

SCHOOL IMPROVEMENT PLAN

Carroll Junior 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 Junior High School Improvement Plan 2016-2017

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

Purpose and Direction

Vision Statement

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

Mission Statement

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

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

School and Community Description

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

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

Special Education

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

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

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

173 Students, Grades 7-8
19 Certified Teachers
1 Special Education Teacher
3 Special Education Instructional Assistants
1 Guidance Director
1 Guidance Counselor
1 Media Center Specialist
1 Main office secretary
1 Treasurer
1 Guidance Secretary
1 Principal
1 Assistant Principal
1 Athletic Director
1 School Nurse
1 Junior High School Instructional Assistant
10 Cafeteria Staff
8 Custodial/Maintenance Staff
18 Bus Drivers
4 Mini- Bus Drivers
1 In-school 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
Susan Abbott	Teacher
Steve Keown	Teacher
Branden Apitz	Teacher
Mark Brown	Teacher

Carroll Jr.-Sr. High School Improvement Plan Committees

Professional Development

Chris Seward
Scot Collins
Makay Adams
Elizabeth Foor
Andy Cherolis
Elizabeth Hudson

Data Analysis

Giselle Bender- leader
Tyler Sausaman
Scot Collins
Tiffany Myers

Communications

Andy Cherolis
Branden Apitz
Steve Keown
Susan Abbott
Melissa Johnson

Goals/Interventions

Giselle Bender – leader
Jessica Johnson
Lindsey Jackson
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+, grades 7/8, given in the spring, assessing Math, English, and
Social Studies

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

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

ASVAB (Armed Services Vocational Aptitude Battery), grade 11

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

AP (Advanced Placement) exams,

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

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

Accuplacer - grades 10-12 for Dual Credit Courses

SAT (Scholastic Achievement Test), grade 11 and 12

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

Description of Curriculum and Instruction

Curriculum at Carroll Jr.-Sr. High School is aligned with the Indiana State Standards. A variety of courses are offered to help students prepare for their future. 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 Junior High School transitioned to 9 week and semester rotations during the 2016-2017 school years to allow for students to go further in depth in the content. Students gain a deeper understanding of the process whereas in past years, students were on a 4 ½ week rotation. When students enter high school, Carroll offers Advanced Placement classes and students are required to take the correlating AP exams. Also, practical application classes such as agricultural mechanization, advanced life sciences, construction processes, clothing and textiles, child development, and computer applications give students with career ambitions an opportunity to learn “hands on” and yet challenge themselves to someday receive more training in that particular field. Classes in music, arts, digital design, engineering, and technology as well as extracurricular opportunities, help students learn and perform in those areas. Carroll

Jr.-Sr. High School is part of the **Indian Trails Career Cooperative** and students have opportunities to enroll in courses offered at schools in the cooperative when the course is not offered onsite. CCSC also has a contract with **Indiana Online Academy** and **Logansport Century Career Center** to make additional courses available for students. A credit recovery program is in place to meet the needs of students along with an alternative school curriculum through a contract with The Crossing.

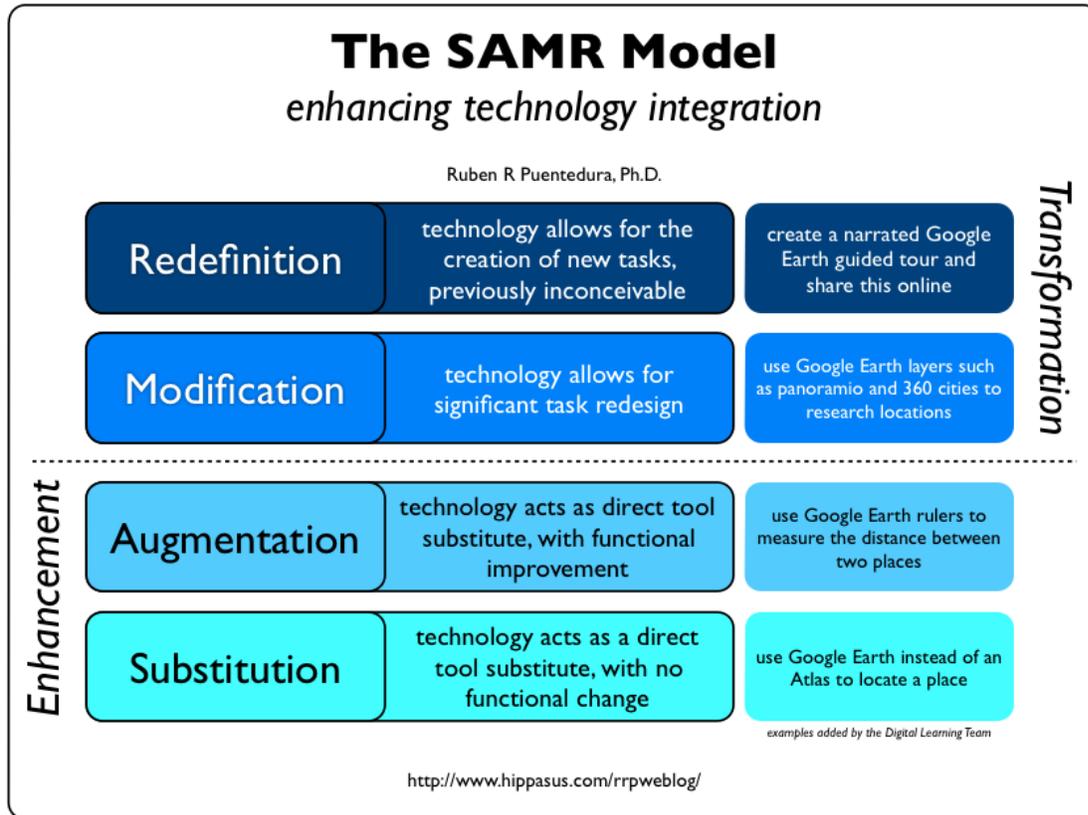
Carroll Consolidated Schools adopted the Core 40 Diploma as the baseline diploma. Students are being challenged early in their high school career by their guidance counselors and teachers to obtain the Honors Diploma. Copies of the curriculum guide and the pathways that are offered at Carroll Jr.-Sr.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

Our **Student Support Team (SST)** meets monthly to determine the best interventions for students not meeting expectations or alternative methods to meet the needs of students who need to be accelerated in their coursework. Students are identified for each tier group and data is used to determine the best plan for each student. Parents and students are involved in the action plan and a copy is sent home for parents to sign. Each teacher receives the students SST plan. We put the plan into place for a minimum of 6 weeks and then we reconvene if necessary. Behavior plans are used as needed and individualized for the need of each student. The junior high guidance counselor will begin teaching character education at the junior high level beginning 2nd semester of the 2016-2017 school year.

Technology

Carroll Jr.-Sr. High School implemented a 1:1 iPad initiative for all students in grades 7-12 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
 Swimming
 Wrestling
 Track
 Basketball
 Cheerleading/Dance

Boys

Cross Country
 Football
 Swimming
 Wrestling
 Track
 Basketball

Club Opportunities

Drama
 FCCLA
 FFA
 Student Council

National Junior Honors Society
 Guitar Club
 Acapella Group

Community Supportive Organizations

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

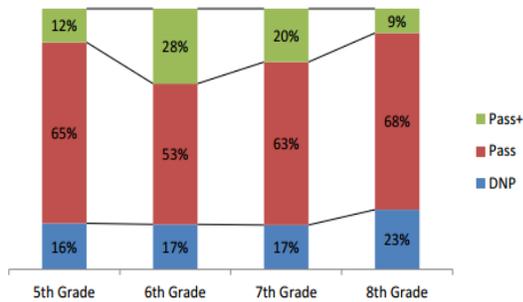
Flora Ministerial Association
 Psi Iota Xi
 Kiwanis
 Rotary Club

Cultural Competency

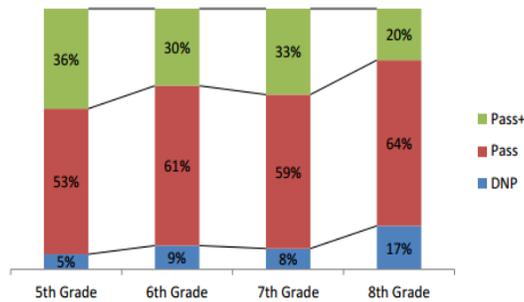
- Pledge of Allegiance – daily
- Character Education in grades 7 and 8
- Veteran’s Day Recognition Program
- Fieldtrips to museums and the Civic Theater
- Fieldtrips to post-secondary institutions and apprenticeship programs
- Canned food and clothing drives led by student leaders
- Blood Drive sponsored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

Data Highlights 2011-2016

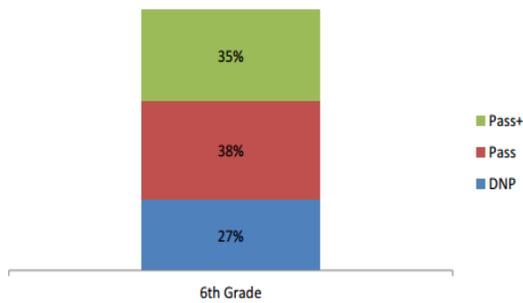
Class of 2017 - ELA



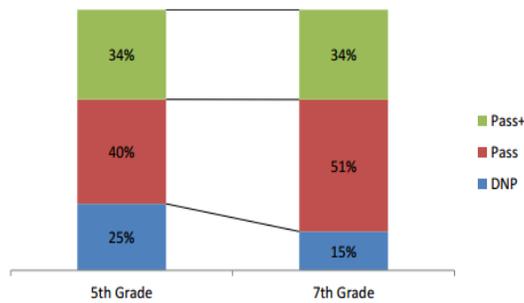
Class of 2017 - Math



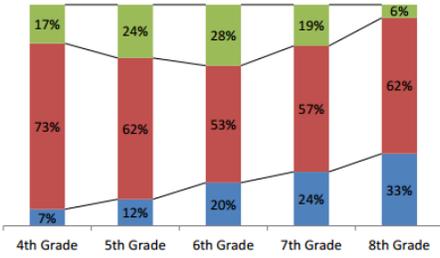
Class of 2017 - Sci



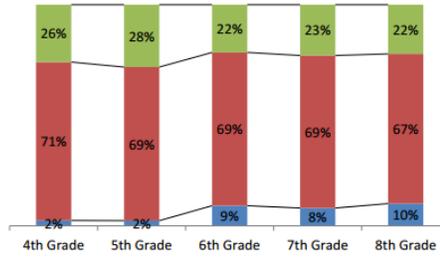
Class of 2017 - SS



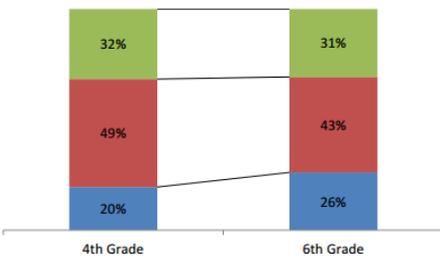
Class of 2018 - ELA



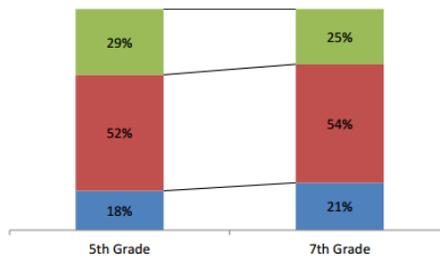
Class of 2018 - Math



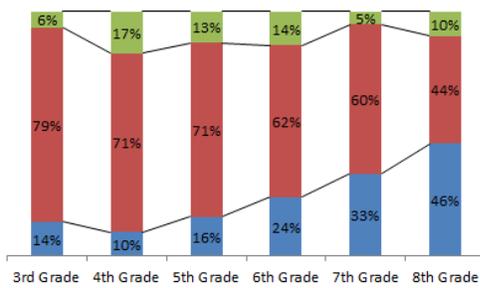
Class of 2018 - Sci



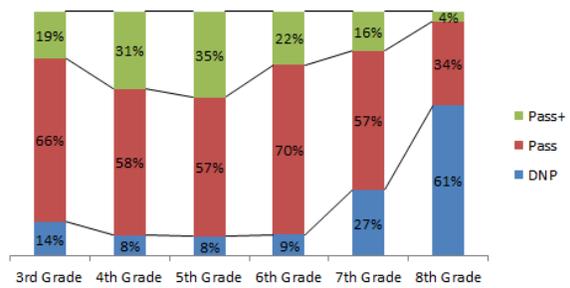
Class of 2018 - SS



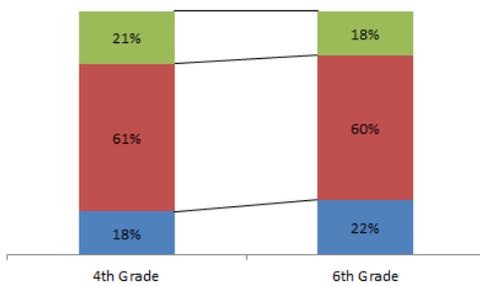
Class of 2019 - ELA



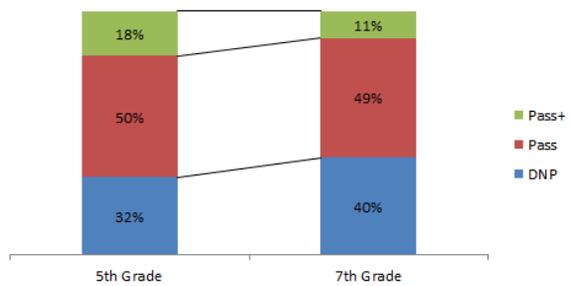
Class of 2019 - Math



Class of 2019 - Sci

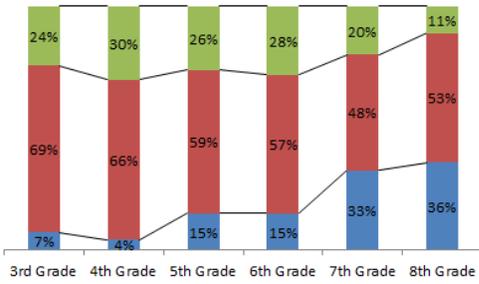


Class of 2019 - SS

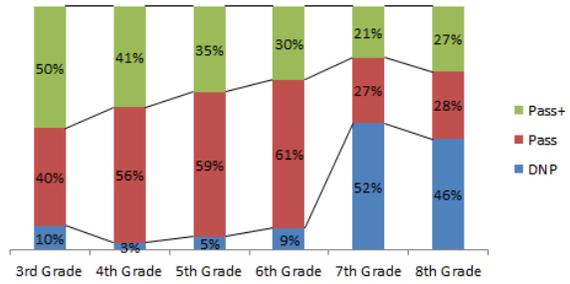


In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data. For the Class of 2019, this occurs between 7th & 8th grade.

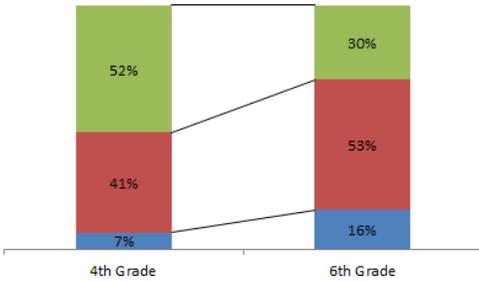
Class of 2020 - ELA



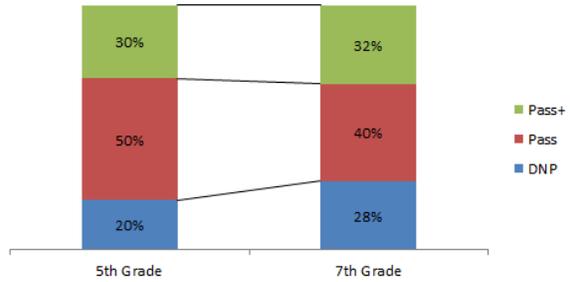
Class of 2020 - Math



Class of 2020 - Sci

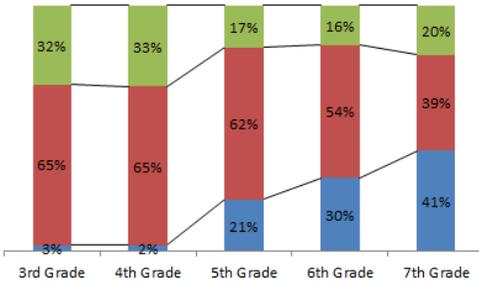


Class of 2020 - SS

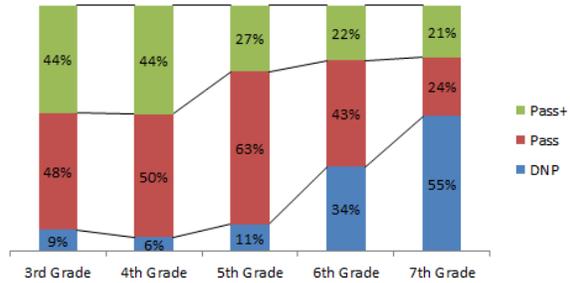


In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data. For the Class of 2020, this occurs between 6th & 7th grade. For the Class of 2021, this occurs between 5th and 6th grade.

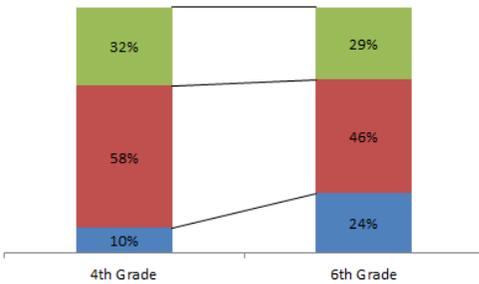
Class of 2021 - ELA



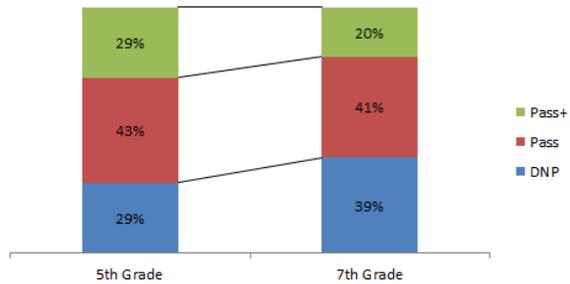
Class of 2021 - Math



Class of 2021 - Sci



Class of 2021 - SS



Attendance by Grade

Enrollment by Grade

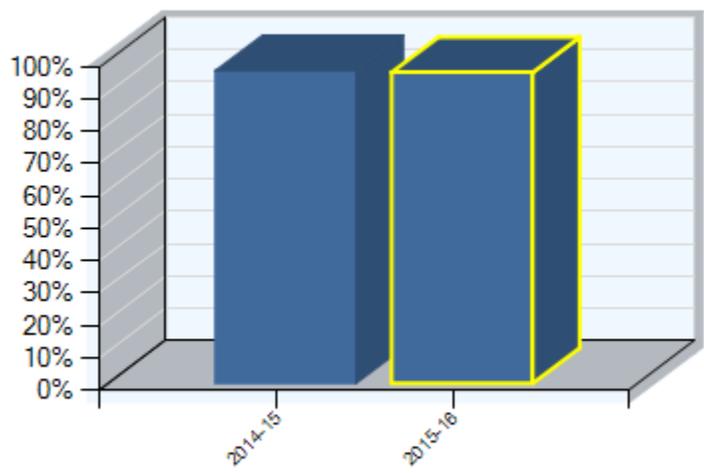
Grade	2014-15	2015-16
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Grade 7	96.9%	96.5%
Grade 8	96.5%	95.6%
All Grades	96.7%	96.1%

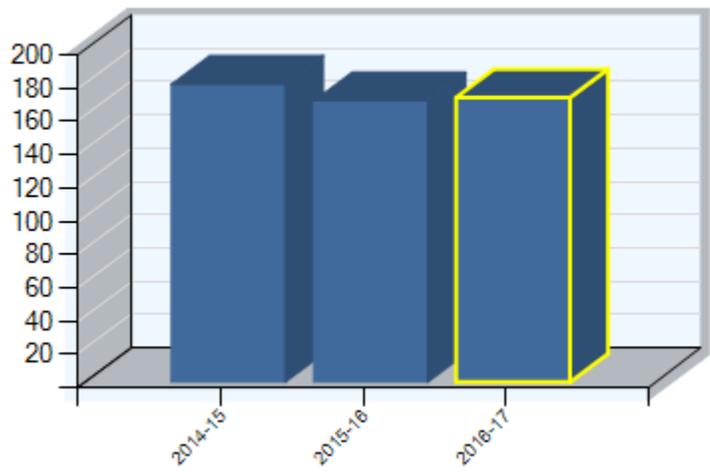
Grade	2014-15	2015-16	2016-17
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Grade 7	84	93	91
Grade 8	95	76	80
Total Enrollment	179	169	171

Attendance Rate Trend



Enrollment Trend



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 Junior High School Goals 2016-2017

0623

Summary of Changes to the School Improvement Plan Goals

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

CJH 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 Carroll Junior High ?

- English and Math lab classes in the junior high school have been created using data analysis to group the students according to academic need. Classes are differentiated and are using research based curriculum (Fountas and Pinnell Intervention) to guide their instruction and assessment.

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

-NWEA training for all teachers

-Data wall for both Jr. High and High School

-Disaggregate data

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 Carroll Junior High?

-Clearly defined professional development plan

-Curriculum mapping

-Curriculum alignment

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

Evaluation

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