

# **School Improvement Plan**

for

## ***Woodlan Jr./Sr. High School***

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### **EACS Mission**

Our mission is to inspire in all students a passion for learning while developing knowledge, skills and character necessary to become responsible contributors to the local and global society.

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## **Vision, Mission and Belief Statements**

### **Vision**

Woodlan Jr./Sr. High School will be a successful culturally diverse educational community in which academic achievement, trustworthiness, respect, responsibility, fairness, caring and citizenship will be fostered among all stakeholders.

### **Mission**

The mission of Woodlan Jr./Sr. High School is to create and maintain a safe environment where every student reaches a high level of personal academic achievement through the incorporation of a comprehensive system of support, the empowerment of students by developing positive character traits, and challenging students to fulfill a chosen career path.

### **Belief Statements**

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

1. All students, regardless of cultural, socio-economic, or academic background, can learn.
2. It is our duty to provide a safe and structured environment for all students.
3. A variety of methods of instruction and assessment, along with frequent and comprehensive monitoring of individual student progress is necessary to promote student achievement.
4. A continuous professional development program must challenge faculty and staff to expand beyond traditional classroom methodologies in order to achieve educational excellence across the curriculum.
5. A strong commitment by all stakeholders is necessary for continuous improvement and success.

## **Description of School**

### **Foreword**

This school improvement plan is submitted on behalf of Woodlan Jr./Sr. High School. It was prepared under the leadership of the building principal working in cooperation with the school improvement committee appointed in compliance with Indiana Public Law 221. The plan is structured using the guidelines provided in the rules approved by the Indiana State Board of Education. It covers a four-year period starting in the 2015-2016. This plan will be reviewed and revised on a yearly basis. The goal is to provide for continuous improvement in student achievement. This plan is a statement to the community defining expectations of the Woodlan staff to fulfill that commitment in the coming years.

### **Introduction / Profile**

Woodlan Junior–Senior High School is part of the East Allen County School Corporation. It is one of three junior/senior high schools, one high school (Grades 9-12), an early college high school, one middle school, one junior high, and eight elementary schools that serve nearly 9,000 students in the East Allen system. Woodlan became the first K-12 campus in East Allen during the 2014-2015 school year. The students who attend Woodlan live primarily in the Milan, Maumee, Springfield, and Scipio townships.

During the 2017-2018 school year, the student body was approximately 78.5% Caucasian, 4.4% African-American, 5.2% Hispanic, 4.4% Asian, and 3.5% multiracial populations. There are currently 93 (12.6%) special education students. Furthermore, 169 students (27.7%) qualify for free meals and 40 students (5.6%) purchase meals at a reduced rate. Approximately 82% of graduates go on to pursue higher education, with 59% entering a four-year college program, 20% entering a two-year college program, 3% entering a vocational/technical training program, and the balance either enter the military (2%) or the work force (16%). Woodlan Jr./Sr. High School has a present enrollment of 712 students in grades 7-12.

Woodlan's physical area is primarily of a rural/small town nature. It is stable as demonstrated by the fact that neither the school enrollment nor the population of the small towns within the area changes significantly. The community provides excellent

support to the school system through attendance at school events and involvement in school programs.

## **Educational Programs**

### **Curriculum**

Woodlan Jr./Sr. High School offers an Indiana state-approved curriculum matching the Indiana Course and Program Descriptions for Indiana schools. Woodlan Jr./Sr. High School also offers several Advanced Placement courses and dual credit opportunities with local area universities and multiple career-related internship experiences. After school tutoring is available to junior high through Cornerstone Connections, with ECA remediation courses available to high school students. Special Education students benefit from co-taught courses as well as individual peer and adult help during the day. The 8-Steps to School Improvement process was implemented during the 2012-2013 school year and is still being utilized. 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 iTunes U and 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. 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. Teachers are given professional development in increasing DOK levels 3 & 4 (*Strategic Reasoning, Extended Reasoning*) in classroom activities and instruction.

### **Assessment Instruments**

- ISTEP – Indiana Statewide Testing for Educational Progress-Plus
- English 10 and Algebra I ECAs - End of Course Assessments
- PSAT/National Merit Scholarship Qualifying Test
- SAT – Scholastic Aptitude Test
- Advanced Placement Testing in English Literature, English Language, Chemistry and Calculus
- NWEA Testing in Math, Reading, & Language Arts (3 times per year)

- Scantron Achievement Series
- Khan Academy
- Edgenuity (grades 9-12 ) & MobyMax (grades 7-8)
- Indiana Career Information Explorer
- R Skills Test/SRI – for Read 180

Student achievement is monitored through localized classroom assessments as well as ISTEP, CORE 40 ECA assessments, PSAT, AP Testing and Acuity.

### **Highly Qualified Staff Are Supported Via:**

- The East Allen Teacher Effectiveness Rubric will be used to measure teacher performance based on the State's RISE model.
- Various ongoing staff development opportunities provided by the District and In-House experts.
- Consistent grade level team collaboration is provided with a state approved early dismissal every Wednesday.
- Building level mentor teacher supporting new teachers on a daily basis.

Marzano, Robert J., Pickering, Debra J., Pollock, Jane E. (2001). *Classroom Instruction that Works*. Alexandria, Virginia; Association for Supervision and Curriculum Development.

Marzano, Robert J. (2003). *What Works in Schools*. Alexandria, Virginia: Association for Supervision and Curriculum.

Boreen, Jean, Johnson, Mary K., Niday, Donna, Potts, Joe (2000). *Mentoring Beginning Teachers* Portland, Main: Stenhouse Publishers.

Boreen, Jean, Niday, Donna (2003). *Mentoring Across Boundaries* Portland, Maine: Stenhouse Publishers.

## **Safe and Disciplined School Environment**

Woodlan Jr./Sr. High School provides the following interventions to support a caring, secure learning environment: two Indiana School Safety Specialists on staff, RtI, PBIS, Cornerstone Connections, EACS/WJSHS Discipline Policy, full-time school resource officer, seven staff members trained through Crisis Prevention Institute, full-time school nurse, two full-time School Counselors, Bowen Center partnership, Crisis Plan, ALICE training (lockdown procedures), and monthly emergency drills. Woodlan Jr./Sr. High School has taken part in the EACS district-wide Stop Bullying initiative since its inception.

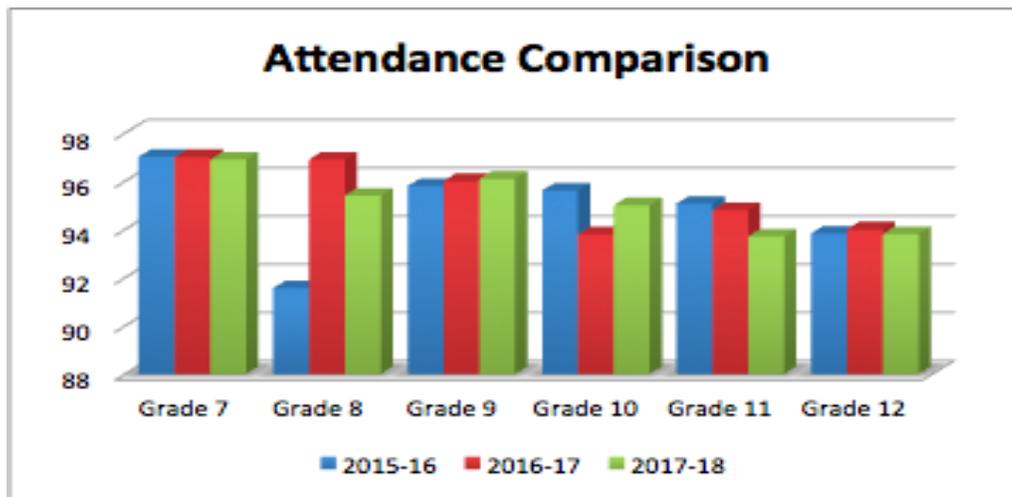
All administrators took part in School Safety training (ALICE) provided by the district. Building administrators have trained the students and staff on the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol. In addition, teachers and staff members have participated in ALICE training. We continue to offer training and practice drills throughout the school year. The ALICE Training instructor program certifies local representatives to teach proactive survival strategies in violent intruder or active shooter situations to help save lives by providing training that will bridge the gap between the time a violent event begins and law enforcement arrives. A comprehensive crisis intervention plan includes procedures for emergency situations. Each teacher retains a copy of the plan, along with safeguards, maintaining accountability for all students in a crisis.

Since the 2013-2014 school year, anti-bullying practices as well as sexual harassment training were implemented and reviewed with staff and students.

Security cameras are placed strategically throughout the interior and exterior of the building. Monitors are located in the main office, and recordings are regularly made of all activities. All exterior doors are locked during the day and guests enter through a secured entrance. 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.

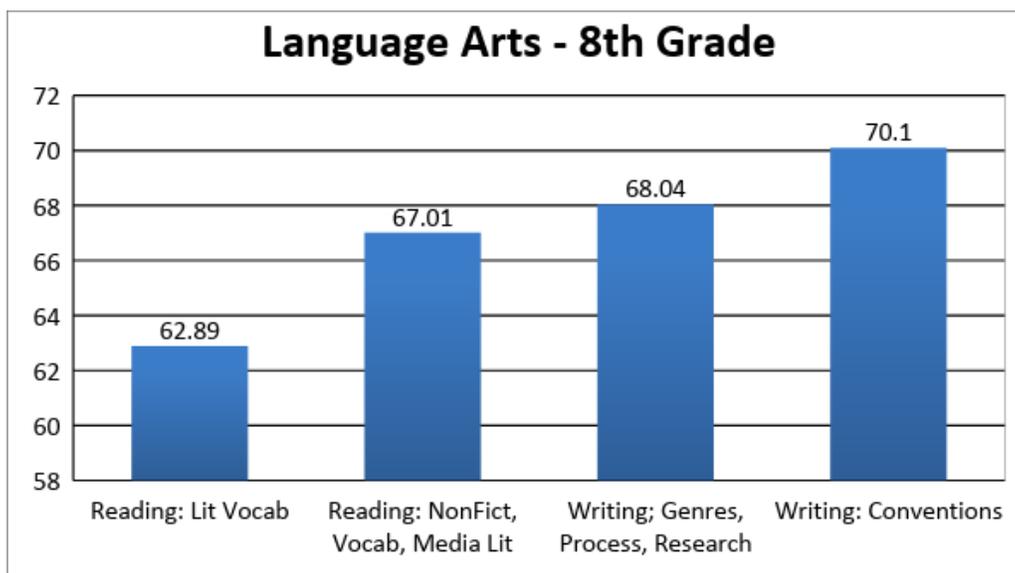
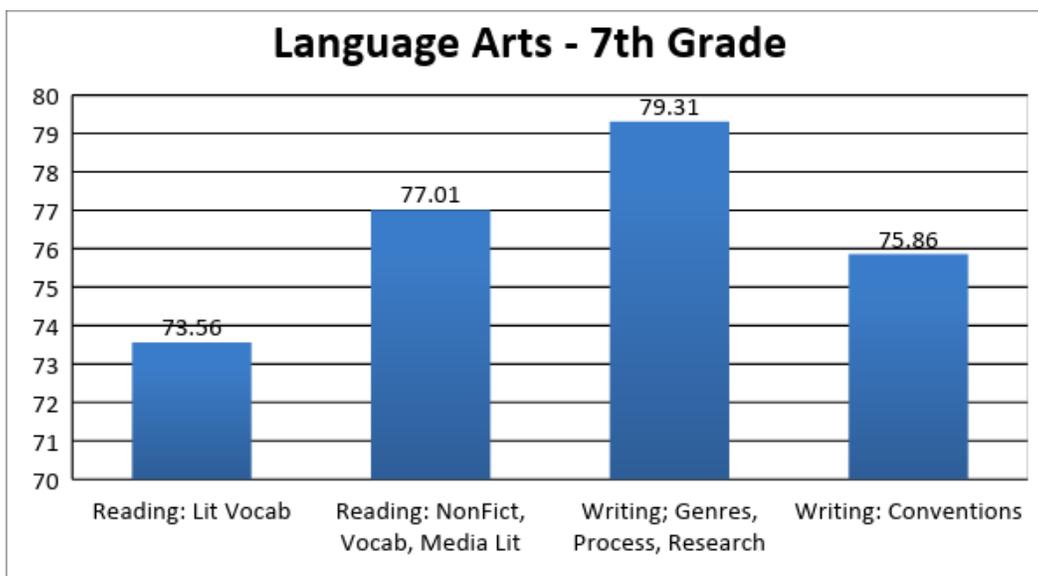
## Student Data

### Data Piece: Attendance Comparison



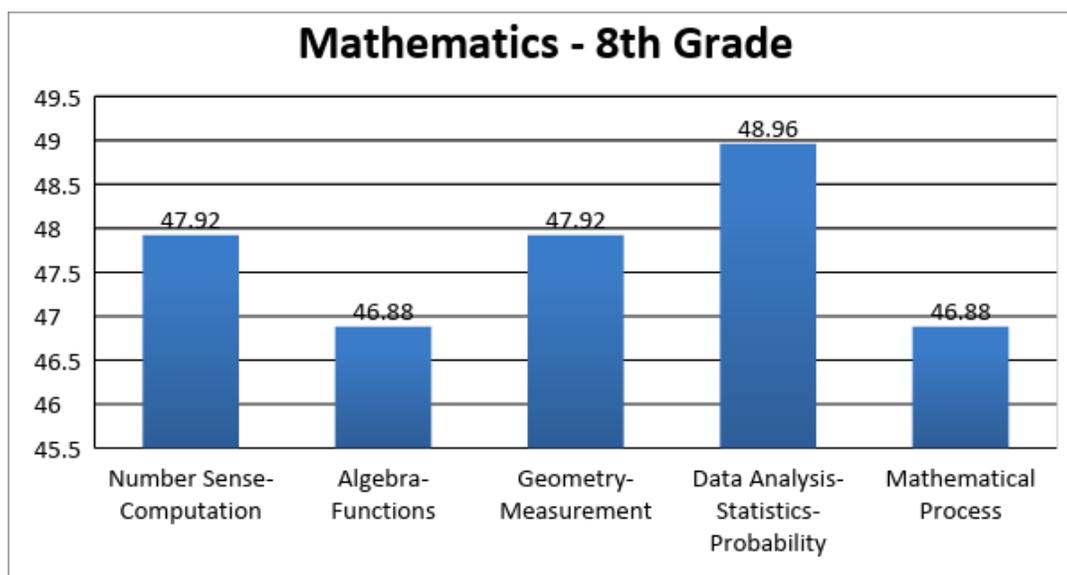
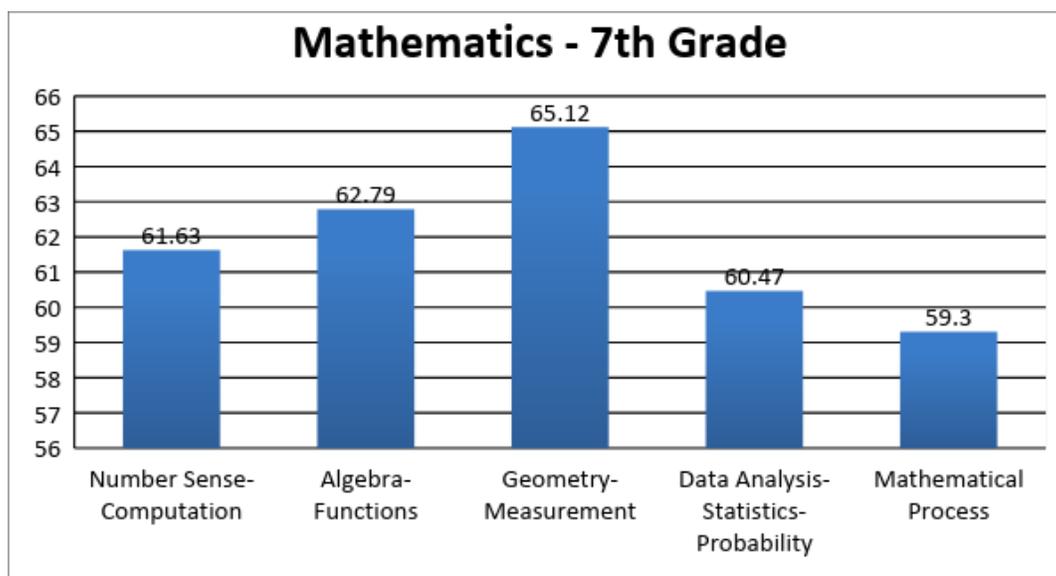
The school's attendance rate objective is to maintain a minimum rate of 97%. The 17-18 SY saw an overall decline in the attendance rate, falling short of that goal. With the exception of the tenth grade class, all grades saw slight decline in attendance rates. Attendance contracts, mentorships and a partnership with the Youth Services Bureau Status Offenders Court Alternative Program (SOCAP) are currently being used to maintain and improve the school's attendance rate. Attendance data is also being tracked through the use of the Woodlan data room and discussed at monthly meetings.

## English ISTEP+ Academic Standards Comparison -2015-16



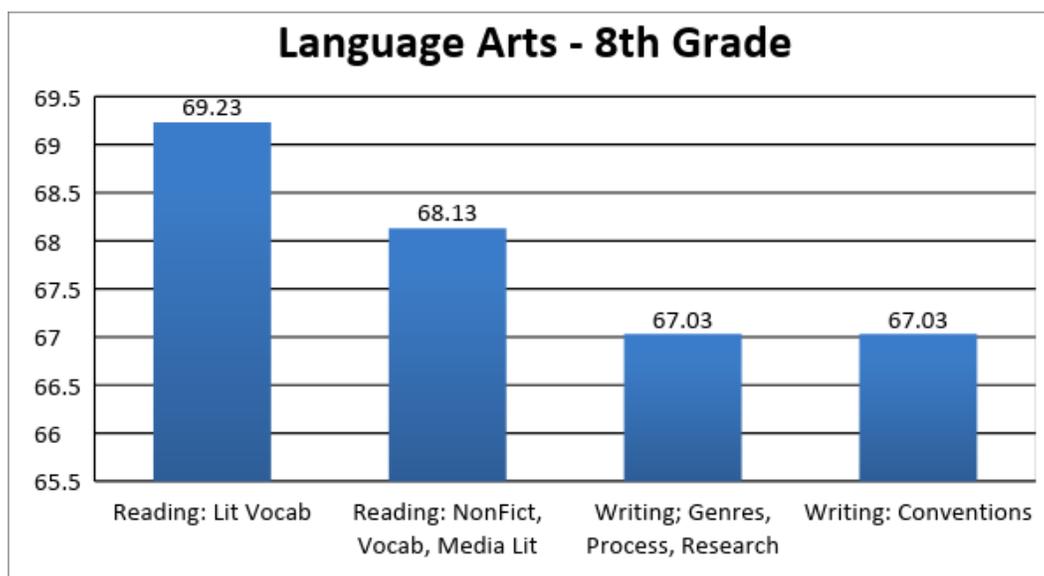
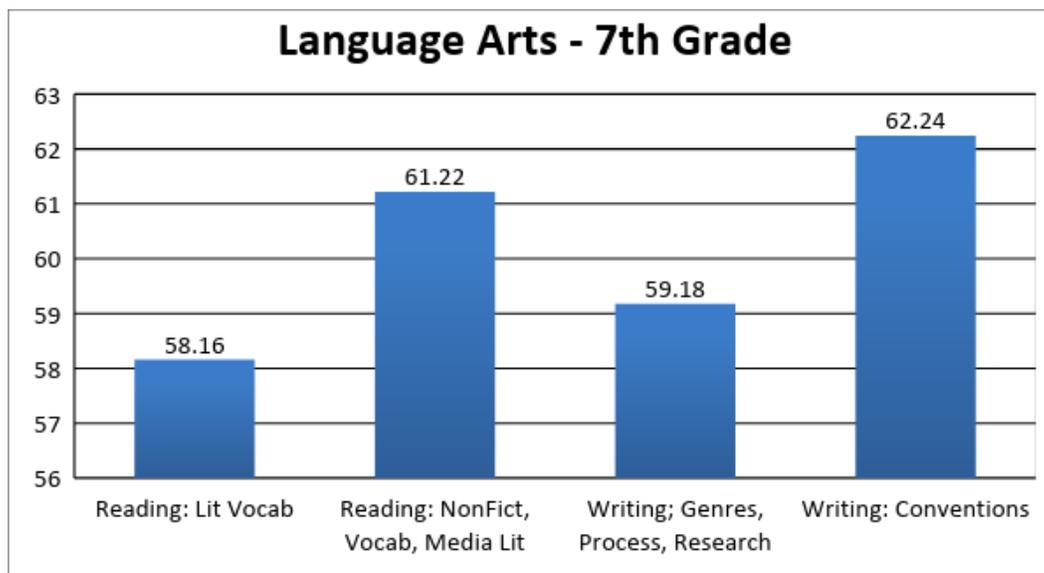
While a new test was used in the 2015-2016 school year, the results mirror those of past years which tended to show that students had deficiencies in Reading areas when compared with those of Writing. At both junior high grade levels, Reading: Literature and Vocabulary scored the lowest of the four tested areas.

## Math ISTEP+ Academic Standards Comparison -2015-16



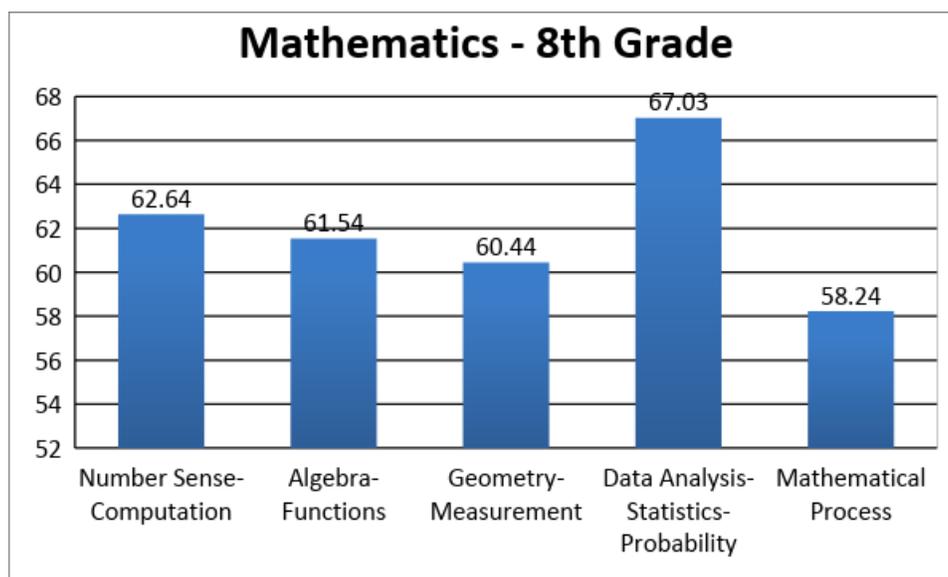
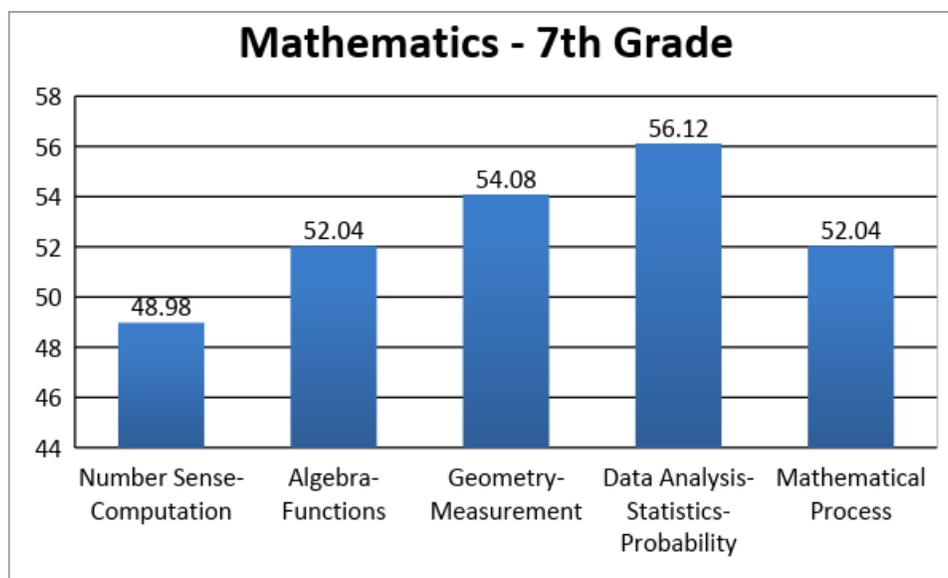
As with English/Language Arts, Math standards and testing changed in the 2015-2016 school year, which makes year to year comparisons difficult. That said, the area of Mathematical Process, which deals with the “how” of doing math scored low and has significant overlap with other tested skills. In the past, areas such as Algebra/Functions and Problem Solving have scored low. Algebra remained a problem last year, particularly with the 8<sup>th</sup> grade.

## English ISTEP+ Academic Standards Comparison -2016-17



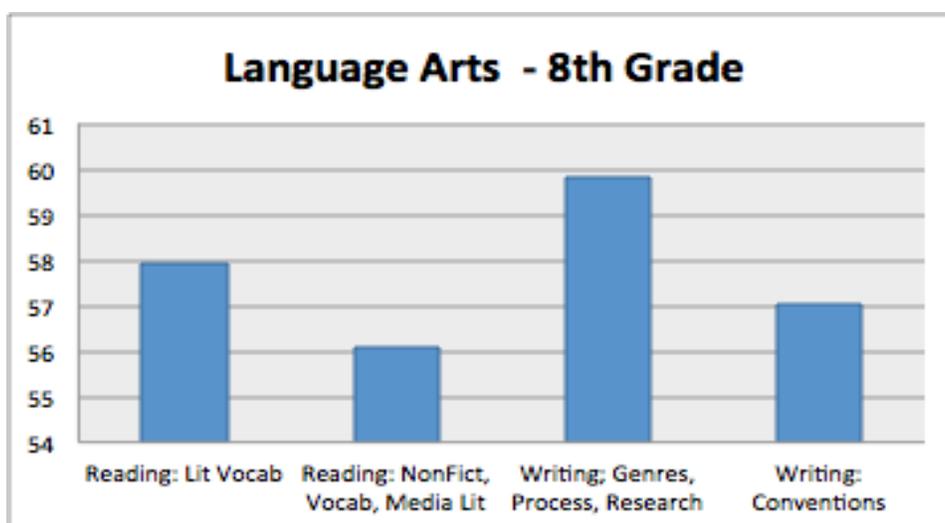
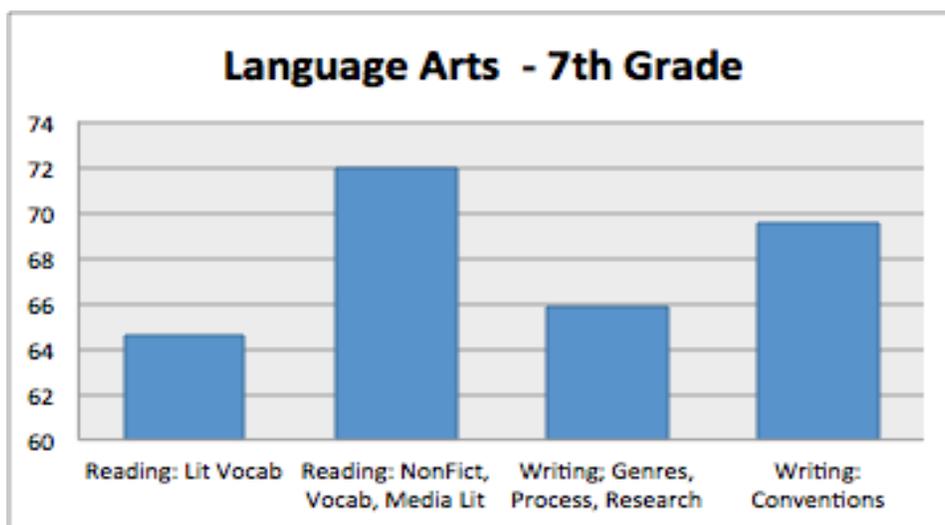
Efforts made in the areas of reading seem to be paying off as reading, at least in 8<sup>th</sup> grade, has seen growth over the previous years. While less clear than in previous years, writing genre, process, and research scored the lowest in both tested grades.

## Math ISTEP+ Academic Standards Comparison -2016-17



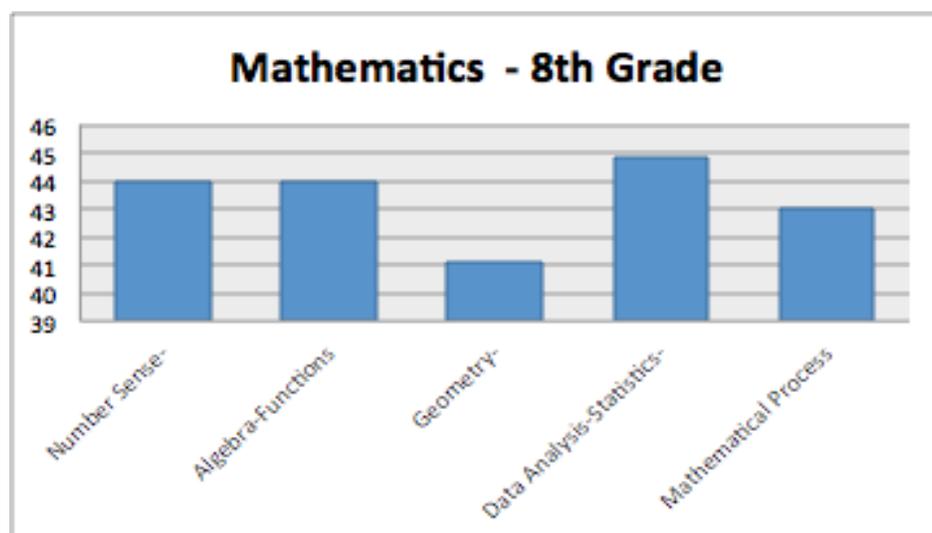
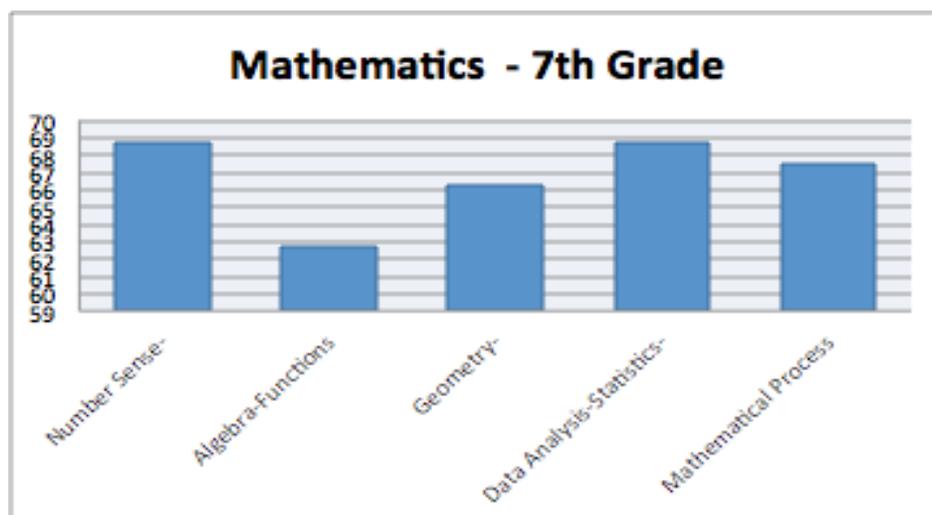
As in past years, Mathematical Processes continues to score on the low end of tested areas. Algebra-Functions, which has tended to be our lower areas has improved slightly leaving number sense for 7<sup>th</sup> grade and geometry for 8<sup>th</sup> grade the lowest tested areas.

## English ISTEP+ Academic Standards Comparison -2017-18



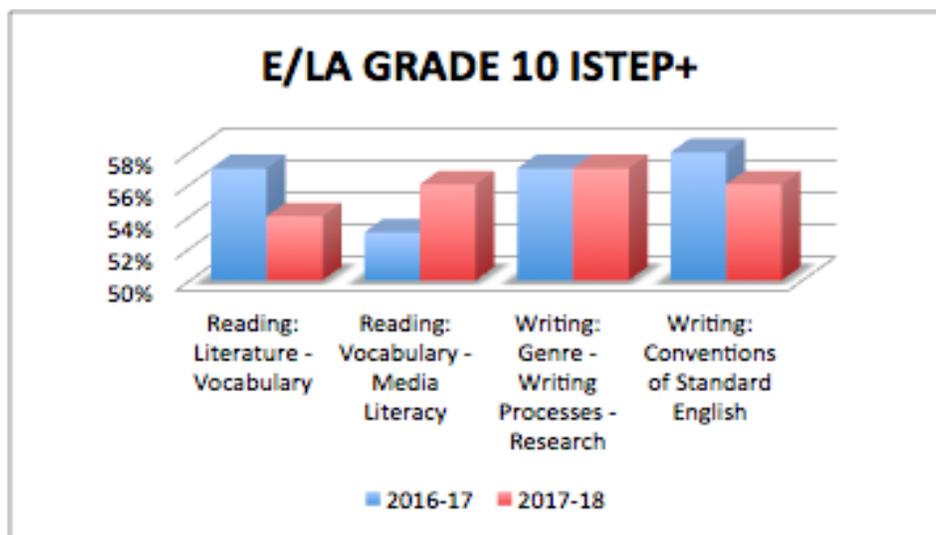
Data shows that at the seventh grade level, reading literature and writing: genres, process, and research continues to be a weakness. At the same time, the seventh grade results show that reading nonfiction and writing conventions continue to be a strength. Eighth grade data followed a similar pattern, in that the strengths and weaknesses from the 2016-2017 school year continued to be strengths and weaknesses in the 2017-2018 school year.

## Math ISTEP+ Academic Standards Comparison -2017-18

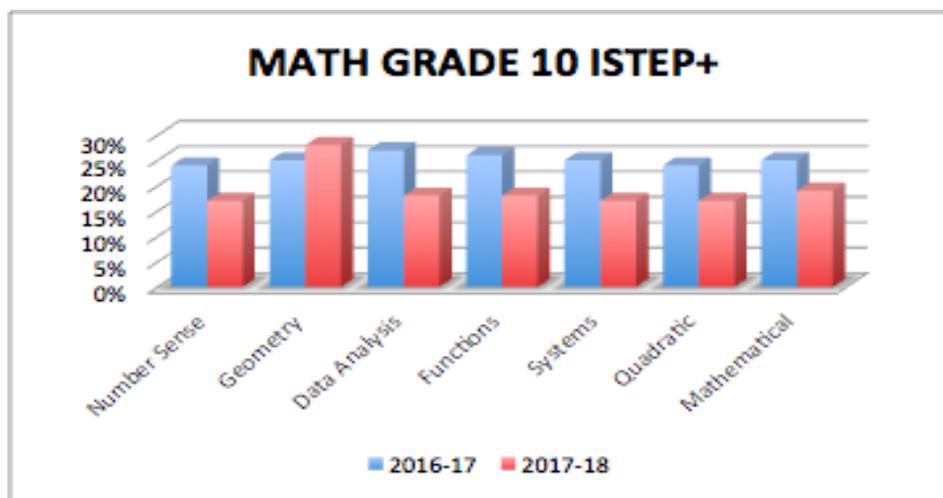


Data Analysis and Statistics remained a higher scoring category in the 2017-2018 school year as it had in previous years. Number Sense & Computation as well as Algebra & Functions experienced some gains relative to the other categories as well. Most categories saw modest drops from previous years whether measured grade level-to-grade level or by cohort group. The surge in the first two categories is likely due to an emphasis on Algebra & Functions in all grades at Woodlan Jr/Sr High school and a intentional time investment in number skills in the junior high.

## ISTEP+ 10



Being a new test, there is little past data to compare this test with. Of note, though is that reading lags behind writing on this test which mimics the results seen on the ISTEP+ at other levels as well as the more recent rounds of NWEA testing.



While the results from the 2017-2018 testing appear to be a significant decrease, the results actually mirror the results of the same cohorts in junior high. Throughout testing history, Woodlan's Class of 2020 has consistently outscored the Class of 2021. The results displayed above are therefore very similar to the ISTEP results from those groups in junior high. Unfortunately, it also indicates that the Class of 2021 has not shown any real improvement over the last several years.

## **Instructional Data**

Woodlan Jr./Sr. High School offers a traditional curriculum. Woodlan Jr./Sr. High School also offers several Advanced Placement courses and dual credit opportunities with local area universities and multiple career-related internship experiences. After school tutoring is available to both junior high and high school students, with ECA remediation and Algebra enrichment courses available to high school students. Special Education students benefit from co-taught courses as well as individual peer and adult help during the day. 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 iTunes U and 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. 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. Teachers are given professional development in increasing DOK levels 3 & 4 (*Strategic Reasoning, Extended Reasoning*) in classroom activities and instruction.

## **Technology [Blended Learning]**

The 2018-2019 school year will be the seventh year that East Allen County Schools has been a 1:1 district. All students at Woodlan Jr./Sr. High School are issued a take home iPad. Curricular content is available online and through e-texts in all language arts, math, social studies, world language, science and business courses. Teachers also utilize a multitude of educational apps to help with the delivery of content and integrate technology. Every Classroom has a projector or SmartBoard connected to a classroom computer that also has Apple TV connectivity.

## **Continuous Learning**

All Woodlan Jr./Sr. High School staff members will have the opportunity for continuous learning by participating in building-level and department level collaboration. Woodlan Jr./Sr. High School employs an instructional coach that is available to assist with lesson

planning, instructional strategies, and assessments. A technology coach is in the building to work with staff on the iPad initiative.

## **Student Performance Goals**

The following goal was chosen as Student Performance Goal #1:

- All students will improve the overall English/Language Arts performance, all students will improve in the area of reading comprehension with an overall emphasis on nonfiction and literary text.

This goal was chosen based on the following data from the following sources:

- ISTEP+ 7 & 8 English/Language Arts
- ISTEP+ 10 English/Language Arts
- NWEA

Results from all tests indicate a need for growth in the area of reading comprehension. When asked to list the areas of weakness, certified staff mentioned the need for improving the comprehension of reading materials both Literary and Nonfiction. All Language Arts teachers are continuing to implement the district's Language Arts Curriculum. Faculty and staff are currently being and will continue to be trained in various reading comprehension strategies to apply across the curriculum.

The following goal was chosen as Student Performance Goal #2:

- All 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.

This goal was chosen based on the following data from the following sources:

- ISTEP+ 7 & 8 Mathematics
- ISTEP+ 10 Mathematics
- NWEA

Results from the above tests point toward a need to grow in multiple tested areas. Where tested, computation tends to score poorly compared to other areas. Algebra & Functions also tends to score poorly but not in tests. These areas are vital for both its immediate impact on future ISTEP+ tests but also its presence on the SAT, ACT, and other college related exams. Therefore, while Algebra skills are the primary focus of the school goal, computational skills will be addressed alongside the Algebra & Functions skills. As mathematical processes are parts of the methodology of solving Algebra problems, that area will, by nature, be addressed as well. All students who are in need of intervention will be identified using EACS Bundle testing, course grades, as well as standardized testing and will be grouped according to the 8-steps process. Students who need a more significant amount of assistance will be given an alternative schedule and/or pullout tutoring which will allow for an increase in their amount of time spent in this area. Before /after school tutoring will be provided as needed and on a voluntary basis.

## **Cultural Competency**

Woodlan Jr./Sr. High School's school population is not significantly diverse, with 78.9% of students being Caucasian, 4.2% multi-racial, 5.1% African American, 4.8% Hispanic and 7% Asian. In the junior high, about 1% of students are Amish. Most Amish families are bilingual, speaking German/Dutch at home and English at school.

Woodlan's special education program houses approximately 90 students. Additionally, there are 41 students receiving services as English Language Learners making up about 5.6% of the student body.

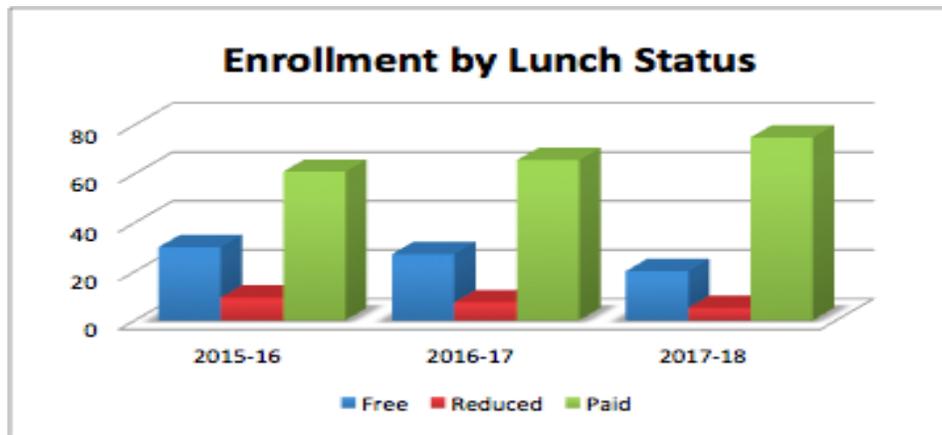
Approximately 53% of graduates go on to pursue higher education, with 38% entering a four-year college program, 14% entering a two-year college program and 1% entering a vocational/technical training program. Other graduates are either entering the military (1%) or the work force (23%). It is important to note that at the time of surveying that 33% of the graduating class had not made a post-graduate decision so it is likely that many of those students are now either pursuing higher education or are a part of the workforce.

## **Parental Participation**

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
- Teacher/Principal Email
- Parent Surveys
- Parent Access to Electronic Grade Book (RDS)
- Access to the SIP plan as well as parental input
- Teacher/Administrator Phone Calls to parents
- SchoolMessenger 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
- Graduation

## Data Piece: Lunch Status: Free/Reduced/Paid



### Analysis:

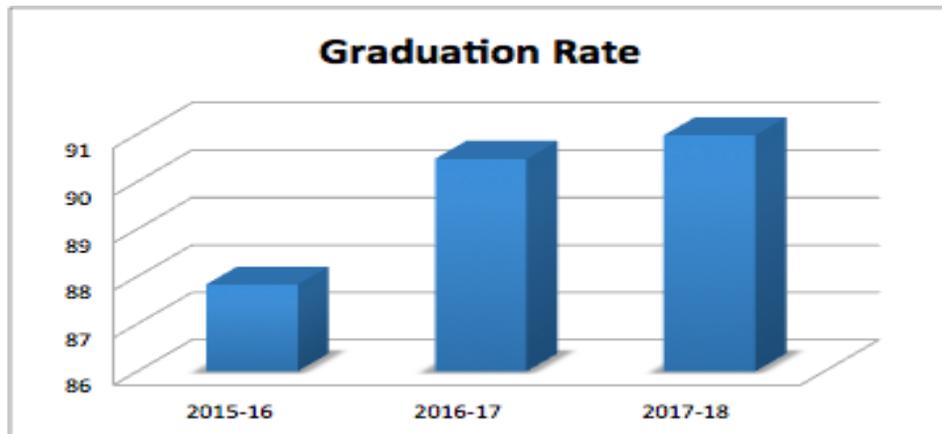
After increasing by 6% over the previous five years, the percentage of students receiving Free/Reduced Lunches at Woodlan dropped slightly.

### Implications:

Studies have shown that the close correlation between socioeconomic status and school achievement indicates a potential for increased academic challenges. However, school improvement efforts need to continue to focus on enabling identified students to be academically successful. Support systems, such as the pullout tutoring program, the mentoring program and Edgenuity, need to be utilized. It should be noted that this group, as with the entire population, is benefiting from the implementation of 8-Steps at all grade levels.

## Data Piece: Graduation Rate

(Information located on IDOE website and through internal records)



### Analysis:

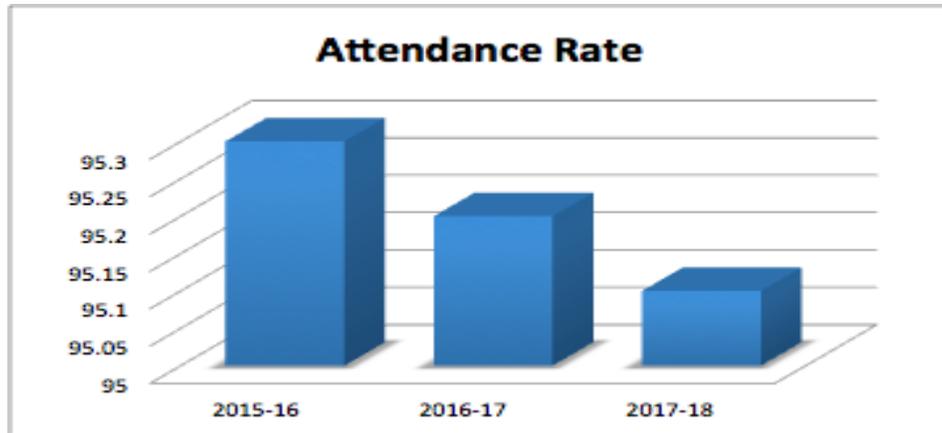
After declining for 3 consecutive years, the graduation rate has rebounded significantly and seen 3 consecutive years of growth. The graduation rate increased again in the 2017-2018 school year, growing by about .5%.

### Implications

In the last several years, efforts are to be directed toward identifying students at risk of not graduating on time long before it is too late to correct it. Flexible scheduling, use of Edgenuity course offerings, the 8-Steps Process and mentorship programs have all been implemented in an attempt to improve graduation rates. These efforts appear to be paying off and therefore should be continued in the foreseeable future.

## Data Piece: Attendance Rate

(Numbers collected from AS400 end of year records)



### **Analysis:**

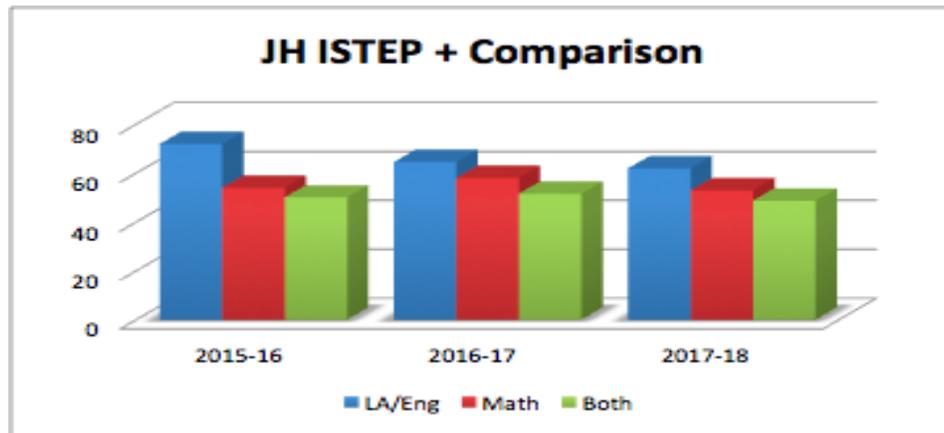
While Woodlan has seen a slight decline in the last several years, less than .2%, it still has a relatively high attendance rate. That rate has stayed above 95% for well more than the last 10 years.

### **Implications:**

Woodlan's attendance rates are high, but the development of a plan targeting consistently absent students serves to raise the attendance rate higher. This plan includes working collaboratively with students and parents on attendance contracts and with the Youth Services Bureau SOCAP program as well as partnering students with faculty mentors to improve student attendance.

## Data Piece: JH ISTEP+ – Percent students passing - Comparison

(Data collected from actual test results)



### Analysis

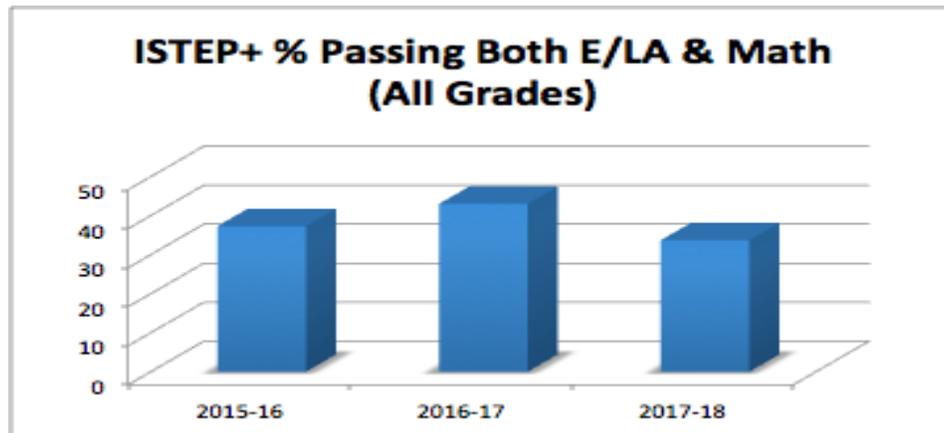
After rebounding slightly in the 2015-2016 after several years of decline, Woodlan has experienced 2 consecutive years of declining scores in the junior high in both tested areas. Some of the decline may be due, at least partly, to the introduction of more rigorous state standards.

### Implications

The full implementation of the 8-Steps process in the 2014-2015 school year had positive impacts at the time but from the data it appears that more or different strategies need to be implemented in order to reverse the decline in students passing the ISTEP test. Current interventions will need to be evaluated and modified if necessary to take into account the new standards and testing formats.

## Data Piece: ISTEP+ Avg. Pct. Pass – All Tested Grades E/LA & Math

(Data collected from actual test results)



### Analysis:

The percent of students passing both major areas of ISTEP testing at Woodlan Jr/Sr High School dropped by approximately 10% in the most recent round of testing. Additionally in the last 3 years, fewer than 50% of Woodlan students have passed both areas of the ISTEP test.

### Implications:

A number of interventions are in place including a math and English tutoring program, 8-Steps, and READ 180. Steps are also being taken in both tested subject areas to better prepare students for the new, more rigorous tests including the newer technology based questions which may have negatively impacted students. However, it is clear from the data that new strategies and interventions are necessary for reversing the current negative trend.

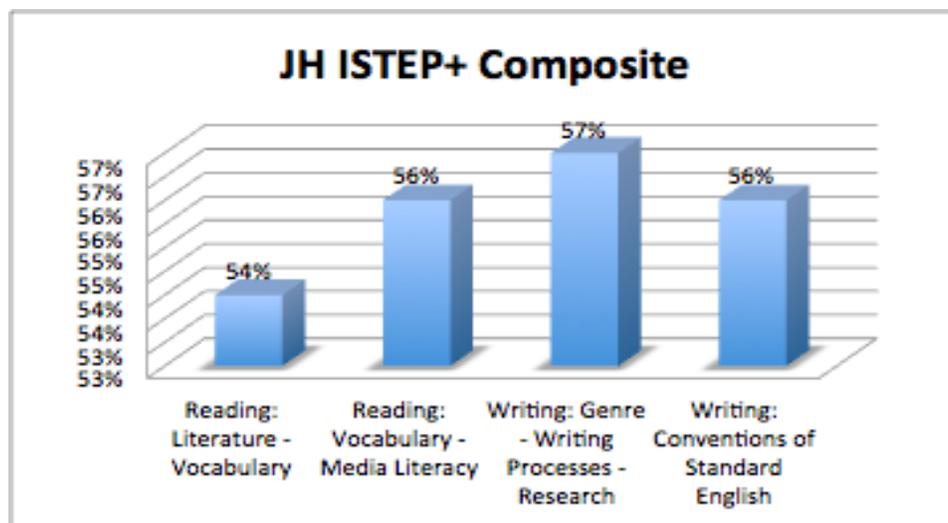
## Triangulation of Data

### English Goal

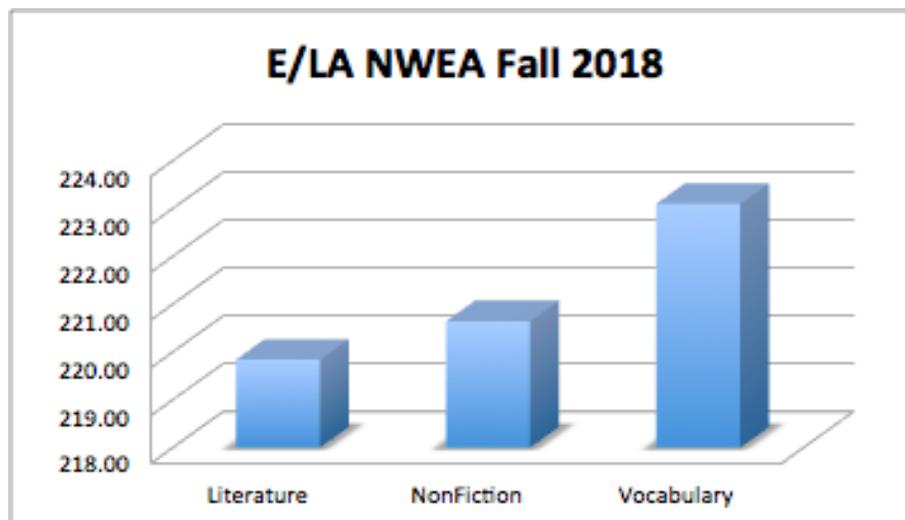
- In order to improve the overall English/Language Arts performance, all students will improve by 3% in the area of reading comprehension.

### Support Data:

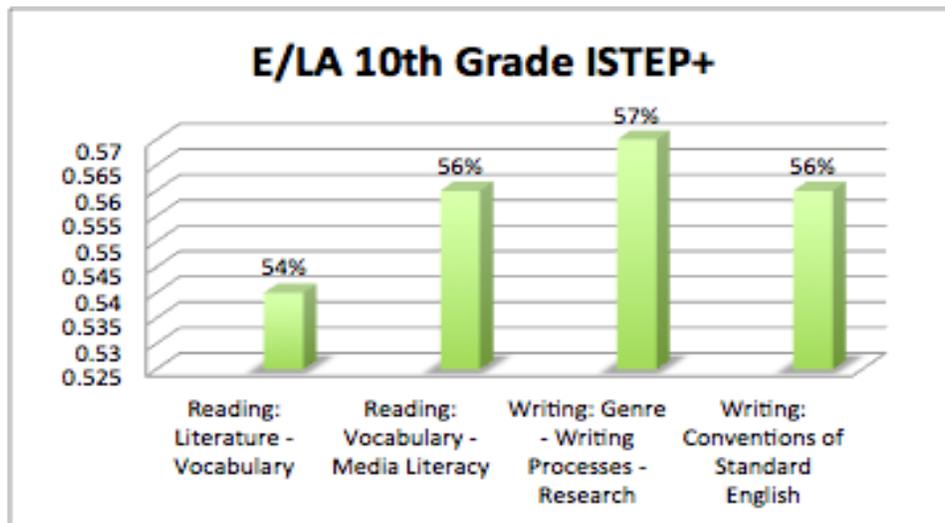
### ISTEP+ Junior High English Areas



### NWEA Summary



## ISTEP+ Grade 10 English Areas



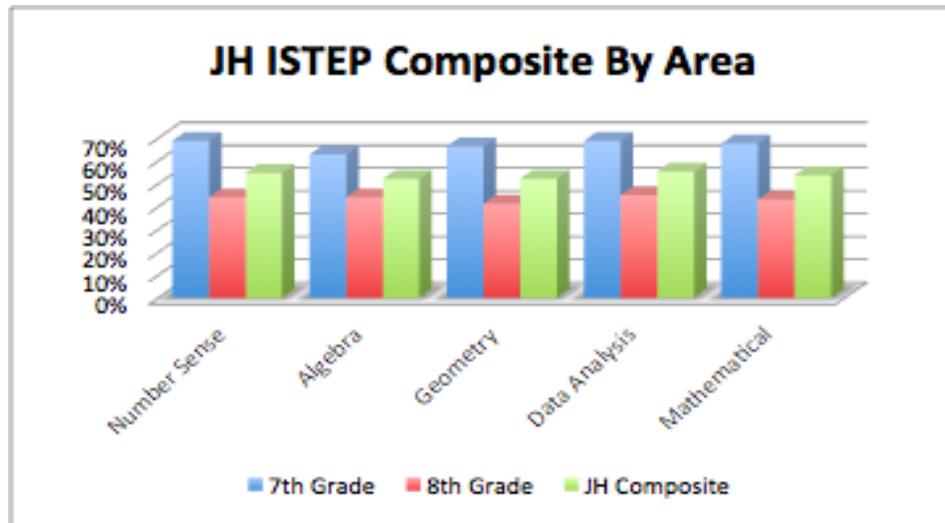
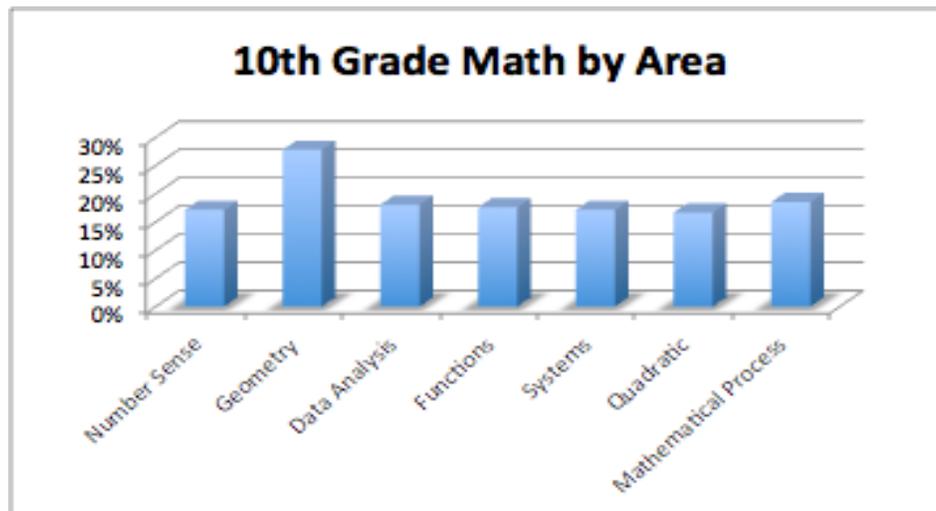
### English/Language Arts Triangulation Analysis:

With the exception of the JH ISTEP+ results which resulted in identical passing percentages, the other two tests used both identify reading related areas as a more significant issue than those of writing. The difference in scores within the Woodlan EL student population is even more pronounced.

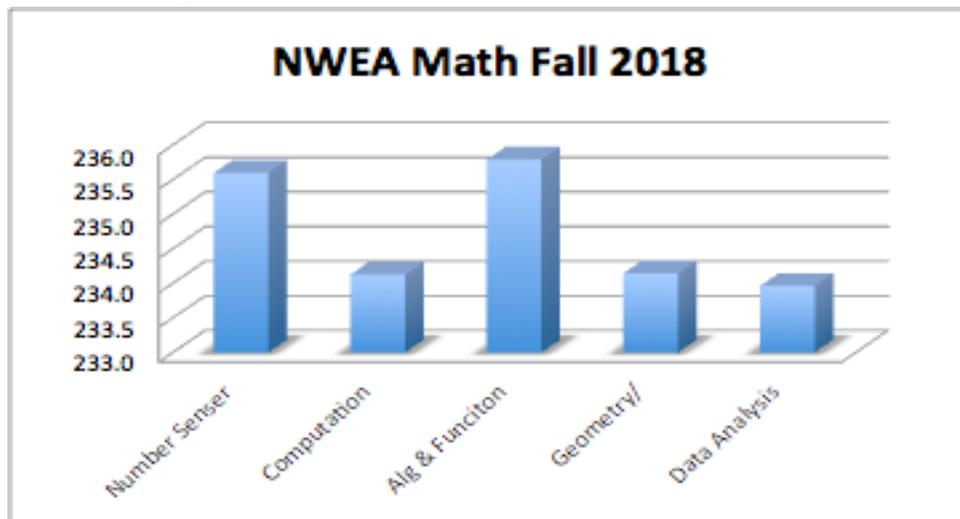
Based on this, reading comprehension is the most reasonable focus for English/Language Arts instruction this year at Woodlan based on these results. Additionally, since students have struggled in the area of reading comprehension this area will be the focus of most additional instruction and interventions.

**Math Goal:**

- All students will improve by 3% in Math focusing on Algebraic Functions.

**Support Data:****ISTEP+ Junior High Mathematics****ISTEP+ Grade 10 Mathematics**

## NWEA Summary



### Mathematics Triangulation Analysis:

In many ways, the differences in tests make determining a single school wide goal difficult. Computation is the lowest on NWEA. Algebra and Geometry are equally low on JH ISTEP. However, the high school ISTEP results show 6 of 7 categories to be approximately equal. Therefore, a school wide goal needs to be “big” enough to ultimately influence multiple areas since a single indicator does not reveal itself as the most significant. Algebra & Functions is an area which is low for two out of three tests (both ISTEPs) and it is an area that influences others deeply, namely Systems and Data Analysis. Additionally, working in the area of Algebra & Functions lends itself to simultaneously remediating skills from Computation & Number Sense. Therefore, it is logical that the general focus of Woodlan’s mathematics efforts be directed into that area.

## Stakeholder Involvement in SIP Process

### Woodlan Jr./Sr. High School

I support the implementation of the 2018-19 School Improvement Plan for Woodlan Jr./Sr. High School.

By my signature, I attest to my willingness to support implementation of the plan.

Name	Title	Signature
Dennis Kern	Principal	
Michelle Rodgers	Assistant Principal	
David Boyce	Assistant Principal/Athletic Director	
Douglas Ahr	English Department Head	
Andy Davis	Guidance Director	
Anthony Girod	Science Teacher	
Jennifer Lengacher	Instructional Coach	
Marla Maurer	Special Education Teacher	
Brad McAlexander	Mathematics Department Head	
David Randall	Social Studies Department Head	
Wendy Singer	English Teacher	
Matthew Stebing	Art Teacher	
Amy Crilly	Parent	
Betsey Stuckey	Parent	

## English Goal Action Plan

<ul style="list-style-type: none"> <li>Goal: In order to improve the overall English/Language Arts performance, all students will improve in the area of reading comprehension.</li> </ul>						
Benchmark: 3% Growth in # of students passing the English/Language Arts portion of the iLearn/ISTEP+ in grades 7, 8, and 10 for first time testers.						
Benchmark: FR/SPED Increase by 5%-males						
Support Data: ISTEP+ Reading Comprehension results, NWEA results, SAT results, MobyMax, Edgenuity, and teacher discussions and observation.			Standardized Assessments: ISTEP+ Reading Comprehension results, NWEA results, SAT results, MobyMax, Edgenuity , Scantron Assessments		Local Assessments: SAT scores, MobyMax, Edgenuity , ISTEP+, NWEA Testing, Read 180 (SRI), Scantron Assessments	
Intervention 1: Students will receive additional instruction in reading comprehension and strategies to assist with it.				Research/Best Practices: "Plugged into Reading" by Dr. Janet Allen, "Strategies that Work" by Stephanie Harvey and Anne Goudvis, Indiana Department of Education, "Active Literacy Across the Curriculum" by Heidi Hayes Jacobs		
#	Activity	Person(s)Responsible	Timeline		Resources	Monitoring Activities
			Beginning	End		
1	Teachers will have students use specific reading comprehension strategies as well as core vocabulary development across the curriculum.	All Teachers, students, administration.	August 2011	June 2019	<ul style="list-style-type: none"> <li>Mini-Lessons</li> <li>Writing and vocabulary strategies for all grade levels across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observations</li> <li>Administration Walk-throughs</li> </ul>
2	Students will be given the opportunity for remediation and study skills classes and will receive more direct instruction in the areas of reading comprehension and vocabulary as defined in the 8-Steps process for school improvement.	Select teachers, students, administration.	August 2011	June 2019	<ul style="list-style-type: none"> <li>Time for study skills classes worked into schedule.</li> <li>Read 180 (Junior High)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observations</li> <li>Administration Walk-throughs</li> </ul>
3	Junior high teachers will have students complete daily responses to literature and writing prompts three times a year as per their curriculum.	Junior High English teachers, students, administration.	August 2011	June 2019	<ul style="list-style-type: none"> <li>Scope/Read Magazines</li> <li>Newspapers</li> <li>iPad</li> </ul>	<ul style="list-style-type: none"> <li>Weekly instructional coach meeting</li> <li>Administration monitoring</li> </ul>
4	All students (7-12) will complete performance tasks at the end of each English bundle. The focus of these tasks will be on reading comprehension and vocabulary with a special emphasis on word choice.	English teachers, students, administration.	August 2011	June 2019	<ul style="list-style-type: none"> <li>Scope/Read Magazines</li> <li>Newspapers</li> <li>EACS Curriculum</li> <li>iPad</li> </ul>	<ul style="list-style-type: none"> <li>Weekly instructional coach meeting</li> <li>Administration monitoring</li> </ul>

## English Goal Action Plan

<p>Goal: In order to improve the overall English/Language Arts performance, all students will improve in the area of reading comprehension.          Benchmark: 3% Growth in # of students passing the English/Language Arts portion of the iLearn/ISTEP+ in grades 7, 8, and 10 for first time testers.          Benchmark: FR/SPED Increase by 5%-males</p>						
Support Data: ISTEP+ Reading Comprehension results, NWEA results, SAT results, MobyMax, Edgenuity and teacher discussions and observation.			Standardized Assessments: ISTEP+ Reading Comprehension results, NWEA results, SAT results, MobyMax, Edgenuity Scantron Assessments		Local Assessments: SAT scores, MobyMax, Edgenuity, ISTEP+ NWEA Testing, Read 180 (SRI), Scantron Assessments	
Intervention 2: Identified students will receive additional assistance with reading comprehension.				Research/Best Practices: "Plugged into Reading" by Dr. Janet Allen, "Strategies that Work" by Stephanie Harvey and Anne Goudvis, Indiana Department of Education, "Active Literacy Across the Curriculum" by Heidi Hayes Jacobs		
#	Activity	Person(s)Responsible	Timeline		Resources	Monitoring Activities
			Beginning	End		
1	Each teacher will be implementing and teaching students various reading comprehension strategies. Teachers will be given a variety of different strategies, used in Language Arts classes, to utilize in their classrooms. Some of these strategies include SQ3R, QAR, Gist, R.A.P, Read, Draw, Write, Cloze, KWL, Thinking Maps, etc.	All Teachers, students, administration.	August 2011	June 2019	<ul style="list-style-type: none"> <li>Comprehension Strategies and Activities,</li> <li>Plugged into Reading</li> <li>Mini-Lessons in Reading Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observations</li> <li>Administration Walk-throughs</li> </ul>
2	Identified EL students will be given the opportunity for remediation and study skills classes and will receive more direct instruction in the areas of reading comprehension and vocabulary. This will take place as either specially scheduled classes, tutoring, or as part of the school wide 8-Steps plan.	Select teachers, administration.	August 2011	June 2019	<ul style="list-style-type: none"> <li>Remediation monies</li> <li>After school tutoring</li> <li>Sheltered English courses</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Administrative walk-throughs</li> </ul>
3	Identified special education students will be given the opportunity for remediation and study skills classes and will receive more direct instruction in the areas of reading comprehension. They may also be given the opportunity to participate in the READ 180 program. This will take place as either specially scheduled classes, tutoring, or as part of the school wide 8-Steps plan.	Select teachers, students, administration.	August 2011	June 2019	<ul style="list-style-type: none"> <li>Remediation monies</li> <li>Time for study skills classes worked into schedule.</li> <li>READ 180 program</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observations</li> <li>Administration Walk-throughs</li> </ul>

## EL English Goal Action Plan

<p>Goal: In order to improve the overall English/Language Arts performance, all students will improve in the area of reading comprehension.          Benchmark: 10% of Woodlan's EL students will pass the English/Language Arts portion of the ISTEP+.</p>						
<p>Support Data: ISTEP+ Reading Comprehension results, NWEA results, SAT results, Edgenuity, WIDA Access, teacher discussions and observations.</p>			<p>Standardized Assessments: ISTEP+ Reading Comprehension results, NWEA results, SAT results, MobyMax, Edgenuity, Scantron Assessments, WIDA Access</p>		<p>Local Assessments: SAT scores, MobyMax, Edgenuity, ISTEP+ Testing, Read 180 (SRI), Scantron Assessments</p>	
<p>Intervention 1: Identified EL students will receive additional assistance with reading comprehension.</p>				<p>Research/Best Practices: "Plugged into Reading" by Dr. Janet Allen, "Strategies that Work" by Stephanie Harvey and Anne Goudvis, Indiana Department of Education, "Active Literacy Across the Curriculum" by Heidi Hayes Jacobs, "Strategies for Success" by Virginia Rojas</p>		
#	Activity	Person(s)Responsible	Timeline		Resources	Monitoring Activities
			Beginning	End		
1	Each teacher will be implementing and exposing EL students to various reading comprehension strategies. Teachers will be given a variety of different strategies, used in Language Arts classes, to utilize in their classrooms. Some of these strategies include SQ3R, QAR, Gist, R.A.P, Read, Draw, Write, Cloze, KWL, Thinking Maps, etc.	All Teachers, students, administration.	August 2015	June 2019	<ul style="list-style-type: none"> <li>Comprehension Strategies and Activities,</li> <li>Plugged into Reading</li> <li>Mini-Lessons in Reading Comprehension</li> <li>Translators</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observations</li> <li>Administration Walk-throughs</li> </ul>
2	Identified EL students will be given the opportunity for remediation and study skills classes and will receive more direct instruction in the areas of reading comprehension and vocabulary. This will take place as specially scheduled classes, tutoring, or as part of the school wide 8-Steps plan.	Select teachers, administration.	August 2015	June 2019	<ul style="list-style-type: none"> <li>Remediation monies</li> <li>After school tutoring</li> <li>Sheltered English courses</li> <li>Translators</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Administrative walk-throughs</li> </ul>

## Mathematics Goal Action Plan

<ul style="list-style-type: none"> <li>Goal: All students will improve in the area of Math focusing on Algebraic Functions.</li> </ul> <p>Benchmark: 3% Growth in # of students passing the Mathematics portion of the iLearn/ISTEP+ in grades 7, 8, and 10 for first time testers.</p>						
Support Data: ISTEP+ Mathematics, NWEA, Scantron, SAT, ACT		Standardized Assessments: iLearn/ISTEP+ scores, SAT Scores, NWEA, Scantron		Local Assessments: Scantron Assessments, Class Tests		
Intervention #1: Students will receive effective instruction in the area of Algebra & Functions				Research/Best Practice: Mac Iver, D. (1991). <i>Helping students who fall behind: Remedial activities in the middle grades</i> . Retrieved December 1, 2009, from EBSCOhost database.		
#	Activity	Person(s) Responsible	Timeline		Resources	Monitoring Activities
			Beginning	End		
1	Students will participate in daily math review activities during their math courses that focus on deficient Algebra based standards	Math Teachers Administration	Aug-2011	Jun-2019	Paper SMARTBoards Kuta Software Brain Genie	Math and department Collaboration logs, Administration monitoring
2	Students will be given opportunities to use the skills learned in <i>Five Easy Steps to a Balanced Math Program</i> to practice their Algebra skills.	Math Teachers Administration	Aug-2011	Jun-2019	Book: <i>Five Easy Steps to a Balanced Math Program</i>	Math and department Collaboration logs, Administration monitoring
3	Identified students at both the Algebra I and Junior High levels will be identified based on the previous year's test scores and placed in alternative or additional classes in order to maximize time on task and provide specialized instruction to meet their individual needs.	Math Teacher, Administration, Guidance	Aug-2011	June-2019	Paper Assessment Data Kuta Software Brain Genie Edgenuity MobyMax iPads	Math and department Collaboration logs, Administration monitoring

## Mathematics Goal Action Plan

Goal: All students will improve in the area of Math focusing on Algebraic Functions.						
Benchmark: 3% Growth in # of students passing the Mathematics portion of the iLearn/ISTEP+ in grades 7, 8, and 10 for first time testers.						
Support Data: ISTEP+ Mathematics, CORE 40 Algebra I ECA, NWEA, Intel-Assess, SAT, ACT			Standardized Assessments: iLearn/ISTEP+ scores, SAT Scores, NWEA,		Local Assessments: Scantron assessments, Class Tests	
Intervention #2: Identified students will receive additional support in order to enhance their skills in areas related to Algebra and Functions.				Research/Best Practice: Wagaman, J. (2009). <i>Raising elementary math scores</i> . Retrieved December 1, 2009, from <a href="http://lesson-plan-help.suite101.com/article.cfm/raising_elementary_math_test_scores">http://lesson-plan-help.suite101.com/article.cfm/raising_elementary_math_test_scores</a>		
#	Activity	Person(s) Responsible	Timeline		Resources	Monitoring Activities
			Beginning	End		
1	Students will participate in Daily Math Review of Algebra skills within their Mathematics Classroom	Math Teachers Administration Students	Aug-2011	Jun-2019	Paper SMARTBoard Assessment data	<ul style="list-style-type: none"> <li>• Administrative Meetings with teachers</li> </ul>
2	Identified students will participate in peer to peer tutoring or small group activities based on Algebra skills in the Warrior Learning Center and through after/before school tutoring programs.	Math Teachers Administration Students	Aug-2011	Jun-2019	Class activities iPad	<ul style="list-style-type: none"> <li>• Math Department meetings</li> <li>• Test scores</li> <li>• Lesson plans</li> </ul>
3	Students will be given the opportunity to be remediated or enriched through the use of Brain Genie, Edgenuity, Khan Academy, and USA Test Prep.	Select Teachers Administration Students	Aug-2011	Jun-2019	iPads, paper, Mathematics software Brain Genie MobyMax Edgenuity	<ul style="list-style-type: none"> <li>• Math Department meetings</li> <li>• Test scores</li> <li>• Lesson plans</li> </ul>
4	Scantron Assessments will be used approximately every 4.5 weeks to group students based on their "Performance Tiers." Students will be given Algebra activities based on their needs and targeted to their current level of understand.	Select Teachers Administration Students	Feb-2013	Jun-2019	Assessment data, text books, Kuta Software, ExamView,	<ul style="list-style-type: none"> <li>• Intel-Assess bundle testing,</li> <li>• Success Group Exit-Gateway exams</li> </ul>

## Results-Based Staff Development Plan

<b>Intervention:</b>	Students will receive additional instruction in reading comprehension and strategies to assist them with it.
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Staff Development Outcome		Measure of Effectiveness		Student Outcome	
Staff will instruct students on various vocabulary and writing strategies in all subject areas.		The staff will be able to utilize various vocabulary and writing strategies across the curriculum.		Writing and vocabulary scores among all students will improve on standardized tests (specifically iLearn and ISTEP+)	
Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	LA and EL teachers will receive professional development training in the fall and spring to review data and learn new strategies. LA and EL teachers will train the staff in the use of these strategies	Administration Classroom Teachers	Dates of Trainings and Attendance	"Strategies that Work", "Active Literacy Across the Curriculum"	2011-2019
Model/Demonstration	Staff will demonstrate these strategies in their classrooms and then discuss during collaboration.	Administration Classroom Teachers	Collaboration Forms	"Strategies that Work", "Active Literacy Across the Curriculum"	2011-2019
Low-Risk Practice	Teachers will collaborate on developing improved reading comprehension in students.	Administration Classroom Teachers	Collaboration Forms	"Strategies that Work", "Active Literacy Across the Curriculum"	2011-2019
On-the-Job Practice	Administrators will conduct walk-throughs and give feedback to staff.	Administration Classroom Teachers	Walk-through dates and feedback	"Strategies that Work", "Active Literacy Across the Curriculum", Teacher Evaluation Tool	2011-2019
Follow Up	Staff will meet at the beginning and end of each school year to review ISTEP+ and ECA scores to monitor growth. In addition, data meetings will be held at the 7 <sup>th</sup> and 8 <sup>th</sup> grade levels following each bundle assessment (8 Steps).	Administration Classroom Teachers	Dates of Meetings	"Strategies that Work", "Active Literacy Across the Curriculum"	2011-2019

## Results-Based Staff Development Plan

<b>Intervention:</b>	Identified students will receive additional assistance with reading comprehension.
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Staff Development Outcome		Measure of Effectiveness		Student Outcome	
Staff will be able to effectively identify students who are in need of additional support in the areas of vocabulary and writing.		After identification, staff will be able to effectively instruct students in various writing strategies.		Writing and vocabulary scores among all students will improve on standardized tests (specifically Learn and ISTEP+).	
Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	Guidance/RtI team will train the staff on how to identify students who need additional assistance in writing skills by showing them how to decipher test scores.	Administration Guidance RtI Committee	Dates of Trainings and Attendance Sign in logs	"Strategies that Work", "Active Literacy Across the Curriculum"	2011-2019
Model/ Demonstration	Staff will discuss and continue to monitor and identify students as needed and then discuss during collaboration.	Administration Classroom Teachers	Collaboration Forms Sign in logs	"Strategies that Work", "Active Literacy Across the Curriculum"	2011-2019
Low-Risk Practice	Using data teachers will collaborate on student needs.	Administration Classroom Teachers	Collaboration Forms Sign in logs	"Strategies that Work", "Active Literacy Across the Curriculum"	2011-2019
On-the-Job Practice	Administrators will conduct walk-throughs and give feedback to staff.	Administration Classroom Teachers	Walk-through dates and feedback Sign in logs	"Strategies that Work", "Active Literacy Across the Curriculum", Teacher Evaluation Tool	2011-2019
Follow Up	Staff will meet throughout the school year to review ISTEP+ scores to monitor growth and identify additional students. In addition, data meetings will be held at the 7 <sup>th</sup> and 8 <sup>th</sup> grade levels following each bundle assessment (8 Steps).	Administration Classroom Teachers	Dates of Meetings Collaboration Forms Sign in logs Sign in logs	"Strategies that Work", "Active Literacy Across the Curriculum"	2011-2019
Long-term Maintenance	LA and EL Teachers will work with new staff to model and assist with training.	Administration Classroom Teachers	Dates of Meetings Sign in logs	"Strategies that Work", "Active Literacy Across the Curriculum"	2011-2019

## Results-Based Staff Development Plan

<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>	
Teachers will be proficient in creating Algebra & Function Activities		NWEA, Scantron		Student mathematics scores will improve by 3% on standardized tests.	
<b>Level</b>	<b>Activity</b>	<b>Person Responsible</b>	<b>Evidence of Attainment</b>	<b>Resources</b>	<b>Timeline</b>
Knowledge	Math teachers will receive professional development training in the fall and spring to review data and learn new strategies. All teachers will be trained in ways of creating Algebra activities relevant to their curriculum.	Mathematics teachers Administration	Survey Collaboration	Textbooks and other content specific material, SmartBoard, LCD Projector	August/ Sept. 2011- June 2019
Model/ Demonstration	Mathematics teachers will model sample activities for teachers.	All Teachers Administration	Survey Collaboration	Textbooks and other content specific material, SmartBoard, LCD Projector	August/ Sept. 2011-June 2019
Low-risk Practice	Each teacher will create his/her own Algebra utilizing Moby Max, Khan Academy, and USA Test Prep.	All Teachers Administration	Portfolio of sample activities	Textbooks and other content specific material	August/ Sept. 2011-June 2019
On-the Job Practice	Each teacher will create his/her own Algebra utilizing Moby Max, Khan Academy, and USA Test Prep.	All Teachers Administration	Portfolio of sample activities	Textbooks and other content specific material Curriculum	August/ Sept. 2011-June 2019
Follow Up	Using data, utilize collaboration time to determine if more training is needed.	All teachers Administration	Survey Collaboration NWEA Scantron	Collaboration Professional resources Lesson planning time	August 2011- June 2019
Long Term Maintenance	Review training each year and train new staff. Using data, collaborate to determine what is effective.	All Teachers Administration	Survey Collaboration NWEA Scantron	Collaboration Professional resources, NWEA & Scantron data	August 2011- June 2019

## Results-Based Staff Development Plan

<b><i>Intervention</i></b>	<b><i>Alternative Scheduling</i></b>
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<b>Staff Development Outcome</b>		<b>Measure of Effectiveness</b>		<b>Student Outcome</b>	
Applicable teachers will be trained in working with at-risk and other identified students		Staff surveys, observations, and NWEA & Scantron data.		Student mathematics scores will improve by 3% on standardized tests.	
<b>Level</b>	<b>Activity</b>	<b>Person Responsible</b>	<b>Evidence of Attainment</b>	<b>Resources</b>	<b>Timeline</b>
Knowledge	Teachers who are assigned alternative scheduling duties will be trained either in-house or elsewhere on working with at-risk or struggling students.	Administration Guidance Identified teachers	Attendance form for staff training	Best-practices material to applicable staff	June 2011  Aug./September 2019
Model/ Demonstration	Mini-lesson modeling Peer Review	All applicable teachers Administration	Peer Review forms Student work	Best-practices material	Aug. 2011-June 2019
Low-risk Practice	Applicable teachers share student work during collaboration and compare students' work and observations.	All applicable teachers Administration	Collaboration notes	Examples of student work	August 2011-June 2019
On-the Job Practice	Administration walk-through to observe how teachers are using best-practices	Administrators	Checklist	Administrative feedback	August/ Sept. 2011-June 2019
Follow Up	Utilize collaboration time to see if more training is needed.	All applicable teachers Administration	Survey Collaboration	Collaboration Professional resources NWEA & Scantron data	August 2011-June 2019
Long Term Maintenance	Review training each year and train new staff as necessary. Using data, collaborate to determine what is effective.	All applicable teachers Administration	Survey Collaboration	Collaboration Professional resources NWEA & Scantron data	August 2011-June 2019

### 2018 School Improvement Plan - PL 221 Checklist

Present	Item	Page
✓	<b>Narrative description of the school, the community, and the educational programs</b>	5-6
✓	<b>Description &amp; location of curriculum</b>	6, 17
✓	<b>Titles and descriptions of assessment instruments to be used in addition to ISTEP+</b>	6
✓	<b>Statement of mission, vision, or beliefs</b>	4
✓	<b>Summary of data derived from an assessment of the current status of educational programming, including the following:</b> <ul style="list-style-type: none"> <li>• <b>Data, including graphs, from the annual performance report</b></li> <li>• <b>Data related to performance indicators other than those included in the annual performance report</b></li> <li>• <b>Other information about educational programming &amp; learning environment</b></li> </ul>	9-18
✓	<b>Information about how the school's curriculum supports the achievement of Indiana Academic Standards</b>	17, 21-25
✓	<b>Information about how the school's instructional strategies support the achievement of Indiana Academic Standards</b>	17, 21-25
✓	<b>Conclusions about student achievement, based on information from ISTEP+ and other assessment strategies</b>	12-16
✓	<b>Parental participation in the school (planning, reviewing the SIP)</b>	20
✓	<b>Technology as a learning tool</b>	17
✓	<b>Safe and disciplined learning environment</b>	8
✓	<b>Professional development</b>	36-40
✓	<b>Student achievement objectives/goals, derived from an assessment of the current status of educational programming on attendance rate</b>	9, 23
✓	<b>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</b>	18
✓	<b>Student achievement objectives/goals, derived from an assessment of the current status of educational programming on graduation rate (for secondary schools).</b>	22
✓	<b>Specific areas where improvement is needed immediately</b>	36-40
✓	<b>Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the educational system</b>	31-35
✓	<b>Graduation rate (HS only)</b>	22
✓	<b>Proposed interventions (strategies) based on student achievement objectives/goals</b>	31-35
✓	<b>Professional development that:</b> <ul style="list-style-type: none"> <li>• <b>emphasizes improvement of student learning and performance.</b></li> <li>• <b>supports research-based, sustainable school improvement efforts.</b></li> <li>• <b>aligns with the core principles of professional development</b></li> <li>• <b>includes methods to improve the cultural competency of teachers, administrators, staff, parents, and students.</b></li> </ul>	36-40
✓	<b>Statutes and rules to be waived</b>	
✓	<b>Three (3) year time line for implementation, review, and revision</b>	31-40

✓	<b>Cultural Competency</b> <b>(1) identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population</b> <b>(2) incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan; and</b> <b>(3) recommend areas in which additional professional development is necessary to increase cultural competency in the school's educational environment.</b>	19
✓	<b>Highly qualified teachers in all core content area classes</b>	7
✓	<b>Strategies to attract high-quality, highly qualified teachers to this school.</b>	7
✓	<b>Plans for transitioning new students</b>	17
	<b>Coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components.</b>	

## **Chronological Status of School Improvement Plan**

September 2007 – Development of School Improvement Plan

September 2008 – Implementation of plan

2008-2009 – Revision of plan

September 2009 – Revision and Continued Implementation of Plan

September 2010 – Revision and Continued Implementation of Plan

September 2011 – Revision and Continued Implementation of Plan

September 2012 – Revision and Continued Implementation of Plan

September 2013 – Revision and Continued Implementation of Plan

September 2014 – Revision and Continued Implementation of Plan

September 2015 – Revision and Continued Implementation of Plan

September 2016 – Revision and Continued Implementation of Plan

September 2017 – Revision and Continued Implementation of Plan

September 2018 – Revision and Continued Implementation of Plan