School Improvement Plan - 2012-2013

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Turkey Run High School (6649)

Turkey Run Community Sch Corp

Marshall, IN

This plan will be revised annually. Updates may be found each June at http://www.asainstitute.org/publicsip. The plan was developed with assistance from the:

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School Improvement Plan Introduction

Turkey Run High School

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- Indiana Rules and Regulations

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.

   - Academic expectations
   - Curriculum content
   - Instructional practices
   - Classroom assessment
   - Extra help
   - Student guidance
   - Learning environment

5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

Using Data for Decision-Marking

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy.

Questions about the School Improvement Plan should be directed to the building principal.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

Steering Team

- Amanda Elizondo - Teacher
- Kerry Ferguson - Administrator
- Matt Miller - Teacher
- Craig Newby - Administrator
- Dawn Newnum - Community Representative (Business)
- Bruce Scaggs - Teacher
- Tracy Schopmeyer - Teacher

Strategy Chairs

- Kerry Ferguson
- Matt Miller
- Annette Munoz
- Craig Newby
- Bruce Scaggs
- Alison Whitman
- Alison Whitman

Community Council

- Shannon Belcher - Parent
- Rosa Brattain - Parent
- Lori Brown - Parent
- Stephanie Crum - Parent/Coordinates Local ICE youth work program

- Heather Emery - Parent/Local Business Operator
- Kerry Ferguson - Parent
- Bruce Girdler - Parent/Community Agency
- Shelly Girdler - Parent/4-H Leader
- Hope Jeffers - Parent/Local Small Business
- Kendall Jeffers - Parent
- Kelli Keller - Parent
- Karen Kent - Parent
- Jessica Lawhorn - Parent
- Allen Long - Parent
- Stephanie Newnum - Parent/Community Agency
- Belinda Rivers - Parent
- Linda Snodgrass - Parent
- Katy Stevens - Parent
- Melissa Stumpf - Parent

Vision Statement

The Vision Statement was developed by all educators, all students, and members of the community and is reviewed and updated annually. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve in order to achieve at a rigorous level. The third part of the vision statement describes ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

We believe all students deserve:

Students deserve to be surrounded by caring adults as the students make decisions about their lives–present and future. To prepare to be adults in modern society, students deserve high quality educational tools to explore their world. Students deserve to be in classrooms where they interact with knowledgeable teachers, who deliver structured lessons in a structured classroom to fit the student's educational needs. Students deserve to be taught with a variety of methods that meet their individual needs and learning styles. Students deserve to be in a safe environment at both home and school where they are provided with food, clothing, shelter, and transportation to and from school. Students will stay actively engaged in the learning process through their attentiveness and have consistent attendance. Students need to understand the value of learning and respect which will give them a window to the world outside their community.

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

Our community of teachers, counselors, administrators, parents, and community members has high expectations of students, and work together to help students reach those expectations. Teachers show enthusiasm in the classroom while integrating subject material across curricular disciplines and relating it the real world. At the same time, the other community members encourage students to set goals and to become positively involved in the school and community. As a community, we set high goals for the students, encouraging them to not only go to school, but to participate to the best of their ability while attending school. The community strives to be highly involved in our student's learning while demonstrating care for others, and regularly discussing important issues such as character and education.

In this environment where all adults are living by their core convictions, all students:

As a result of the students and community members working together to achieve success, and encouraging other peers to take the next step, we will all be able to meet the challenges that the future holds. Students will stay actively engaged in the learning process through their attentiveness and consistent attendance. Students will demonstrate mastery of content critical to solving real-world problems and will make sound educational and career decisions. Students will take full advantage of their potential.

As a result of these efforts, our school's student achievement data is as follows:

- % of students who pass ISTEP Math: 100%
- % of students who pass ISTEP English: 100%
- % of students who graduate from high school: 100%
- % of students who pass core 40 Assessment: 100%
- % of students who obtain above the general diploma: 100%

Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The "vision data" represents our ideal data. It is the mission of our school to work toward this ideal.

All male graduates earning a core 40 - Earning core 40 diploma

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
52%	39%	55%	42%	58%		61%		75%		85%		100

All males tested - ISTEP passing Language Arts (AYP)

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
66%	69%	75%	71.2%	80%		85%		90%		95%		100%

All males tested - ISTEP passing math (AYP)

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
71%	83%	85%	88.2%	87%		90%		95%		98%		100

All males tested - passing English 10 ECA

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
25%	73%	75	65%	80		85		90		95%		100%

All students - Passing Algebra I ECA

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
25%	55%	57%	87.5	60%		65%		75%		95%		100

All Students Tested ISTEP - Achieving Mastery of Algebra and Functions (seat data)

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76%	74%	79%	76.4%	82%		85%		95%		95%		100

Seniors - Graduating HS in four years

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	75.6%	80%	82.4%	85%		90%		95%		98%		100%

Special Education Male and Female Students - Passing English/LA ISTEP+

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
35%	37.9%	45%	46.2%	55%		70%		90%		98%		100

Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these "Areas of Concern" through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

Local Areas of Concern

We are concerned that... Male students will increase engagement in the classroom.

Consistent low scores among male population.

We are concerned that... Students are not completing or turning in homework.

Students are not completing or turning in homework. Students go home to environments where homework is not valued or parents are unable to help.

Required Areas of Concern

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

U. Focused Student Group

X. Graduation Plan

Strategies

Strategies were established after identifying 1) Achievement Goals (see the Achievement Goals section), and 2) Areas of Concern (see the Needs Assessment - Areas of Concern section). Educators researched possible strategies for addressing each Area of Concern and then presented possible strategies to Full Faculty and Community Council for their consideration. The student body was provided with a list of Areas of Concern and asked to provide their input regarding strategies the school and community could employ to address the concerns. Using a consensus based decision-making model, the Full Faculty and Community Council (including parent representatives) agreed to several strategies to implement next year.

Strategy Data: Strategy data will help the Full Faculty and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the success of the strategies in meeting student needs. The strategy data tables can be found in the Strategy Data section of this plan.

Strategy To-Do Lists: Each strategy has been assigned a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. The strategy to-do lists can be found in the Strategy To-Do List section of this plan.

The strategy titles and descriptions are listed below:

Local Strategies

Improving student performance through homework accountability.

This strategy team will be focusing on the homework accountability aspect of the tutorial period. This program will be continued and expanded throughout the school year. Students will receive stamps in their student planner when they do not complete a homework assignment. They will then have to go to the homework completion room during the 30 minute tutorial period. The late homework will be accepted for full credit. The student has no other option or location they can go during the tutorial period. The goal is to teach students how to complete homework and to improve students' grades and knowledge of subject material.
Impact Level: High Impact - Inside
Focus: Specific

Required Strategies

F. Encourage Rigorous Curriculum: Consistent Use of Algebraic Concepts in the Classroom

Teachers in grades K-9 in an effort to increase student achievement and success on ISTEP and ECA's will provide Consistent Use of Algebraic Concepts in the Classroom.
Impact Level: High Impact - Inside
Focus: Specific

F. Encourage Rigorous Curriculum: Vertical Alignment of English Curriculum Grades 6-12

The English Department will continue meeting to vertically align the English Curriculum in grades 6-12.
Impact Level: High Impact - Inside
Focus: Specific

G. Attendance

Middle School Attendance A. Attendance Philosophy The purpose of this attendance policy is to promote good attendance and punctuality at Turkey Run Middle School. This policy is consistent with Department of Education directives and Indiana Compulsory Attendance codes (IC 20-33-2). Indiana Public Law 221 and federal legislation, No Child Left Behind, set a 95% benchmark for a schoolâs minimum attendance rate. Classroom attendance is an integral factor of learning and provides valuable opportunities that can only be fully utilized in the classroom. The primary goal of the Turkey Run High School attendance policy is to encourage maximum student attendance that will help all students attain academic and career goals. A student and parent must accept responsibility for the studentâs attendance. Non-compliance with the attendance laws is legally "educational neglect" on the part of the parents or guardian. "Educational Neglect" may be referred to the prosecutor's office and/or Family Health & Help. â For all absences, calls prior to 8:00 a.m. from the parent or guardian are encouraged and appreciated. Although a phone call is preferred, a note may be sent the day the student returns to school (a signature card must be on file in the office). All notes must include the date(s) of the absence. Perfect Attendance Students who have perfect

attendance during the school year will receive a PERFECT ATTENDANCE AWARD. This award is given to a student who attends school and every class each day and does not have a 1st period tardy. B. Attendance Procedures If students must be absent from school, it is appreciated and encouraged if a parent/guardian calls (597-2700) before 8:00 a.m. on the day a student is absent from school. The caller should give their name, provide the student's name, and state the reason for being absent. If a call is not made, the school will contact the parent to notify them of the absence. When a student may be absent for more than a single day, please inform the school when you call. A note is needed by the next day in order for the absence to be excused. If the student's absence is one that is certifiable, then the appropriate note must be turned in to the school office within two (2) school days upon the studentâs return to school. This is in addition to the required phone call to the school. C. Classification of Absences Certified Absence a. Calls prior to 8:00 a.m. are appreciated and encouraged. If a call is not received by 8:00 a.m. parents will be notified by phone that their children are not at school. b. A note must be brought to school from a doctor, dentist, or court official stating the date that the student was at the appointed office. A student has two school days to turn in a certified note or it will not be accepted. c. The first 3 Certified Absences do not count toward the school corporation attendance policy limit of eight (8) days of absences. d. Students are allowed to receive credit for make-up work. CERTIFIED ABSENCES: 1. Absences certified by a doctor, the courts, or school official. 2. Death in the immediate family (mother, father, brother, sister, or grandparents.) 3. State Fair (one day only) 4. Religious activities as outlined by state law 5. Serving as page in the State House (IC 20-33-2-14) 6. Serving on precinct election board or for political candidates or parties (IC 20-33-2-15) 7. Serving as a witness in judicial proceedings (IC 20-33-2-16) Excused Absence An absence approved by a school official that is counted in the school corporation attendance policy eight (8) day limit. Students are allowed credit for make-up work. PERSONAL BUSINESS is not an excused absence. NOTE: If a student leaves class before one half of the class is over, the absence will be for the total class period. Unexcused Absence This absence has not been approved by a school official and is counted in the eight (8) day provision of the school corporation attendance policy. The school will not excuse the following: oversleeping, car trouble, work, job interview, missing the bus, personal excuses, etc. Teachers are not required to give credit for make-up work. NOTE: If a student leaves class before one-half of the class is over, it will count as an absence. Truancy A student is truant if absent from school without the knowledge of the parent or guardian. D. Absence From Individual Classes Any time a student misses a class, including full day absences, the student should make arrangements with the teacher for the work and material from the missed class. The teacher will work with the student to set a deadline for the missed work. E. Excessive Absences More than 8 days of absence in a semester is considered excessive. On the 8th day of absence, the student will receive 1 day of court house detention. With the 9th day of absence, the studentâs attendance will be turned over to local and state authorities. ALL NON-CERTIFIED ABSENCES COUNT IN THE 8-DAY PROVISION even though the day may be excused for purposes of pupil accounting and allowing make-up work. The 8-day provision makes it imperative that parents or guardians see that their children are in school each day school is legally in session. The school will make every attempt to keep open lines of communication with the home. In addition to phone calls, the school may use regular, certified, and registered mail when appropriate. Parents and guardians should note it is their legal responsibility to ensure that their children are in school each day. F. Habitual Truancy A child will be designated as a habitual truant who is chronically absent, by having unexcused absences from school for more than four (4) days of school in one (1) semester. Parents should expect the school to follow reporting requirements under Indiana code for habitual truancy. Once a child is labeled a habitual truant, that child will be unable to obtain a learnerâs permit or driverâs license per IC 20-33-2. Once a child is labeled a habitual truant, the parent may request that the Principal remove the title if the student has had acceptable attendance over a period of one semester. G. Extra Curricular Activities To participate in extra-curricular activities a student must be in good standing with the school and comply with the Board adopted Discipline Policy. In order for a student to be eligible to participate in, or attend, an extra-curricular activity on any given day he/she must be present for a half (1/2) day's attendance. If a student is going to miss the 2nd half of the school day and return for after school activities, the parent should contact school administration in advance to gain approval for return. H. Field Trips Field trips are not counted as a school absence . It will be the responsibility of the student to make up work. Since field trips are planned, the schoolwork is to be made up before the field trip unless other arrangements are made. Also, if it is impossible to make up missed work (lab), the student must choose to stay or miss the work and not receive credit. If the student is failing, it is not recommended he/she go on the field trip. NOTE: After 5 absences from any one class in a semester, a student will not be able to go on any class field trip that takes the student away from that class. Other field trips do not count towards this total. I. Full/Half Day Absence Attendance will be taken every class period. When a student misses three (3) class periods, it will count as a half-day absence. When a student accumulates six (6) missed class periods, it will be recorded as a full day of absence. J. Leaving School Early Students leaving school before the end of the day must bring a note or have parents call the school. The school reserves the right to call parents to confirm any note given the school. K. Make-up Work When a student misses a day of school, they should work with their teacher and mark their missed assignments in their school planner. After the student and teacher make contact and make-up is assigned, the teacher will set requirements for completion of the work to be done. On the second day of absence, a parent can request homework. Homework requests should be made before 9:00 AM and can be picked up in the office after 3:00 PM. Students should have assignments completed when they return to class unless alternate arrangements have been made with the teacher. L. Notification Letters (fifth day) Notification letters will be sent to parents when a student has accrued 5 countable absences according to policy provisions. This will be sent following the 5th day of absence. The next letter, on the 7th day of absence, will signify that the student will be going to the courthouse on their 8th absence. Students will receive notification on their 9th absence that the expulsion process will begin. Phone calls will be made throughout the year to alert the parents to poor attendance patterns. Tardy Policy All students are expected to report to class on time and teachers are responsible to see that students are in the classroom on time. Teachers will report tardiness to the office. A tardy occurs when a student is not in the classroom as the bell starts to ring denoting the start of class time. Teachers may require students to be seated. Students arriving at school 10 minutes after the start of class will be counted absent, not tardy. The guidelines will be as follows in dealing with student tardy slips sent to the office: 1. Tardy slip #1 will receive a written warning. 2. Tardy slip #2 will serve a lunch detention. 3. Tardy slip

#3 will 2 lunch detentions. 4. Tardy slip #4 will require a parent(s) note and 3 lunch detentions. 5. Tardy Slip #5 will serve 5 lunch detentions. 6. Tardy slip #6 will be 1 after-school detention 7. Tardy slip #7 will be 1 day courthouse suspension 8. Further tardy slips may result in suspension, multiple detentions, or expulsion according to Indiana Compulsory Law (IC 20-8.1-3-17). NOTE: MISSING AFTER SCHOOL DETENTION WILL RESULT IN A COURTHOUSE SUSPENSION. Tardies will start over for the second semester. M. Truancy Truancy is defined as missing school without parent/guardian knowledge or being off school grounds without permission. Truancy will be considered an unexcused absence. The parent or guardian will receive written or verbal verification of each offense and penalty. 1. First Offense: two after school detentions. 2. Second Offense: 3 days suspension (min. 1 day courthouse suspension) 3. Third Offense: 5 days suspension (min. 1 day courthouse suspension, contact prosecutor for educational neglect) 4. Subsequent Offenses â Turned over to local and state authorities. After the first truancy and any succeeding truancy, the student will be made aware of the policy and an attempt will be made to contact the parent. Note: Skipping class will result in 1 after school detention. Each additional infraction will then follow truancy discipline plan. N. Vacations Missing school for vacations is discouraged. If vacations must be taken, the student, parent, or guardian must obtain a vacation form from the office prior to the vacation. This form must then be completed by the parent or guardian and then taken by the student to each of his/her teachers for their signature. The form is then returned to the office for final approval. THIS FORM MUST BE COMPLETED AND GIVEN TO THE PRINCIPAL THREE (3) DAYS PRIOR TO THE VACATION - OTHERWISE DAYS MISSED MAY BE UNEXCUSED. These days will count as excused absences and make-up work is to be done before the student leaves, unless prior arrangements are made with individual teachers. High School Attendance A. Attendance Philosophy The purpose of this attendance policy is to promote good attendance and punctuality at Turkey Run Middle School. This policy is consistent with Department of Education directives and Indiana Compulsory Attendance codes (IC 20-33-2). Indiana Public Law 221 and federal legislation, No Child Left Behind, set a 95% benchmark for a schoolâs minimum attendance rate. Classroom attendance is an integral factor of learning and provides valuable opportunities that can only be fully utilized in the classroom. The primary goal of the Turkey Run High School attendance policy is to encourage maximum student attendance that will help all students attain academic and career goals. A student and parent must accept responsibility for the studentâs attendance. Non-compliance with the attendance laws is legally "educational neglect" on the part of the parents or guardian. "Educational Neglect" may be referred to the prosecutor's office and/or Family Health & Help. â For all absences, a call prior to 8:00 a.m. from the parent or guardian are encouraged and appreciated. Although a phone call is preferred, a note may be sent the day the student returns to school (a signature card must be on file in the office). All notes must include the date(s) of the absence. Perfect Attendance Students who have perfect attendance during the school year will receive a PERFECT ATTENDANCE AWARD. This award is given to a student who attends school and every class each day and does not have a 1st period tardy. B. Attendance Procedures If students must be absent from school, it is appreciated and encouraged if a parent/guardian calls (597-2700) before 8:00 a.m. on the day a student is absent from school. The caller should give their name, provide the student's name, and state the reason for being absent. If a call is not made, the school will contact the parent to notify them of the absence. When a student may be absent for more than a single day, please inform the school when you call. A note is needed by the next day in order for the absence to be excused. If the student's absence is one that is certifiable, then the appropriate note must be turned in to the school office within two (2) school days upon the studentâs return to school. This is in addition to the required phone call to the school. C. Classification of Absences Certified Absence a. Calls prior to 8:00 a.m. are appreciated and encouraged. If a call is not received by 8:00 a.m. parents will be notified by phone that their children are not at school. b. A note must be brought to school from a doctor, dentist, or court official stating the date that the student was at the appointed office. A student has two school days to turn in a certified note or it will not be accepted. c. The first 3 Certified Absences do not count toward the school corporation attendance policy limit of eight (8) days of absences. d. Students are allowed to receive credit for make-up work. CERTIFIED ABSENCES: 1. Absences certified by a doctor, the courts, or school official. 2. Death in the immediate family (mother, father, brother, sister, or grandparents.) 3. State Fair (one day only) 4. Religious activities as outlined by state law 5. Serving as page in the State House (IC 20-33-2-14) 6. Serving on precinct election board or for political candidates or parties (IC 20-33-2-15) 7. Serving as a witness in judicial proceedings (IC 20-33-2-16) Excused Absence An absence approved by a school official that is counted in the school corporation attendance policy eight (8) day limit. Students are allowed credit for make-up work. PERSONAL BUSINESS is not an excused absence. NOTE: If a student leaves class before one half of the class is over, the absence will be for the total class period. Unexcused Absence This absence has not been approved by a school official and is counted in the eight (8) day provision of the school corporation attendance policy. The school will not excuse the following: oversleeping, car trouble, work, job interview, missing the bus, personal excuses, etc. Teachers are not required to give credit for make-up work. NOTE: If a student leaves class before one-half of the class is over, it will count as an absence. Truancy A student is truant if absent from school without the knowledge of the parent or guardian. E. Absence From Individual Classes Any time a student misses a class, including full day absences, the student should make arrangements with the teacher for the work and material from the missed class. The teacher will work with the student to set a deadline for the missed work. F. Excessive Absences More than 8 days of absence in a semester is considered excessive. On the 8th day of absence, the student will receive 1 day of court house detention. With the 9th day of absence, the student will be expelled according to prescribed due process proceedings as outlined in IC 20-8.1. ALL NON-CERTIFIED ABSENCES COUNT IN THE 8-DAY PROVISION even though the day may be excused for purposes of pupil accounting and allowing make-up work. The 8-day provision makes it imperative that parents or guardians see that their children are in school each day school is legally in session. The school will make every attempt to keep open lines of communication with the home. In addition to phone calls, the school may use regular, certified, and registered mail when appropriate. Parents and guardians should note it is their legal responsibility to ensure that their children are in school each day. G. Habitual Truancy A child will be designated as a habitual truant who is chronically absent, by having unexcused absences from school for more than four (4) days of school in one (1) semester. Parents should expect the school to follow reporting requirements under Indiana code for habitual truancy. Once a child is labeled a habitual truant, that child will be unable to obtain a learnerâs permit or driverâs license per IC 20-33-2. Once a child is labeled a habitual truant, the parent may request that the

Principal remove the title if the student has had acceptable attendance over a period of one semester. H. Extra Curricular Activities To participate in extra-curricular activities a student must be in good standing with the school and comply with the Board adopted Discipline Policy. In order for a student to be eligible to participate in, or attend, an extra-curricular activity on any given day he/she must be present for a half (1/2) day's attendance. If a student is going to miss the 2nd half of the school day and return for after school activities, the parent should contact school administration in advance to gain approval for return. Other Attendance Items A. Field Trips Field trips are not counted as a school absence. It will be the responsibility of the student to make up work. Since field trips are planned, the schoolwork is to be made up before the field trip unless other arrangements are made. Also, if it is impossible to make up missed work (lab), the student must choose to stay or miss the work and not receive credit. If the student is failing, it is not recommended he/she go on the field trip. NOTE: After 5 absences from any one class in a semester, a student will not be able to go on any class field trip that takes the student away from that class. Other field trips do not count towards this total. B. Full/Half Day Absence Attendance will be taken every class period. When a student misses three (3) class periods, it will count as a half-day absence. When a student accumulates six (6) missed class periods, it will be recorded as a full day of absence. C. Leaving School Early Students leaving school before the end of the day must bring a note or have parents call the school. The school reserves the right to call parents to confirm any note given the school. D. Make-up Work Make-up work is expected for unexcused absences, but credit should not be expected by the student for this work. Upon returning to school from an absence, the student has 1 SCHOOL DAY during which to contact teachers concerning homework. After two days, the teacher may record an F or 0 for the work from the days absent. If the student makes the contact and make-up is assigned, the teacher will set requirements for completion of the work to be done. On the second day of absence, a parent can request homework. Homework requests should be made before 9:00 AM and can be picked up in the office after 3:00 PM. Students should have assignments completed when they return to class unless alternative arrangements have been made with the teacher. E. Notification Letters (fifth day) Notification letters will be sent to parents when a student has accrued 5 countable absences according to policy provisions. This will be sent following the 5th day of absence. The next letter, on the 7th day of absence, will signify that the student will be going to the courthouse on their 8th absence. Students will receive notification on their 9th absence that the expulsion process will begin. Phone calls will be made throughout the year to alert the parents to poor attendance patterns. F. Tardy Policy All students are expected to report to class on time and teachers are responsible to see that students are in the classroom on time. Teachers will report tardiness to the office. A tardy occurs when a student is not in the classroom as the bell starts to ring denoting the start of class time. Teachers may require students to be seated. Students arriving at school 10 minutes after the start of class will be counted absent, not tardy. The guidelines will be as follows in dealing with student tardy slips sent to the office: 1. Tardy slip #1 will receive a written warning. 2. Tardy slip #2 will serve a lunch detention. 3. Tardy slip #3 will 2 lunch detentions. 4. Tardy slip #4 will require a parent(s) note and 3 lunch detentions. 5. Tardy Slip #5 will serve 5 lunch detentions. 6. Tardy slip #6 will be 1 after-school detention 7. Tardy slip #7 will be 1 day courthouse suspension 8. Further tardy slips may result in suspension, multiple detentions, or expulsion according to Indiana Compulsory Law (IC 20-8.1-3-17). NOTE: MISSING AFTER SCHOOL DETENTION WILL RESULT IN A COURTHOUSE SUSPENSION. Tardies will start over for the second semester. G. Truancy Truancy is defined as missing school without parent/guardian knowledge or being off school grounds without permission. Truancy will be considered an unexcused absence. The parent or guardian will receive written or verbal verification of each offense and penalty. 1. First Offense: two after school detentions. 2. Second Offense: 3 days suspension (min. 1 day courthouse suspension) 3. Third Offense: 5 days suspension (min. 1 day courthouse suspension, contact prosecutor for educational neglect) 4. Subsequent Offenses - may lead to due process and expulsion. After the first truancy and any succeeding truancy, the student will be made aware of the policy and an attempt will be made to contact the parent. Note: Skipping class will result in 1 after school detention. Each additional infraction will then follow truancy discipline plan. H. Vacations Missing school for vacations is discouraged. If vacations must be taken, the student, parent, or guardian must obtain a vacation form from the office prior to the vacation. This form must then be completed by the parent or guardian and then taken by the student to each of his/her teachers for their signature. The form is then returned to the office for final approval. THIS FORM MUST BE COMPLETED AND GIVEN TO THE PRINCIPAL THREE (3) DAYS PRIOR TO THE VACATION - OTHERWISE DAYS MISSED MAY BE UNEXCUSED. These days will count as excused absences and make-up work is to be done before the student leaves, unless prior arrangements are made with individual teachers. I. Vocational Program Attendance Parke-Vermillion Education & Training Interlocal (PVETI) maintains attendance records for all vocational programs. Students are expected to follow the attendance policy as stated in PVETI Student Handbook. Students who fail to comply with PVETI attendance guidelines may be removed from PVETI programs. Students who are absent from PVETI programs without the permission of their parent/guardian and the home school administration will be considered truant. TRHS truancy policy will apply. If the school schedule is altered due to inclement weather, staff development, or other circumstances, vocational students are expected to attend their scheduled classes at TRHS. Students attending afternoon vocational classes should attend their required classes at TRHS before leaving for their vocational class. Students attending morning vocational classes should return to TRHS to attend all required classes.
Impact Level: High Impact - Inside
Focus: General

I. Focused Academic Area: English Learning Lab

7th grade students who are not meeting set academic standards in English will receive additional instruction in English from a licensed English teacher during daily English Lab.
Impact Level: High Impact - Inside
Focus: Specific

U. Focused Student Group: Improving male student writing scores

The staff implements monthly male focused cross curricular Language Arts activities in all classes that incorporates technical writing and other boy interest writing topics to better reach the male population. The four English teachers in the school will split the teaching staff up between each other and meet once a month with their teacher's on their prep period to review what content they are covering and to give them ideas for their monthly writing activity. Then during the next meeting the English teacher will give the teacher a sheet telling the teacher how to grade the writing assignment and then be given a new writing assignment for that month.
Impact Level: High Impact - Inside
Focus: Specific

X. Graduation Plan

All students in grades 6-12 will create or update the Indiana Graduation Plan annually. The Graduation Plan includes a statement of the studentâs intent to graduate from high school; an acknowledgment of the importance of good citizenship, school attendance and diligent study habits; and the subject and skill areas of interest to the student. The Graduation Plan is a part of the studentâs permanent school record. The Graduation Plan includes a Core 40 program of study that meets the studentâs aptitudes and interests and upon satisfactory fulfillment of the plan, enables the student to 1) graduate, 2) have taking at least the minimum variety and number of courses necessary to gain admittance to a state educational institution. The Graduation Plan includes an indication of assessments (other than ISTEP and ECA) that the student plans to take voluntarily during grades 10 through 12.
Impact Level: High Impact - Outside
Focus: Specific

Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

Required Strategies

F. Encourage Rigorous Curriculum: Consistent Use of Algebraic Concepts in the Classroom

Compilation(%) of checklist (standards) from teachers lessons.

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
70%	80%		90%	

U. Focused Student Group: Improving male student writing scores

Number of cross curricular writing strategies implemented

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
30	40		45	

To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategyâs "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

Report by strategy. Showing completed and yet-to-be-completed action steps.

Encourage Rigorous Curriculum

Feb 13, 2012: Anti Resistance General Trouble Shooting **Person**: Scaggs
Aug 15, 2012: Curriculum Collaboration **Person**: Allison Whitman
Aug 15, 2012: Plan what will be covered at meetings. **Person**: Stewart
Aug 15, 2012: Setup meeting dates for 2012-2013 **Person**: Scaggs
Sep 15, 2012: Curriculum Collaboration **Person**: Allison Whitman
Oct 10, 2012: Anti Resistance General Trouble Shooting **Person**: Scaggs
Oct 15, 2012: Curriculum Collaboration **Person**: Allison Whitman
Nov 15, 2012: Curriculum Collaboration **Person**: Allison Whitman
Nov 30, 2012: Collect fall data: Compilation(%) of checklist (standards) from teachers lessons. **Person**: Thompson
Dec 12, 2012: Anti Resistance General Trouble Shooting **Person**: Scaggs
Dec 15, 2012: Curriculum Collaboration **Person**: Allison Whitman
Jan 15, 2013: Curriculum Collaboration **Person**: Allison Whitman
Jun 30, 2013: Collect spring data: Compilation(%) of checklist (standards) from teachers lessons. **Person**: Thompson

Focused Academic Area

May 10, 2012: Assign teachers to the class. **Person**: Newby/Ferguson
May 10, 2012: Teachers/guidance meet to place students into appropriate sections **Person**: Jacks/Ferguson
Dec 12, 2012: Anti Resistance General Trouble Shooting **Person**: Jacks
Apr 12, 2013: Review success of program **Person**: Team/Principal

Focused Student Group

Sep 13, 2012: Team meeting **Person**: Munoz
Oct 13, 2012: Anti Resistance General Trouble Shooting **Person**: Jacks
Nov 15, 2012: Team meeting **Person**: Munoz
Nov 30, 2012: Collect fall data: Number of cross curricular writing strategies implemented **Person**: Munoz
Dec 14, 2012: Anti Resistance General Trouble Shooting **Person**: Jacks
Jan 17, 2013: Team meeting **Person**: Munoz
Feb 16, 2013: Anti Resistance General Trouble Shooting **Person**: Jacks
Mar 21, 2013: Team meeting **Person**: Munoz
May 23, 2013: Team meeting **Person**: Munoz
Jun 30, 2013: Collect spring data: Number of cross curricular writing strategies implemented **Person**: Munoz

Improving student performance through homework accountability.

Jun 13, 2012: Schedule Personel **Person**: CN
Aug 13, 2012: Distribute Stamps to teachers **Person**: Principal
Aug 14, 2012: Distribute Planners to students **Person**: Principal
Oct 10, 2012: Anti Resistance General Trouble Shooting **Person**: Principal
Dec 12, 2012: Anti Resistance General Trouble Shooting **Person**: Principal
Feb 13, 2013: Anti Resistance General Trouble Shooting **Person**: Principal
May 1, 2013: Discussion on success and data of the tutorial period after 2 years of implementation **Person**: Principal

Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator's knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

Effective Learning Process: The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring to their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

Improving student performance through homework accountability.

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Consistent Use of Algebraic Concepts in the Classroom

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Vertical Alignment of English Curriculum Grades 6-12

Curriculum Collaboration

Brief Description: The English Department will continue meeting to vertically align the English Curriculum in grades 6-12.

Intended Participants: Teachers

Dates: Aug 15, 2012; Sep 15, 2012; Oct 15, 2012; Nov 15, 2012; Dec 15, 2012; Jan 15, 2013

Activity Purpose: Information

Activity Format: Reflective Writing

Funding:

Does this activity occur during the school day? Yes

I. Focused Academic Area: English Learning Lab

No professional development is needed for this strategy.

U. Focused Student Group: Improving male student writing scores

No professional development is needed for this strategy.

Relationship Report:
Areas of Concern / Strategies / Achievement Goals

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

Local Areas of Concern

We are concerned that... Male students will increase engagement in the classroom.

Data Targets Influenced by This Concern:

- All males tested -- ISTEP passing Language Arts (AYP)
- All males tested -- passing English 10 ECA

Strategies to Impact This Concern:

- U. Focused Student Group: Improving male student writing scores

We are concerned that... Students are not completing or turning in homework.

Data Targets Influenced by This Concern:

- All male graduates earning a core 40 -- Earning core 40 diploma
- All males tested -- ISTEP passing Language Arts (AYP)
- All males tested -- ISTEP passing math (AYP)
- All males tested -- passing English 10 ECA
- All students -- Passing Algebra I ECA
- All Students Tested ISTEP -- Achieving Mastery of Algebra and Functions (seat data)
- Seniors -- Graduating HS in four years
- Special Education Male and Female Students -- Passing English/LA ISTEP+

Strategies to Impact This Concern:

- Improving student performance through homework accountability.

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

Data Targets Influenced by This Concern:

- All males tested -- ISTEP passing math (AYP)
- All students -- Passing Algebra I ECA
- All Students Tested ISTEP -- Achieving Mastery of Algebra and Functions (seat data)

Strategies to Impact This Concern:

- Improving student performance through homework accountability.
- F. Encourage Rigorous Curriculum: Vertical Alignment of English Curriculum Grades 6-12
- F. Encourage Rigorous Curriculum: Consistent Use of Algebraic Concepts in the Classroom

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

- Seniors -- Graduating HS in four years

Strategies to Impact This Concern:

- G. Attendance

I. Focused Academic Area (IN Rules)

Data Targets Influenced by This Concern:

- All male graduates earning a core 40 -- Earning core 40 diploma
- All males tested -- ISTEP passing math (AYP)
- All students -- Passing Algebra I ECA
- All Students Tested ISTEP -- Achieving Mastery of Algebra and Functions (seat data)

Strategies to Impact This Concern:

- I. Focused Academic Area: English Learning Lab

U. Focused Student Group (IN Rules)

Data Targets Influenced by This Concern:

- All males tested -- ISTEP passing Language Arts (AYP)
- All males tested -- passing English 10 ECA
- Special Education Male and Female Students -- Passing English/LA ISTEP+

Strategies to Impact This Concern:

- U. Focused Student Group: Improving male student writing scores

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

- Seniors -- Graduating HS in four years

Strategies to Impact This Concern:

- Improving student performance through homework accountability.
- X. Graduation Plan

Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

A. Where is the public copy of your school's curriculum located?	Principal's office
B. What rules or statutes would you like to waive in order to promote student learning? ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies.	None
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	NWEA Map Compass Learning Acuity

Continuous Improvement Timeline

| DISCUSSION TOPIC | FACILITATOR TRAINING (Steering Teams) | | | FACULTY AND COMMUNITY COUNCIL DISCUSSIONS |
| | ORIGINAL PLAN | REVIEW & REVISE | | |
	1st Year Schools	2nd and 3rd Year Schools	Alumni Schools	
New Principal and Steering Team Member Training	n/a	Aug	Aug	n/a
First Year: Rationale + Organizational Structure **After First Year:** Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks of Sept
Vision	Session 2 – Sept	n/a	Session 1 – Aug PM	First 2 weeks of Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks in Nov
Areas of Concern	Session 4 - Dec	n/a	Session 2 – Dec PM	First 2 weeks in Jan*
Strategy Selection	Session 5 - Jan	Session 2 - Dec	Session 2 – Dec AM	First 2 weeks in Feb
Conference on Learning	Jan	Jan	Jan	
Strategy Selection: Title & Description	Feb	Feb	n/a	First 2 weeks in Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Optional Strategy Chair Training	First week of Apr

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2014-2015 school year