

Indiana School Improvement Plan

Rossville Middle/ High School

Rossville Consolidated School District

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Overview

Plan Name

Indiana School Improvement Plan

Plan Description

This document details the plan for school improvement in Rossville Middle/High School.

Established Objectives of Continuous Improvement

Attendance Rate

Rossville Middle/Senior High School (RMHS) will communicate daily absences to parents via phone as well as notifying parents of total days absent via attendance letter documentation at five (5), seven (7) and ten (days) absent from school. RMHS staff and administration will assess any transportation and/or home barriers affecting regular attendance through counselor meetings with individual students. In the event a student continues to be absent from school, a meeting will be conducted including the student, the parent(s), counselor, administrator and possibly our School Resource Officer (SRO). Communicating in this meeting will be requirements for any future absences to be excused and possible school and legal consequences for not meeting these requirements.

Utilizing these strategies, RMHS will continuously increase the student attendance rate over the next three (3) years. We will analyze our data yearly to review and/or revise any of the strategies. Over the 2020 (96.62%), 2021 (92.72%), and 2022 (95.99%) graduating class we have continually emphasized the correlation between attendance and academic achievement with all stakeholders.

ILEARN Proficiency Rates

We will have to use the valid data from the spring of the 2018 school year due to test suspension in the spring of 2020. In the spring of 2018 54% of our testers passed the English portion and 32% passed the Mathematics portion of ISTEP+ 10th grade. 59% of our 8th grade class passed the English portion and 64% passed the Mathematics portion for the same testing period. Our 7th graders passed the English portion at a rate of 82% and the Mathematics portion at a rate of 82% also. Finally, our 6th graders passed the English portion at the rate of 63% and the Mathematics portion at the rate of 59%.

Current strategies we have implemented to improve these scores include switching instructors for Algebra I, adjusting our master schedule to include both Mathematics and English labs at the high school level and creating curriculum maps to align grade level standards as well as using multiple measures such as STAR testing and LevelUp to determine the academic gaps due to the pandemic.

Our plan was to continue to analyze these scores and provide professional development on an annual basis with an emphasis on ILEARN through 2024.

Graduation Rates

Our most recent four (4) year cohort graduation rates are 19-20 (91.55%), 20-21 (92.86%) and 21-22 (94.74%).

RMHS will continue to utilize strategies such as in-school and out-of-school credit recovery opportunities, English and Mathematics remediation and shifting

students into graduation pathways to increase our graduation rate. We will also be investigating ways to continue adding dual credit and AP classes to satisfy different areas of the graduation pathway, as well as developing more project-based learning opportunities for our students. We have already added a dual credit speech class for the upcoming school year. Another strategy we recently implemented was requiring each student to complete the Preparing for College and Careers course as an 8th grader. This introduces them to several different career choices and educates them on the necessary pathway for those choices. Requiring this course as an 8th grader helps lower the risk that this graduation required credit is not earned. We will also be administering the ASVAB to all juniors giving them the opportunity to graduate under the pathways as well.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Rossville Middle/High School will improve its ILEARN pass rate through on-going PD with NiESC (Dr. Grewe)	See attached	Focus	\$8,000 per year through 2024
2	Rossville Middle/High School will improve its Attendance rate.	See attached	Focus	
3	Rossville Middle/High School will improve its Graduation rate.	See attached	Focus	

Goal 1

Rossville Middle/High School will improve its ILEARN pass rate.

Measurable Objective 1

We will improve our pass rate by 5% by the end of the 2022-2023 school year.

Strategy 1

On-going professional development will be provided four (4) times annually to all staff involved in ILEARN.

Strategy 2

Selection of priority standards will be completed by grade level and subject. RMS has aligned standards-based resources from the Indiana Department of Education, including Item Specifications, Frameworks, and Performance Level Descriptors.

Within these resources teachers find academic vocabulary, depth of knowledge, ELL strategies, special education strategies, digital resources, previous and next standards for alignment, and I Can statements to name a few pieces of information.

Strategy 3

Rossville Middle/High School teachers will use Guided Homeroom to bridge the gap that has been identified with the assessments.

On-going professional development will be provided four (4) times annually to all staff involved in ILEARN.

Strategy 4

Prior to Standardized Testing, English teachers will run cumulative review question sessions over all tested standards.

Strategy 1

On-going professional development will be provided four (4) times annually to all staff involved in ILEARN.

Activity:	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
All teachers will be taught and learn how to effectively use learned material for ILEARN testing.	Professional Learning	8/5/2021	5/2025	\$32,000	ESSER Funds	All involved in ILEARN testing.

Strategy 2

Selection of priority standards will be completed by grade level and subject. RMS has aligned standards-based resources from the Indiana Department of Education, including Item Specifications, Frameworks, and Performance Level Descriptors.

Within these resources teachers find academic vocabulary, depth of knowledge, ELL strategies, special education strategies, digital resources, previous and next standards for alignment, and I Can statements to name a few pieces of information.

Activity:	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
All teachers in all areas have worked diligently	Maps	1/5/2022	On-going	\$0	No Funding	All teachers in

on their curriculum maps					Required	grades 6-12
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Strategy 3

Rossville Middle/High School teachers will use Guided Homeroom to bridge the gap that has been identified with the assessments as well as No Red Ink.

Activity:	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Students will be identified based on the data and provided 35 minute guided homerooms to bridge the identified learning gap.	Improved Rigor in identified areas and gaps.	8/9/21	On-going	\$0	No Funding Required	Math and Language Arts teachers supported by staff.

Strategy 4

Prior to Standardized Testing, English teachers will run cumulative review question sessions over all tested standards.

Activity:	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
All students will receive extra assistance and review on questions covered on tested standards	Student rigor will be improved.	8/9/21	5/2022	\$0	No Funding Required	Language Arts Department, et.al

Goal 2

Rossville Middle/High School will improve its attendance and graduation rate

Measurable Objective 1

We will improve our graduation and attendance by the end of the 2022-2023 school year.

Strategy 1

Edgenuity will be used as a credit recovery program for all students to make up credits

Strategy 2

Language and Math Labs are established to assist students who are struggling in these two academic areas.

Strategy 3

Communication on days 5, 7 and 10 will be made the Assistant Principal and Attendance Clerk

Strategy 4

RHS will work cooperatively and collaboratively with Ivy Tech for off campus enrollment.

Strategy 1

Rossville Middle/High School math teachers will start the year with a cumulative review session over the standards from the previous grade levels for 1-2 weeks.

Activity:	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Edgenuity will be used as a credit recovery program for all students to make up credits	Professional Learning	8/5/19	5/21/21	\$5,000.00	Corporation	Director of Student Services

Strategy 2

Language and Math Labs are established to assist students who are struggling in these two academic areas.

Activity:	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Math and Language Labs are incorporated into our hour long Homeroom time	Self and Teaching Monitoring	8/9/21	On-going	\$0	No Funding Required	Math/English teachers

Strategy 3

Communication will be made on absenteeism days 5, 7 and 10 will be made the Assistant Principal and Attendance Clerk

Activity:	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Letters will be sent and communication made by staff to improve our attendance rate	Letters and phone calls	8/9/21	On-going	\$0	No Funding Required	Assistant Principal

Strategy 4

RHS will work cooperatively and collaboratively with Ivy Tech for off campus enrollment.

Activity:	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Ivy Tech and RHS will continue its agreement to assist students transitioning from pk-12 to post-secondary education	Student and Teacher Monitoring	8/9/21	On-going	\$0	No Funding Required	Ivy Tech Coordinator and Guidance Department

Activity Summary by Funding Source

Below is a breakdown of our activities by funding source.

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
4 year professional development package	Professional Development	PD	8/2021	5/2025	\$32,000	Principal
Edgenuity	Online support and classes for credit recovery	Credit Recovery	8/2022	5/2023	\$5,000	Director of Student Services
Total					\$37,000	

Curriculum

Our staff created curriculum maps for each of their subjects. As part of our continual review process each teacher annually reviews and updates their maps as needed. Maps were evaluated during the school years of 2019-2020 and 2020-2021 school years. During the 2021-2022 school year, each teacher was responsible for an in-depth review, which was completed and our maps were updated. Maps are found on the corporation and school websites.

Assessments in Addition to ILEARN

Description

Rossville Middle/Senior High School (RMHS) utilizes several pieces of data to make informed decisions. RMHS conducts benchmarking tests at the beginning, middle, and end of each school year to track the growth of all students in grades six through eight. RMHS uses the Renaissance program STAR to collect this data. Students who belong to high school cohorts participate in PSAT/NMSQT testing during the 10th and 11th grade years. Students in the 11th grade also take ASVAB and SAT which are both administered by RMHS during a regular school day. RMHS also provides students the opportunity to participate in several Advanced Placement courses which have exams associated with the completion of each respective course. This data is in addition to the state mandated ILEARN for grades six through eight and the ILEARN Biology ECA which is taken at the end of the completion of Biology.

Learning Needs of All Students

Exceptional Learners

RMHS recognizes the importance of meeting the needs of students where they are while still providing on grade level instruction. At the middle school level, honors classes for mathematics and English are utilized. RMHS places students in honors courses based on triangulated data. This same triangulated data is used to identify students who are in need of intervention but who are not already identified as special education students. Middle school students who are in need of intervention are placed in an hour and five minute homeroom where they get additional assistance from their mathematics and English teachers. At the high school level, honors level English courses are available for grades nine and ten. While students who are

advanced in mathematics can start earning high school credit in middle school (again determined by triangulated data). Once these identified students start earning high school credits they then advance through the mathematics courses accordingly. RMHS also offers several Advanced Placement and Dual Credit opportunities for students throughout their high school experience. Any RMHS student who qualifies for special education services are provided with specialized instruction, learning provisions, and accommodations as outlined within each respective Individualized Education Plan.

Courses for Academic Honors Diploma

It is the main goal of the RMHS faculty and staff to provide each student with the opportunity to earn the highest possible degree. All students are provided with the opportunity to meet with the Director of Student Services on at least an annual basis to review graduation requirements and audit current transcripts. Students and parents are encouraged to start high school with course selections which set each student up on the path of possibly earning an Academic Honors Diploma if the student desires. Each year, teaching assignments are based off of student need with with emphasis being placed on ensuring students have ample opportunity to earn an Academic Honors Diploma.

RMHS is fortunate to have the ability to offer AP courses for Biology, Calculus, Statistics, Chemistry, English Language and Composition, English Literature and Composition as well as US History. We also offer Dual Credit opportunities in the following courses: Agribusiness Management, Horticulture Science, Natural Resources, Automotive Services Technology, Construction Technology: HVAC, Criminal Justice, Welding Technology, English 111 and English 112 (not offered for the 21-22 school year).

Completion Encouragement of Core 40 and Academic Honors

All students who start as freshmen at RMHS are on the Core 40 diploma track or above. We offer traditional course recovery options, credit recovery during study hall times and when necessary, will allow students to recover credits at their own pace outside of school utilizing Edgenuity software. Helping to ensure our students receive every possible opportunity and are provided with the appropriate support along their journey here at RMHS is our number one priority. Students' four year plans are mapped out in accordance with the Indiana Core 40 requirements as a minimum. Students meet at least annually with the Director of Student Services to review transcripts and to complete course audits. During this meeting, all diploma options are discussed. Additional meetings with administration occur on an as needed basis throughout the students' time at RMHS.

Parental Participation

Parent involvement is key to our improved academics. We send multiple messages via a variety of social media sites weekly as well as the use of Messenger to communicate with our involved families. We have a Parent Advisory Council led by the principal that focuses on creating opportunities for positive parent participation in school events. The parent leaders utilize this committee to enlist other parents and key community stakeholders in helping with events such as our

back to school open house, the first day of school and pep session spirit activities, and other key 'fun' days such as annual awards days for both middle and high school students.

Safe and Disciplined Learning Environment

Physical Building

Rossville Middle/Senior High School takes pride in offering a safe learning environment for all our students. RMHS utilizes the latest technology with visitor screening, video surveillance, progressive safety response planning, and constant training for staff on how to handle emergency situations. The technology department is a supporting department in the mission to keep our staff and students safe. We have employed the latest content filtering options as well as email monitoring to assist with looking for students that might need assistance or situations that need to be addressed by the safety team. RMHS promotes that safety is a team effort and that includes students being involved in the safety process. RMHS offers a student safety committee that allows students to have a say in the safety planning of the building as well as offers the safety team the viewpoint of students during our planning sessions. Our building has most recently gone through the first of a three phase remodel. This first phase allowed the school to create a single point of access for all visitors, routing them through our main office prior to granting them access to the student populated areas. This has been a critical safety measure that was not possible prior to the construction due to the building layout.

RCSD Police Department

RMHS also utilizes Rossville Consolidated School District's police department to assist with situations as well as create a positive learning environment for our staff and students. RMHS main office is also the home to our Rossville Consolidated School District Police Department office. We currently employ a single School Resource Officer with plans to add another within the next school year. The addition of our own police department has been a tremendous help in lowering the response time of law enforcement when needed for unsafe incidents. Our SRO has done a tremendous job of interacting with our student body in the hallways, lunch room and even during class time.

Discipline

Our administrative team addresses our student discipline as a cohesive unit with a focus on what is best for all students. Our philosophy is to keep our students in the building using alternative discipline to suspension models as supported by our data. This affords RMHS the opportunity for consistency among all age groups of students. It also allows the team time to work with students in both positive and corrective ways, giving them the time necessary to establish quality relationships.

Coordination of Technology Initiatives

Rossville Middle/Senior High School remains a leader in the utilization of technology throughout the school building to create an amazing learning experience for students. RMHS offers a 1:1 learning environment with a focus on usability and adaptability for students and staff. There is a renewed focus on staff training and professional development that will increase technology utilization throughout the building. We are entering our 8th year of technology being infused in our classrooms, and we are proud of where we are at as a school. Staff should feel empowered to ask for tools and assistance from the technology staff and receive timely answers and solutions to their problems. The technology department also fields questions from students and parents daily. We are looking at only improving these offerings by offering parent training sessions and tech tips to our students throughout the school year. Once a year, students and staff are surveyed about technology issues and initiatives to help reflect that we are here to help and serve the students and staff of RMHS. The ultimate goal of the technology program at RMHS is to provide valuable tools to staff, students, and the community while being efficient and maintaining best practices.

Professional Development Program

RMHS partners with Wabash Valley Education Center (WVEC) to provide professional development for our staff. We rely on WVEC to provide the most current, up-to-date topics as well as complying with the State Board's core principles. Administrative staff meet with WVEC staff yearly to discuss data and plan for that year's professional development offerings. Most of these are hosted by WVEC in West Lafayette however some are located regionally. Our teachers have attended sessions on technology integration, makerspace training, captivating student brain in science and math and power strategies to boost reading and writing on standardized tests. We have also received extensive problem based learning professional development from Equitable Education Solutions. Rossville Middle School recognizes the need to choose priority standards due to the large number of standards each grade level and subject has assigned to them. Teachers have looked at Marzano's work that proves schools would need a K-22, not K-12, school system if teachers gave equal focus to all the standards. RMS teachers use the Online Reporting System (ORS) to pull, standard by standard, the results of the grade level for each tested subject. The standard results (above proficiency, borderline, or below proficiency) are then paired with the priorities found on the grade level blueprints (low, medium, or high), and the Standards in Need of Essential Support (SENS) to select 8-10 priority standards. This process provides clarity for staff as a part of the Guaranteed and Viable Curriculum. Following the selection of priority standards by grade level and subject, RMS aligns standards-based resources from the Indiana Department of Education, including Item Specifications, Frameworks, and Performance Level Descriptors. Within these resources teachers find academic vocabulary, depth of knowledge, ELL strategies, special education strategies, digital resources, previous and next standards for alignment, and I Can statements to name a few pieces of information to address student learning needs; specific activities to implement such strategies; and an evaluation of the impact of such strategies. RMS tracks ILEARN results by standards annually (2019, 2021, 2022) to identify trends and assess progress by standard. Teachers then look at previously chosen priority standards to see if they should continue as a focus or if changes need to be made.

Cultural Competency

Rossville Middle/Senior High School (RMHS) recognizes the importance of improving and increasing cultural competency within the school community. Staff at RMHS are committed to learning about themselves to have the ability to then learn about other cultures and backgrounds. The staff at RMHS understand the four key areas to improving cultural competency; awareness, attitude, knowledge, and skills. The staff at RMHS have been and will continue to go through professional development in these identified areas. Frequently, RMHS undergoes professional development designed to help staff and students to recognize their own self values and worth (awareness). Administration is continuing to encourage staff and students to take the initiative to create and attend different club meetings throughout the year, these clubs include a multitude of differing opinions and lifestyle choices, it is an understanding that clubs and organizations are respected by all of the RMHS community (attitude). One area RMHS is working towards improving is the knowledge of other cultures. Along with future professional development opportunities, RMHS provides the opportunity for students to have access to gaining knowledge and improving their own cultural competence through classes. RMHS offers a variety of diverse courses for students; Principles of Human Service, Relationships and Emotions, and Understanding Diversity. Additionally, each student is required, throughout their time at RMHS, to take a class within the Fine Arts department, this department has and will continue to push the boundaries of cultural competence through art, drama, and music (knowledge). RMHS focuses on identifying the success of all students. Students from every area of the school are awarded with HIVE (Honesty, Integrity, Values, and Excellence) awards. Administration has pushed the emphasis of finding the positive traits of all students, a student who receives an award is recognized throughout the school, nearly 20% of students are recognized each month with a HIVE award and the students receiving the awards change monthly. To award these students it takes empathy of staff to identify what challenges the students face to be able to make the decisions that embody the HIVE acronym (skills).

RMHS is the center of the Rossville community. Parents, stakeholders, and community members are actively involved in decision making and planning to keep the success of RMHS each year. The understanding and willingness to to grow and improve cultural competence comes from every person within the community.

Areas of Need

RMHS is a small, rural school however we do have small populations of students from different racial and ethnic backgrounds. While these students represent a

small portion of our overall population, we feel that this imbalance may contribute to the few conflict incidents that occasionally occur. While we have staff and student anti-bullying training, it would be helpful to have specific sessions for rural schools with less racial/ethnic diversity.

Paul Haynes

October 3, 2022

Signature of Rossville Classroom Teachers Association Representative

Date

Terry L. Thompson

October 3, 2022

Signature of Principal

Date
