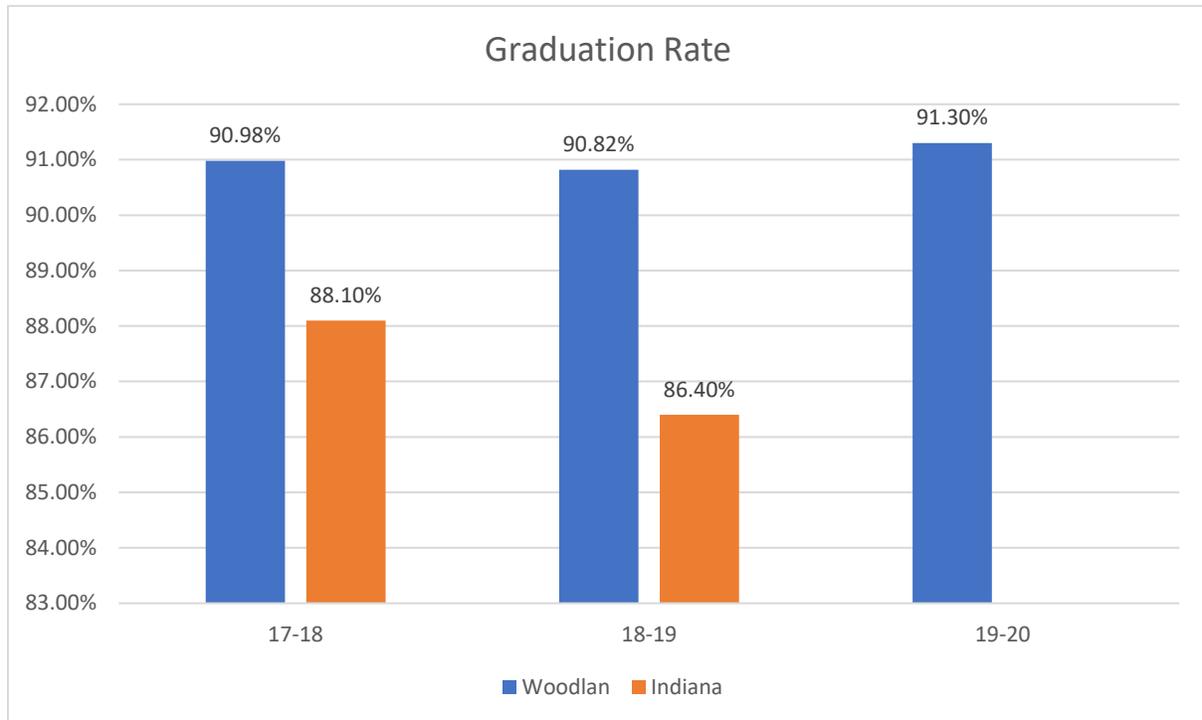


## Graduation Goal

Woodlan Jr./Sr. High School will attain a graduation rate that is at or above the state average.

Our interventions include, but are not limited to the following:

1. Increasing the passing percentages of test takers on ISTEP+10 Mathematics and English Language Arts through:
  - a. Remediation during Success time.
  - b. Daily Math Review and Daily Language Review in math and language arts classes.
2. Significantly increasing the number of current seniors who qualify to graduate on time.
  - a. A Graduation Pathways Coach has been hired to help facilitate additional graduates in the 20-22 cohorts who have not passed one or both portions of the ISTEP+10 exam. The Graduation Pathways Coach will verify and track the Graduation Pathway Requirements for students in the 2020-2022 cohorts and then the 2023 cohort and beyond.
  - b. ASVAB testing will be offered during the school day as part of a Graduation Pathway.
  - c. Students have additional Pathway opportunities through the use of Anthis Career Center or EACS Career Center.
  - d. PSAT exams are offered to all 10th and 11th grade students free of charge as practice for the SAT Post-Secondary Readiness Pathway requirement.
  - e. AP/Dual credit courses are offered as part of Woodlan Senior High's curriculum, and as part of the Honor's Diploma designation.
  - f. Proactively working with students in the junior, sophomore, and freshmen classes to ensure that they are prepared to meet the existing graduation mandates (GQE and/or Graduation Pathways policies).
  - g. Math and Language Arts remediation during Success time.
  - h. Daily Math Review and Daily Language Review in math and language arts classes.
  - i. Basic skills course offered to at-risk general education 9<sup>th</sup> and 10th grade students.
  - j. The use of Edgenuity for credit recovery.
  - k. Opportunities to attend the alternative school.
  - l. Mentoring of at-risk students.



## Educational Programs

### Curriculum

Woodlan Jr./Sr. High School offers an Indiana state-approved curriculum matching the Indiana Course and Program Descriptions for Indiana schools. A description of the core curriculum for grades K-12 language arts and K-12 math is located in the school's administrative offices via the district shared drive. The school's curriculum supports the teaching of the new World-class Instructional Design and Assessment (WIDA) Standards Framework and the College and Career Ready Indiana Academic Standards (CCRIAS) across the curriculum through the delivery of rigorous lessons designed to provide relevance to students. Students also have opportunities to receive additional instruction regarding STEM through grade specific assemblies. Through a program called, Non-traditional Employment for Women, female students are encouraged to enter non-traditional careers, and challenged to take advanced level courses in the STEM field. Career Exploration Opportunity (CEO) day will be offered as part of the curriculum for students in grades 7-9 during the spring to encourage students to look beyond high school by offering career specific presentations from workers in the community and to help students decide their graduation pathway to determine courses relevant to graduation. Woodlan Jr./Sr. High School also offers several Advanced Placement courses, Advanced Technical Courses through Anthis Career Center and East Allen County Schools Career Center in addition to dual credit opportunities with local area universities and multiple career-related internship experiences. After school tutoring is available to grades 7-9 through Cornerstone Connections, with remediation courses available to high school students. High school students can use Edgenuity as an option for credit recovery. Special Education and English Language Learner students benefit from co-taught courses as well as individual peer and adult help during the day. East Allen Community Schools has hired a High Ability Coach to assist in meeting the needs of students with exceptional abilities. The 8-Steps to School Improvement process was implemented during the 2012-2013 school year and is still being utilized.

## Provisions to offer Courses

Woodlan Jr./Sr. High offers courses each semester that maximize opportunities for students to successfully complete the Core 40, Academic Honors, and Technical Honors diploma requirements and the master schedule is developed in a manner to minimize conflict between courses for each diploma track. Woodlan has also hired a Graduation Pathway Coach who will continue to monitor diploma and graduation requirements. Students are encouraged to earn the Academic Honors, Technical Honors, or Core 40 Diploma. The master schedule has been reviewed to include the additional requirements set forth by the State of Indiana for these diplomas and will continue to be adjusted to meet the new requirements of the Graduation Pathways. Students meet with guidance counselors annually to track diploma progress and are encouraged to pursue the highest level of diploma attainable by each individual student.

## Assessment Instruments

- ISTEP+ is the standardized test mandated by the State of Indiana for students in grades 3 through 8 and grade 10 in several subject areas. ISTEP+ testing occurs in the Spring and is given in two parts.
- ILEARN is designed to measure Indiana Academic Standards.
- PSAT/National Merit Scholarship Qualifying Test is a preparatory version of the SAT exam. PSAT scores are used to identify National Merit Scholars and award merit scholarships.
- SAT – Scholastic Aptitude Test used to measure a high school student's readiness for college, and provide colleges with one common data point that can be used to compare all applicants.
- ACT—American College Testing is a standardized test used by colleges for admission. It covers four academic skill areas: English, mathematics, reading and science reasoning.
- Advanced Placement (AP) Testing in English Literature, English Language, Chemistry, Calculus, World History and US History provide a measure of knowledge learned in AP classes. Students earn college credit if they pass the exam given at the end of the year in May. (AP tests are scored between 1 and 5, with anything above 3 considered passing).
- NWEA Testing in Math, Reading, & Language Arts (3 times per year) creates a personalized assessment experience by adapting to each student's learning level—precisely measuring progress and growth for each individual student.
- Scantron Achievement Series are web-based grade-level assessment platforms used to develop and administer tests, capture results, and produce standards-based reports.
- ASVAB is the military entrance exam used as part of the Graduation Pathways Graduation requirements.
- Indiana Career Explorer – Kudor Career Interest Assessment – analyzes student interests to determine possible career paths of students.
- WIDA is a primary measure of English language development used by AIS.

## Technology

The 2020-2021 school year will be the ninth year East Allen County Schools is a 1:1 district. All students at Woodlan Jr./Sr. High School are issued a personal iPad. Every classroom has a projector, SmartBoard, Smart TV, or Apple TV connection to utilize during instruction.

Curricular content is available online and through e-text in all language arts, math, social studies, world language, science, and business courses. EACS utilizes Canvas as its Learning Management System. Through Canvas, staff, students, and parents are able to collaborate, communicate, utilize assessments, and deliver and share content. Students are taught proper digital etiquette through Common Sense curriculum. Teachers are integrating technology by utilizing a multitude of educational apps to assist and enhance learning. Staff members are trained on a variety of platforms to reach the needs of all learners. Families were given an option for their students to participate virtually for the first semester. Teachers are utilizing live video, pre-recorded video instruction and multiple digital resources to provide instruction. Students are able to transition from in-person learning to virtual without disrupting their education.

## Professional Development

Faculty participate in professional development weekly throughout the year. Teacher collaboration involves analyzing student data to determine student needs and the success of implemented strategies. The rigor of daily lessons is enhanced through the use of district implemented reading comprehension strategies (Daniels and Steineke) and Webb's Depth of Knowledge practices. Language arts and math teachers participate in three half day professional development opportunities within the building to analyze data and share evidence-based best practices. Science and social studies teachers participate in one half day professional development opportunity within the building to analyze data and share evidence-based best practices. All teachers participate in two full day professional development in-services developed by the school corporation. The school corporation has partnerships to utilize the research and strategies by John Hattie [Visible Learning] and Kristina Smekens [Literacy Strategies] to improve teaching and learning and to comply with the State Board's core principles for professional development.

## Safe Learning Environment

Woodlan Jr./Sr. High School provides the following interventions to support a caring, secure learning environment.

- Two Indiana School Safety Specialists
- RtI
- PBIS
- Cornerstone Connections
- Multi-tiered Discipline Policy
- Seven staff members trained through Crisis Prevention Institute
- Full-time school nurse
- Two full-time School Counselors
- Bowen Center partnership
- Crisis Plan
- ALICE training
- Monthly emergency drills
- Special programming and guest speakers to address social emotional learning and cybersafety

Security cameras are placed strategically throughout the interior and exterior of the building. All exterior doors are locked during the day and guests enter through a secured entrance. Woodlan Jr./Sr. High School utilizes Safe Visitors Solutions as a visitor management system. All visitors must provide a photo ID and have their name is search through national databases. Visitors are required to check in at the main office and display a visitor's badge at all times. All Woodlan Jr./Sr. High School staff and substitute teachers are required to display identification badges at all times during normal school hours. Woodlan Jr./Sr. High School employs a full-time member of the Allen County Sheriff's department with a K-9 trained in drug and gunpowder recognition.

## Cultural Competency

The faculty of Woodlan Jr./Sr. High School will utilize collaboration for professional development to address the cultural needs of the school. Woodlan Jr./Sr. High School's school population is not significantly diverse, with 89.2% of students being Caucasian, 2.9% multi-racial, 2.0% African American, 3.6% Hispanic and 2.1% Asian. Students identified to receive special education services is 14.6% of the student population. Woodlan Jr./Sr. High School employs six special education teachers and eight paraprofessionals to meet the needs of the special education population. Additionally, students receiving services as English Language Learners makes up about 2.9% of the student population. Student's that have been identified as high ability in language arts, math or both makes up about 12.1% of the student population.

Approximately 69% of graduates go on to pursue higher education, with 43% entering a four-year college program, 21% entering a two-year college program and 5% entering a vocational/technical training program. Other graduates are either entering the military (4%) or the work force (28%).

To meet the needs of the students receiving textbook assistance, the guidance department communicates opportunities such as:

- 21<sup>st</sup> Century Scholar Program
- SAT/ACT Fee Waiver
- AP Test Fee Waiver
- Free Dual Credit Courses
- College Application Fee Waiver

In an effort to meet the needs of all student groups, Woodlan Jr./Sr. High School had students complete a survey that addressed feelings of equity, acceptance, safety, and academic support. Woodlan Jr/Sr High School has a diverse student advisory, student council and offers other extra-curricular activities. Faculty addressed student concerns and developed solutions during beginning of the year professional development. These include but are not limited to:

- Student of the month recognition by each department
- Student Advisory
- Student Council
- Athletic Council
- Mentoring
- Basic Skills/Remediation Courses
- East Allen Alternative School

- Virtual Learning
- Edgenuity

## Family Member Engagement

Woodlan Jr./Sr. High School has a history of positive, strong parental involvement. Currently, Woodlan offers a variety of communications and opportunities to be involved which include, but are not limited to:

- Canvas
- District and School Website
- Quarterly Newsletter
- Daily Announcements
- Teacher/Principal Email
- Parent Surveys
- Parent Access to Electronic Grade Book (Skyward)
- Access to the SIP plan as well as parental input
- Teacher/Administrator Phone Calls to parents
- School Messenger Communication System
- Veteran’s Day Program
- Volunteer opportunities
- Back to School Night
- Registration
- Athletic events
- Co-curricular events [band/choir/FFA]
- Awards programs
- Field Trips
- Parent Advisory Committee
- Graduation Ceremony

## Results Based Staff Development Plan

|   |   |   |                                   |  |                 |
|---|---|---|-----------------------------------|--|-----------------|
| <b>Intervention:</b> Students will receive additional instruction in reading comprehension and strategies to assist them with it. |   |   |                                   |  |                 |
| <b>Staff Development Outcome</b>  |   | <b>Measure of Effectiveness</b>   |                                   | <b>Student Outcome</b>   |                 |
| Staff will instruct students on comprehension strategies in all subject areas.  |   | The staff will be able to utilize various comprehension strategies across the curriculum. |                                   | Test scores among all students will improve on standardized tests (specifically ILEARN and ISTEP+) |                 |
| <b>Level</b>  | <b>Activity</b>   | <b>Person Responsible</b>   | <b>Evidence of Attainment</b>     | <b>Resources</b>   | <b>Timeline</b> |
| Knowledge   | All teachers will receive professional development training in the fall to review data and review strategies. The instructional coach | Administration<br>Instructional Coach   | Dates of Trainings and Attendance | Reading Strategies, Visible Learning, Instructional Coach  | 2020-2021       |

|                     |   |                                      |   |  |           |
|---------------------|---|--------------------------------------|---|--|-----------|
|                     | will train the staff in the use of these strategies.  |                                      |   |  |           |
| Model Demonstration | Staff will demonstrate these strategies in their classrooms and then have students use the strategies                   | Administration<br>Classroom Teachers | Collaboration Forms, Portfolio of sample activities | Reading Strategies, Visible Learning, Instructional Coach          | 2020-2021 |
| Low-Risk Practice   | Teachers will collaborate on developing improved reading comprehension in students. IC will observe and offer feedback. | Administration<br>Classroom Teachers | Collaboration Forms                                 | Reading Strategies, Visible Learning, Instructional Coach          | 2020-2021 |
| On-the-Job Practice | Administrators will conduct walk-throughs and give feedback to staff. IC will observe and offer feedback.               | Administration<br>Classroom Teachers | Walk-through dates and feedback                     | Reading Strategies, Visible Learning, Instructional Coach<br>eWalk | 2020-2021 |
| Follow Up           | Staff will meet at the beginning and end of each school year to review test scores to monitor growth.                   | Administration<br>Classroom Teachers | Dates of Meetings, Portfolio of sample activities   | Reading Strategies, Visible Learning, Instructional Coach          | 2020-2021 |

|  |  |                                 |                               |  |                 |
|--|--|---------------------------------|-------------------------------|--|-----------------|
| <b>Intervention:</b> Students will receive effective instruction in the area of algebra & functions. |  |                                 |                               |  |                 |
| <b>Staff Development Outcome</b>   |  | <b>Measure of Effectiveness</b> |                               | <b>Student Outcome</b>   |                 |
| Math teachers will be proficient in creating algebra & function activities                           |  | NWEA, Scantron                  |                               | High school RIT averages in algebraic functions will increase by 3.5 points. And JH by 5 points. |                 |
| <b>Level</b>   | <b>Activity</b>  | <b>Person Responsible</b>       | <b>Evidence of Attainment</b> | <b>Resources</b>   | <b>Timeline</b> |
| Knowledge  | Mathematics teachers will receive professional development on creating a more collaborative classroom. | Math teachers<br>Administration | Survey<br>Collaboration       | Textbooks,<br>Visible Learning,<br>Instructional Coach   | 2020-2021       |

|                       |  |                              |  |   |           |
|-----------------------|--|------------------------------|--|---|-----------|
| Model Demonstration   | Mathematics teachers will model sample activities for teachers.  | All Teachers Administration  | Survey Collaboration                     | Textbooks, Visible Learning, Instructional Coach              | 2020-2021 |
| Low-risk Practice     | Math teachers will utilize poster math or carousel twice a month.                                      | Math teachers Administration | Portfolio of sample activities           | Textbooks, Visible Learning, Instructional Coach              | 2020-2021 |
| On-the Job Practice   | Math teachers will utilize collaborative activities twice a month.                                     | Math teachers Administration | Portfolio of sample activities           | Textbooks, Visible Learning, Instructional Coach              | 2020-2021 |
| Follow Up             | Using data, utilize collaboration time to determine if more training is needed.                        | Math teachers Administration | Survey Collaboration<br>NWEA<br>Scantron | Collaboration, Professional resources<br>Lesson planning time | 2020-2021 |
| Long Term Maintenance | Review training each year and train new staff. Using data, collaborate to determine what is effective. | Math Teachers Administration | Survey Collaboration<br>NWEA<br>Scantron | Collaboration, Professional resources, NWEA & Scantron data   | 2020-2021 |

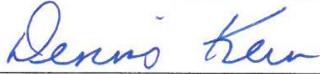
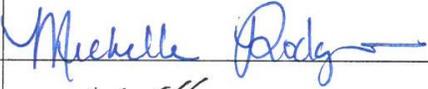
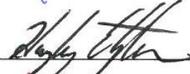
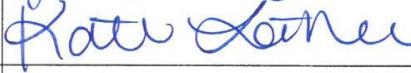
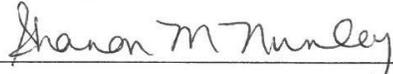
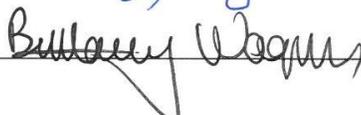
## School Improvement Plan - PL 221 Checklist

| Present | Item  | Page          |
|---------|---|---------------|
| ✓       | Narrative description of the school, the community, and the educational programs  | 3, 13-14      |
| ✓       | Description & location of curriculum  | 13-14         |
| ✓       | Titles and descriptions of assessment instruments to be used in addition to ISTEP+  | 14-15         |
| ✓       | Statement of mission, vision, or beliefs  | 3             |
| ✓       | Summary of data derived from an assessment of the current status of educational programming, including the following: <ul style="list-style-type: none"> <li>• Data, including graphs, from the annual performance report</li> <li>• Data related to performance indicators other than those included in the annual performance report</li> <li>• Other information about educational programming &amp; learning environment</li> </ul> | 4-10<br>15-18 |
| ✓       | Information about how the school's curriculum supports the achievement of Indiana Academic Standards  | 13            |
| ✓       | Information about how the school's instructional strategies support the achievement of Indiana Academic Standards   | 13-15         |
| ✓       | Conclusions about student achievement, based on information from ISTEP+ and other assessment strategies   | 4-10          |
| ✓       | Parental participation in the school (planning, reviewing the SIP)  | 17            |
| ✓       | Technology as a learning tool   | 15            |

|   |   |                   |
|---|---|-------------------|
| ✓ | Safe and disciplined learning environment   | 16                |
| ✓ | Professional development  | 15, 18-19         |
| ✓ | Student achievement objectives/goals, derived from an assessment of the current status of educational programming on attendance rate  | 11-12             |
| ✓ | Student achievement objectives/goals, derived from an assessment of the current status of educational programming on percentage of students meeting academic standards under the ISTEP+ program   | 4-10              |
| ✓ | Student achievement objectives/goals, derived from an assessment of the current status of educational programming on graduation rate (for secondary schools).   | 12-13             |
| ✓ | Specific areas where improvement is needed immediately  | 4-10              |
| ✓ | Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the educational system  | 4-10              |
| ✓ | Academic Honors Diploma and Core 40, including the following:<br><ul style="list-style-type: none"> <li>• Provisions to offer courses that allow all students to become eligible to earn the Academic Honors Diploma</li> <li>• Provisions to encourage all students to earn an Academic Honors Diploma or to complete the Core 40 curriculum</li> </ul>  | 14                |
| ✓ | Proposed interventions (strategies) based on student achievement objectives/goals   | 4-10              |
| ✓ | Professional development that:<br><ul style="list-style-type: none"> <li>• emphasizes improvement of student learning and performance.</li> <li>• supports research-based, sustainable school improvement efforts.</li> <li>• aligns with the core principles of professional development</li> <li>• includes methods to improve the cultural competency of teachers, administrators, staff, parents, and students.</li> </ul>  | 15, 18-19         |
| ✓ | Time line for implementation, review, and revision  | 6-7, 10-11, 18-19 |
| ✓ | Cultural Competency<br>(1) identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population<br>(2) incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan; and<br><br>recommend areas in which additional professional development is necessary to increase cultural competency in the school's educational environment. | 16-17             |

## School Improvement Plan Committee Members

I support the implementation of the 2020-2021 School Improvement Plan for Woodlan Jr/Sr High School. By my signature, I attest to my willingness to support implementation of the plan.

| Name               | Position                           | Signature  |
|--------------------|------------------------------------|--|
| Dennis Kern        | Principal                          |    |
| Michelle Rodgers   | Assistant Principal                |    |
| Hayley Etzler      | English Teacher/Parent             |    |
| Lori Fendel        | Mathematics Teacher                |    |
| Jennifer Lengacher | Instructional Coach/Parent         |    |
| Katelin Lothamer   | Special Education Teacher          |    |
| Brad McAlexander   | Mathematics Department Head/Parent |    |
| Shanon Nunley      | Guidance Counselor                 |   |
| Wendy Singer       | English Department Head            |  |
| Brittany Wagner    | Graduation Pathway Coach           |  |