

SCHOOL IMPROVEMENT PLAN

Carroll Senior High School
2016-2017

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

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

Carroll Senior High School Improvement Plan 2016-2017

Under the rules and guidelines of Indiana Public Law 221, Carroll Senior High School has annual committees to review and revise the PL 221 plan. Carroll Jr.-Sr. High School was accredited by AdvancED in the spring of 2015. A Professional Development Plan was created to address the improvement priorities suggested by the External Review Team. The external review team will return to Carroll to assess the implementation of the improvement priorities.

Purpose and Direction

Vision Statement

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

Mission Statement

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

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

School and Community Description

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

Carroll County is a major agricultural area with few large businesses located within the school corporation. Parents that do not work in the agriculture industry typically work in one of the nearby cities. The school is primarily a middle-class constituency. Around 44% of Carroll students receive free or reduced lunches and textbook assistance. Minority students make up less than one percent of our student population. Carroll Senior High School's enrollment is currently 353 students in grades 9-12.

Special Education

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

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

Description of staff at Carroll Jr.-Sr. High School 2016 – 2017

353 Students, Grades 9-12
30 Certified Teachers
2 Special Education Teachers
2 Special Education Instructional Assistants
1 Guidance Director
1 Guidance Counselor
1 Media Center Specialist
1 Main office secretary
1 Treasurer
1 Guidance Secretary
1 Principal
1 Assistant Principal
1 Athletic Director
1 School Nurse
10 Cafeteria Staff
8 Custodial/Maintenance Staff
18 Bus Drivers
4 Mini -Bus Drivers
1 In-school Supervisor
1 School Resource Officer

Carroll Senior High School Improvement Leadership Team

Tiffany Myers	Principal
Michael Goodrich	Assistant Principal
Giselle Bender	Guidance Director
Scott Collins	Guidance Counselor
Stacey Brazel	Teacher
Susan Abbott	Teacher
Ryan Duff	Teacher
Steve Keown	Teacher
Ed Geheb	Teacher
Branden Apitz	Teacher
Mark Brown	Teacher

Carroll Jr.-Sr. High School Improvement Plan Committees

Professional Development

Chris Seward
Nicole McDorman
Makay Adams
Elizabeth Foor
Andy Cherolis

Data Analysis

Giselle Bender- leader
Tyler Sausaman
Ryan Duff
Amy Duff

Communications

Virginia Rusch-Mills
Andy Cherolis
Branden Apitz
Stacey Brazel
Branden Apitz
Susan Abbott
Melissa Johnson

Goals/Interventions

Giselle Bender – leader
Jessica Johnson
Lindsey Jackson
Steve Keown
Erika Eller

Departments

Mathematics	Social Studies
Abbott, Susan Boyer, Leanna Duff, Amy Duff, Ryan (Department Chair) Seward, Chris	Brown, Mark Geheb, Ed (Department Chair) Jackson, Lindsey Sayler, Kevin
English/Foreign Language	Science
Rusch-Mills, Virginia Cherolis, Andy Brazel, Stacey Carver, Amber Deck, Stellina Duff, Debbie (Department Chair) Hudson, Elizabeth McDorman, Nicole Melissa Johnson(media specialist)	Adams, Makay (Department Chair) Butcher, Cari McClain, Barrie Stiller, Becky
CTEAM/Wellness	Counseling/Support
Baker, Natasha Reinke, Cindy Sausaman, Tyler Apitz, Brandon Granger, Marcus Keown, Steve Cherolis, Andy Arnold, Chad Weaver, Matt Foor, Elizabeth Parkhurst, Camden (Athletic Director)	Bender, Giselle (Guidance Director) Collins, Scot Eller, Erika Smith, Bunti Pencek, Stephenie Rich, Sara (School Nurse)
Secretaries/Tutors	Special Education
Miller, Tina Denny, Susan Turnpaugh, Shelly Smith, Bunti Eller, Erika Brown, Joe	Szmara, Lyndy (Director – LAJSSC) Johnston, Jessica Perry, Serina Lagoni, Alyssa Forbes, Nancy Benefiel, Deena Sorrells, Melody St. Amour, Matt

Titles and Descriptions of Assessment Instruments 2016 - 2017

NWEA (Northwest Evaluation Association) Grades 7-10
ISTEP+ 10 Graduation exam for current Grade 10 students and students currently enrolled in Biology
Core 40 End-of-course assessments – administered for Algebra I, English 10, (only offered for retesters)
ASVAB (Armed Services Vocational Aptitude Battery), grade 11
PSAT (Preliminary Scholastic Achievement Test), grade 10 and 11
AP (Advanced Placement) exams,
 AP Biology I/II, AP Chemistry I/II, AP Calculus AB/BC, AP English Language and Composition I/II, AP English Literature and Composition I/II,
 AP Environmental Science, AP US History I/II, AP Economics, AP Physics I/II
Accuplacer - grades 10-12 for Dual Credit Courses
SAT (Scholastic Achievement Test), grade 11 and 12
Benchmark Reading Assessments – identified students at each grade level as needed to monitor progress

Description of Curriculum and Instruction

Curriculum at Carroll Jr.-Sr. High School is aligned with the Indiana State Standards. A variety of courses are offered to help students prepare for their future. During the 2015-2016 school year, teachers worked through the curriculum mapping process and will continue to revise curriculum for alignment with the College and Career Ready Indiana State Standards. Curriculum maps are working documents and are updated as the course curriculum changes.

A current course description guide for 2016-2017 is available in print and on the Guidance website highlighting all courses taught at Carroll Jr.-Sr. High School. Carroll offers Advanced Placement classes and students are required to take the correlating AP exams. Also, practical application classes such as agricultural mechanization, advanced life sciences, construction processes, clothing and textiles, child development, and computer applications give students with career ambitions an opportunity to learn “hands on” and yet challenge themselves to someday receive more training in that particular field. Classes in music, arts, digital design, engineering, and technology as well as extracurricular opportunities, help students learn and perform in those areas. Carroll Jr.-Sr. High School is part of the **Indian Trails Career Cooperative** and students have opportunities to enroll in courses offered at schools in the cooperative when the course is not offered onsite. CCSC also has a contract with **Indiana Online Academy** and **Logansport Century Career Center** to make additional courses available for students. Apex, a credit recovery program, is in place to meet the needs of students along with an alternative school curriculum through a contract with The Crossing.

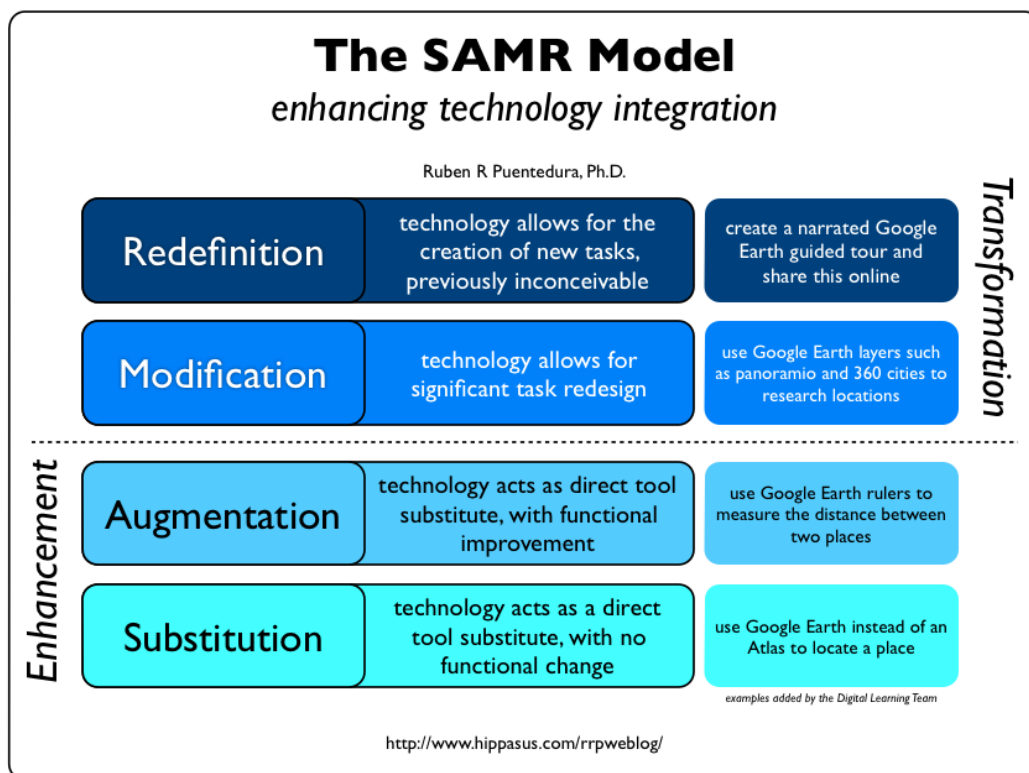
Carroll Consolidated Schools adopted the Core 40 Diploma as the baseline diploma. Students are being challenged early in their high school career by their guidance counselors and teachers to obtain the Honors Diploma. Copies of the curriculum guide and the pathways that are offered at Carroll Jr.-Sr.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

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

Technology

Carroll Jr.-Sr. High School implemented a 1:1 iPad initiative for all students in grades 9-12 and it has been in place 4 years. The staff and administration is committed to preparing students with the digital skills needed for college and careers in the 21st century workplace. Below is a summary of some of the ways the technology will be used. During the 2016-2017 school years, a technology committee has been formed to evaluate our plan and our current devices and make recommendations for future devices.

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



Athletic Opportunities

Girls

Cross Country
Volleyball
Tennis
Wrestling
Track
Basketball
Soccer
Softball
Cheerleading/Dance
Swimming

Boys

Cross Country
Football
Tennis
Golf
Track
Basketball
Soccer
Baseball
Wrestling
Swimming

Club Opportunities

Cadet Teaching
Key Club
Drama
FCCLA
FFA
French
Color Guards
Student Council
Elementary Mentors
Art Group

Class Officers
Peer Mentors
National Honor Society
Guitar Club
Acapella Group
Cougars for Christ
Spanish Club
SADD
Robotics Team
Tabletop Gaming

Community Supportive Organizations

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

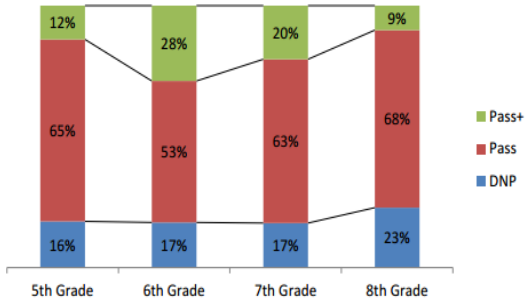
Flora Ministerial Association
Psi Iota Xi
Senior Class Parents
Kiwanis
Rotary Club

Cultural Competency

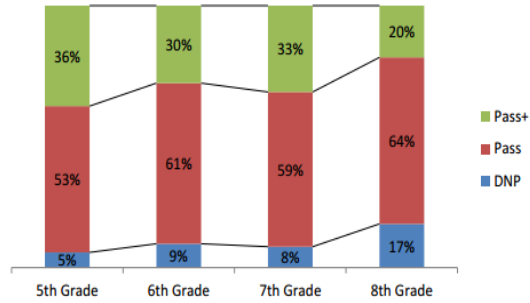
Pledge of Allegiance – daily
Character Education in grades 7 and 8
Veteran's Day Recognition Program
Fieldtrips to museums and the Civic Theater
Fieldtrips to post-secondary institutions and apprenticeship programs
Canned food and clothing drives led by student leaders
Blood Drive sponsored by National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

Data Highlights 2011-2016

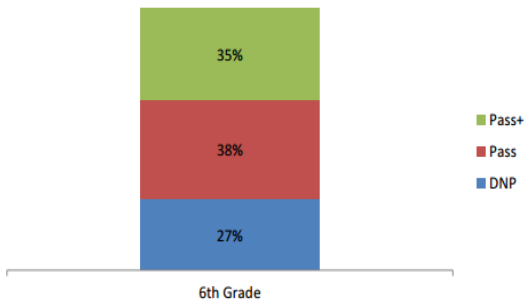
Class of 2017 - ELA



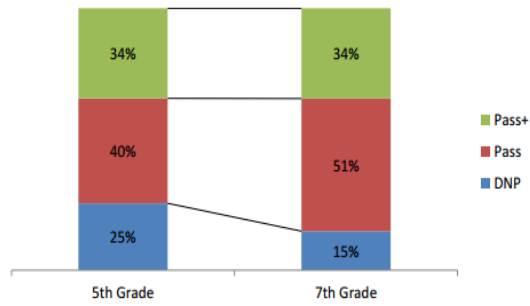
Class of 2017 - Math



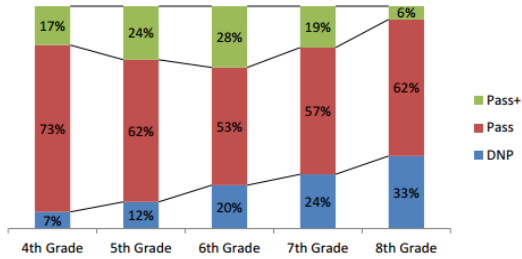
Class of 2017 - Sci



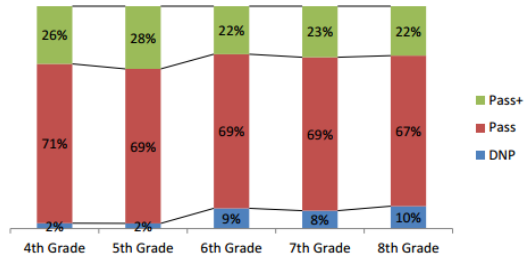
Class of 2017 - SS



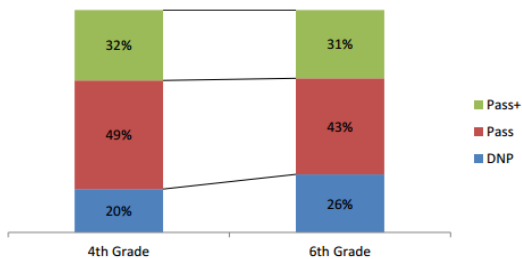
Class of 2018 - ELA



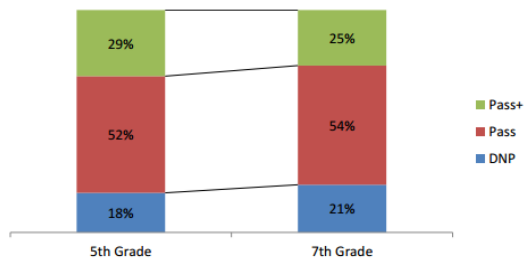
Class of 2018 - Math



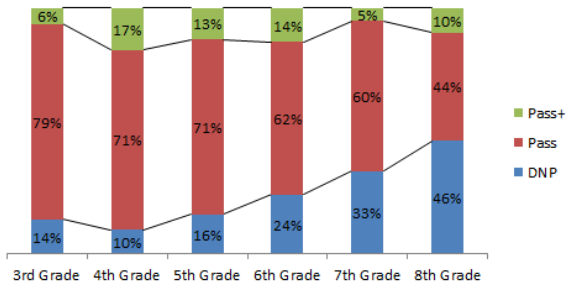
Class of 2018 - Sci



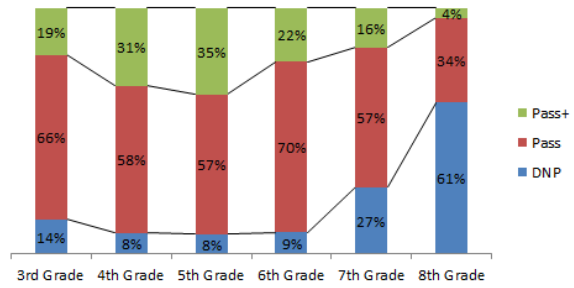
Class of 2018 - SS



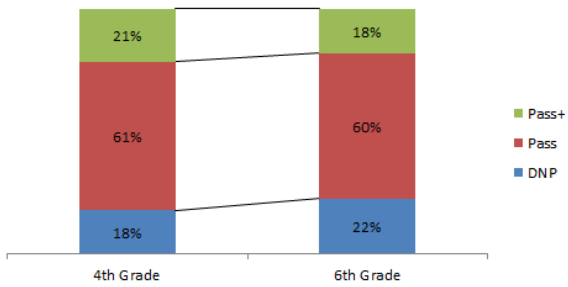
Class of 2019 - ELA



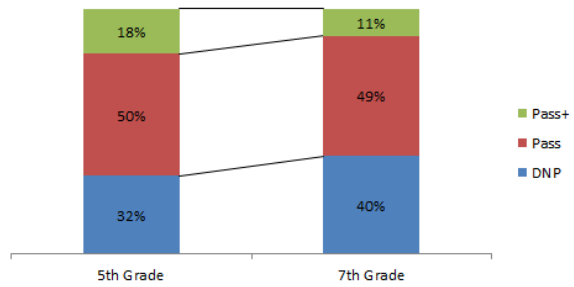
Class of 2019 - Math



Class of 2019 - Sci

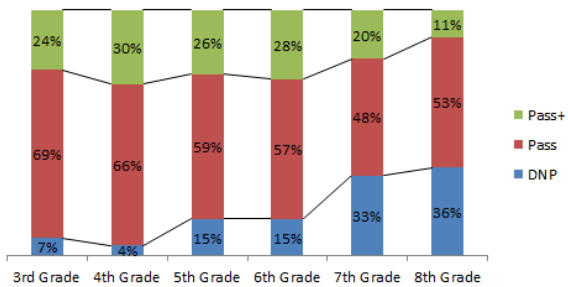


Class of 2019 - SS

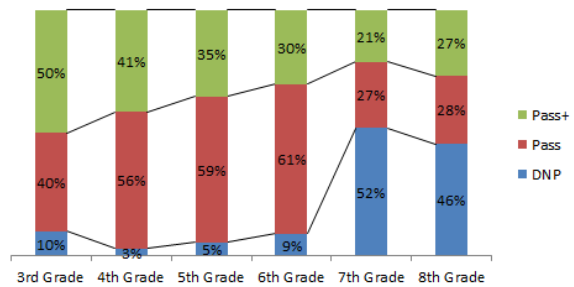


In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data. For the Class of 2019, this occurs between 7th & 8th grade.

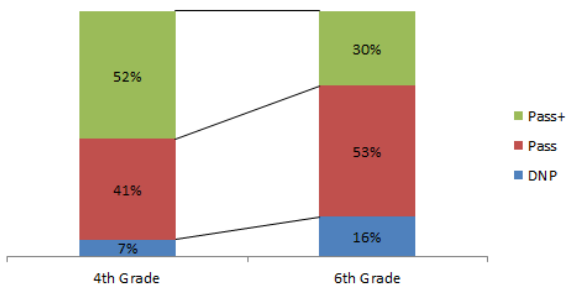
Class of 2020 - ELA



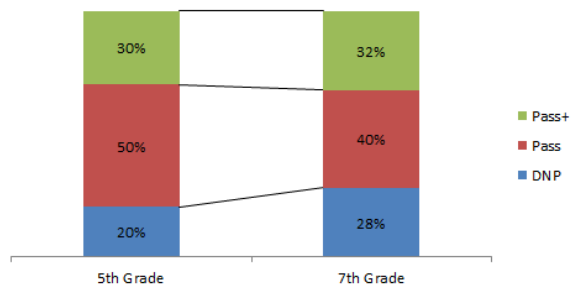
Class of 2020 - Math



Class of 2020 - Sci



Class of 2020 - SS



In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data. For the Class of 2020, this occurs between 6th & 7th grade.

ECA Data

English 10 - First Time Testers

Date	% Pass	Reading Comprehension	Writing Applications	Grad. Class
2010-2011	83%	87%	78%	2013
2011-2012	79%	82%	78%	2014
2012-2013	79%	78%	77%	2015
2013-2014	84%	85%	82%	2016
2014-2015	81%	80%	81%	2017
2015-2016	82%	81%	89%	2018

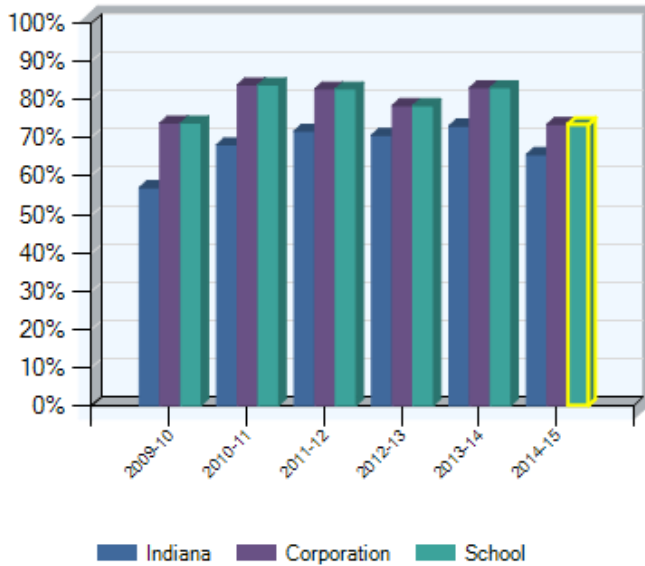
Algebra 1 - First Time Testers

Date	% Pass	Linear Eq. & Ineq.	Sketch. & Interp. Graphs	Systems of Linear Eq.	Polynomials	Quadratic Equations
2010-2011	94%	91%	78%	85%	92%	78%
2011-2012	87%	84%	84%	83%	88%	74%
2012-2013	87%	87%	85%	86%	88%	76%
2013-2014	92%	86%	85%	92%	92%	80%
2014-2015	81%	74%	79%	82%	82%	73%

Note: Beginning with the 2015-2016 school year, the Algebra 1 ECA was phased out in favor of the Math portion of the Grade 10 ISTEP+.

Percent Passing both Algebra 1 and English 10 ECA

ECA Percent Passing Trend



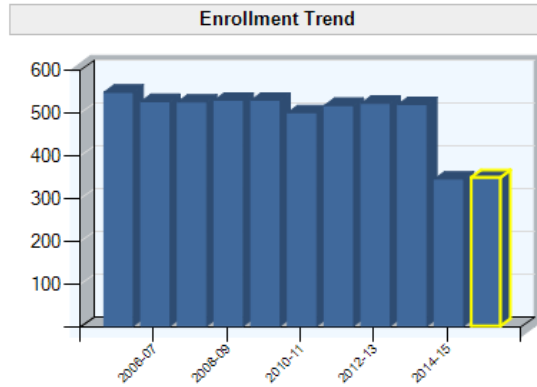
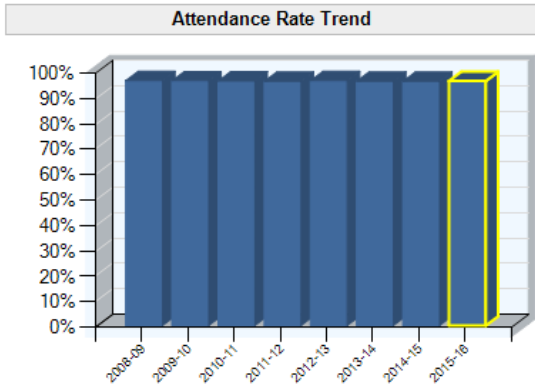
Attendance by Grade

Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Grade 9	96.7%	97.7%	96.3%	96.4%	96.6%	96.1%	96.9%	96.4%
Grade 10	96.2%	96.7%	96.5%	96.3%	96.4%	96.1%	95.9%	97.0%
Grade 11	95.0%	95.7%	95.2%	96.2%	95.6%	95.4%	96.0%	95.8%
Grade 12	96.3%	94.4%	95.8%	94.9%	95.6%	94.6%	95.6%	95.6%
All Grades	96.4%	96.3%	96.2%	96.1%	96.4%	96.2%	96.1%	96.2%

Enrollment by grade

Grade	2011-12	2012-13	2013-14	2014-15	2015-16
Grade 9	96	62	100	85	92
Grade 10	95	96	66	111	89
Grade 11	85	85	86	60	104
Grade 12	75	81	85	87	62
Total Enrollment	515	520	517	343	347

Note: prior to the 2014-15 school year, CJSHS was a grade 7-12 school.



Note: prior to the 2014-15 school year, CJSHS was a grade 7-12 school.

2012-2013 Summary Data - High School Grades 9-12

Math				
	Performance	Improvement 8th to 10th Grade		ECA Improvement 10th Grade to Graduation
		8th Grade	10th Grade	
Numerator	76	69	72	14
Denominator	91	75	75	14
Percent	83.5%	92.0%	96.0%	100.0%
	3		4	4

English/Language Arts						
	Performance	Improvement 8th to 10th Grade		ECA Improvement 10th Grade to Graduation	Graduated On Time Class of 2012	CCR Achievement
		8th Grade	10th Grade			
Numerator	69	66	66	13	78	46
Denominator	91	85	85	14	84	78
Percent	75.8%	77.6%	77.6%	92.9%	92.9%	59.0%
	3			4	4	3

2013-2014 Summary Data - High School Grades 9-12

Math				
	Performance	Improvement 8th to 10th Grade		ECA Improvement 10th Grade to Graduation
Numerator	60	48	58	4
Denominator	61	59	59	4

Percent	98.4%	81.4%	98.3%	100.0%
Grade Points	4	0	0.00**	100.0%

English/Language Arts							
	Performance	Improvement 8th to 10th Grade			ECA Improvement 10th Grade to Graduation	Graduated On Time Class of 2012	CCR Achievement
		8th Grade	10th Grade				
Numerator	53	46	52	7	53	76	52
Denominator	61	59	59	7	61	84	59
Percent	86.9%	78.0%	88.1%	100.0%	86.9%	90.5%	88.1%
Grade Points	3.5	0	0.00**	4	4	4	4

2014-2015 Summary Data - High School Grades 9-12

Math				
	Performance	Improvement 8th to 10th Grade		ECA Improvement 10th Grade to Graduation
Numerator	90	79	88	2
Denominator	104	94	94	2
Percent	86.5%	84.0%	93.6%	100.0%
Grade Points	3.50	0.00		0.00

English/Language Arts							
	Performance	Improvement 8th to 10th Grade			ECA Improvement 10th Grade to Graduation	Graduated On Time Class of 2015	CCR Achievement
Numerator	80	79	78		13	79	64
Denominator	104	100	100		13	84	79
Percent	76.9%	79.0%	78.0%		100.0%	94.0%	81.0%
Grade Points	2.50	-.50			0.50	4.00	4.00

Data Collection Plan: 2016-2017

During the 2016-2017 school year teachers will analyze NWEA data and student performance on state level tests such as ISTEP+. Teachers will look at students who are performing in the pass+ range and also analyze the performance of students in each standard area. Our focus will remain on making sure that all students grow to their potential. Growth of individual students will be analyzed. NWEA data will be analyzed and used throughout the school year. NWEA is given three times per year including the baseline in September, January, and May.

According to our AdvancED review team, one of our improvement priorities is to analyze data and use it to drive our instruction. Fall professional development included NWEA training and how to disaggregate the reports so that the data could be used to

drive instruction. All teachers were trained in NWEA in the fall of 2016. Intervention courses address deficits identified from data collected. Intervention groups are organized many different ways using different resources including the Fountas and Pinnell Reading Intervention. Students receive intervention during reading time, Student Resource Time and before or after school depending on student needs. Assessments throughout the year provide data used as a focus for instruction. All teachers are using data as a tool to drive instruction. To hold students accountable for their own data and learning goals, teachers are implementing data walls into their classrooms so that students can gauge their own learning.

Carroll Senior High School Goals 2016-2017

0621

Summary of Changes to the School Improvement Plan Goals

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

CHS Plan

Address improvement priorities as an immediate need.

Goals for 2016 – 2017

Goal #1:

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

How will we address this at CJSHS?

-Provide training in data analysis for all staff during professional development days, staff meetings, and department meetings.

-NWEA training for all teachers

-Data wall for both Jr. High and High School

-Disaggregate data

Improvement priorities must be addressed immediately in order to retain accreditation.

We must show improvement in these focus areas in the next two years.

It will be very important in the next year to have formal training in data analysis and how to use data to drive instruction to create lessons that meet the needs of students areas of weakness.

SRI data-study below, on, and above grade level reading levels. Create a data wall for both Jr. High and High School showing where we are performing and where we need to

be by the end of the school year. Each teacher is creating a visual student data wall in their classrooms and setting data goals with students. NWEA training on how to use MAP reports (Trainings are being offered across the state at no cost to the school) Teachers will be attending trainings and then using the train-the-trainer model to train their teams. A full on-site NWEA training was offered in the fall of 2016.

Goal #2:

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

How will we address this at CJSHS?

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

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

Evaluation

- ISTEP + Applied Skills Results
- NWEA growth results
- ECA testing (retesters only)
- Teacher Instructional Audits
- Walk Through Data collected by administrators
- Teacher evaluations