

Rossville Middle/HighSchool Improvement Plans 2023-2025

Contact information:

Rossville Middle/High School
1 Robert Egly Drive
Rossville, IN 46065
765-379-2990

School Improvement Team:

Terry Thompson- Principal
Brian Wenzel – Team Lead/Mathematics
Beverly Ploughe – Team Lead/English/Language Arts
Aubree Buck – Assistant Principal
Shann Dunn – Director of Student Services
Jason Newhouser – Fine Arts
Cory Dunn – Physical Education and Health
Chad Geheb – Social Studies
Mason Morrison – English/Language Arts
Brittany Need – Vocational Studies
Randi Swan – Special Services
Joel Wilson – Science

Core Curriculums: Middle/High School

English/Language Arts

MyPerspectives English Language Arts - MS
MyPerspective English/Language Arts - HS

Mathematics

Big Ideas Math: Modeling Real Life - MS
MS Algebra: Algebra I - MS
IN Reveal Algebra Math–Math - HS
Geometry with CalcChat and CalcView - HS
IN Reveal Algebra II - HS
PreCalculus with Limits - HS
Calculus for AP - HS
Learning from Data AP - HS

Science

Exploring Environmental Science–Science - MS
CPO Science - MS
National Geographic + Mind Tap - HS
The Unity and Diversity of Life - HS
World of Chemistry - HS
Chemistry, AP Edition Update - HS
CPO Science Foundation of Physical Science - HS
K12CTE Body Structures and Functions – HS

Social Studies

World Geography Western World - MS
Indiana History, Places and Cultures of Asia, Africa and the Southwest Pacific - MS
Middle Grades American History Indiana - MS
Magruder’s American Government–Social Studies - HS
Indiana US History Modern Times - HS
America’s History - HS
HS World History - HS
Myer’s Psychology - HS

Curriculum maps located at www.rcsd.k12.in.us

Assessments:

Formative: STAR
Summative: ILEARN, PSAT, SAT

MTSS:

Rossville Middle High School (RMHS) implements a comprehensive Multi-Tiered System of Support (MTSS) specifically designed to address the social and emotional needs of all students. The first tier of this system is universal and focuses on providing support to all students. This includes 1:1 counseling opportunities facilitated by our dedicated counselor, who is available to assist students in navigating their personal challenges. RMHS also acknowledges and rewards positive behavior through Hive Awards, fostering a positive and inclusive school climate.

Rossville Middle/High School has an established Positive Behavioral Supports system through a variety of opportunities. (e.g. HIVE Awards). As part of our positive behavior intervention system we issue the Hive Award. This award is given by any staff member to individuals who display one of the following traits on a monthly basis. Submissions are made to the Assistant Principal who honors our students monthly as they meet our

expectations. HIVE stands for Honor, Integrity, Values, and Excellence. Additionally, 5-star middle school lessons are implemented, ensuring that students receive comprehensive social-emotional learning (SEL) instruction. RMHS is proud to have recently secured an upcoming PYSI Grant, specifically targeted as a mental health initiative for Pre K-12, further enhancing the SEL support provided to its students.

Moving to the second tier, RMHS offers targeted or group interventions for students who require additional support. Through 4C counseling referrals and the provision of hot passes to the calming corner, students can access the resources necessary to address their individual needs.

In the final tier of RMHS's MTSS, intensive and individualized interventions are provided to students requiring more extensive support. The Navigate 360 program plays a vital role in this tier, enabling the school to conduct thorough threat and suicide assessments, ensuring that students in crisis receive prompt and appropriate help.

Overall, Rossville Middle High School's MTSS for SEL is a comprehensive and multi-faceted approach that aims to address the social and emotional needs of all students, providing a nurturing and supportive environment for their growth and well-being. RMHS employs a comprehensive MTSS for academics, ensuring that all students receive the necessary resources and assistance to achieve their academic goals. The first tier of this system is universal and encompasses various strategies. Students in grades 6-10 undergo Star assessments, which help identify their individual needs and guide instructional planning. RMHS also utilizes researched-based texts and provides homework help to support students' learning outside of the classroom. Additionally, National Honor Society (NHS) Tutoring is available to students who require additional academic support.

In the second tier, RMHS focuses on math interventions. The Aleks Math program is implemented, offering personalized learning experiences and guidance in a structured environment. Combined with guided homeroom sessions, students receive targeted instructional help to enhance their math skills.

The final tier for math intervention at RMHS is the Ascend Math program, which provides independent designed instruction tailored to each student's unique needs. This program offers additional support and reinforcement to ensure students grasp mathematical concepts effectively.

In the English department, RMHS employs a two-tier approach. The second tier utilizes the Mindplay program, a comprehensive online tool for English Language Arts (ELA).

Coupled with guided homeroom sessions, this tier provides students with targeted support in developing their English language skills.

The final tier for English intervention at RMHS involves 1:1 homeroom sessions with licensed teachers. This individualized approach offers immediate help and support to students who require extra assistance in English, ensuring they have the resources needed to succeed.

Through its Multi-Tiered System of Support (MTSS) for academics, Rossville Middle High School is committed to addressing the diverse needs of its students, promoting academic growth, and fostering a supportive learning environment.

RMHS implements a Multi-Tiered System of Support to address student behavior, ensuring a safe and conducive learning environment for all. The first tier of the system is universal, focusing on proactive measures to prevent behavioral issues. Upon initial signs of inappropriate behavior, a warning is issued, followed by a 1:1 conference between the student and teacher. A log entry and a phone call to parents are made to keep them informed about their child's behavior. In more severe cases, a conference involving administration, parents, teachers, and the student is arranged to address and resolve the issue collectively.

Moving to the second tier, RMHS emphasizes consistent behavior expectations, which are enforced by the administration. Students may be placed on a behavior contract, outlining specific goals and expectations. In cases where the behavior persists, in-school or out-of-school suspension may be utilized as consequences. Additionally, a monthly check-in with teachers is conducted via Google Forms to monitor progress and provide ongoing support to students.

The final tier of RMHS's MTSS for behavior involves habitual or illegal behavior. In these instances, the administration collaborates with law enforcement to ensure appropriate intervention. Consequences may include homebound instruction, expulsion, or mandatory drug and alcohol courses, depending on the severity and nature of the behavior.

Through its Multi-Tiered System of Support for behavior, RMHS is committed to addressing behavioral issues promptly and effectively, with a focus on preventive strategies, consistent expectations, and appropriate consequences. By maintaining a supportive and disciplined environment, RMHS promotes positive behavior and cultivates a culture of respect and

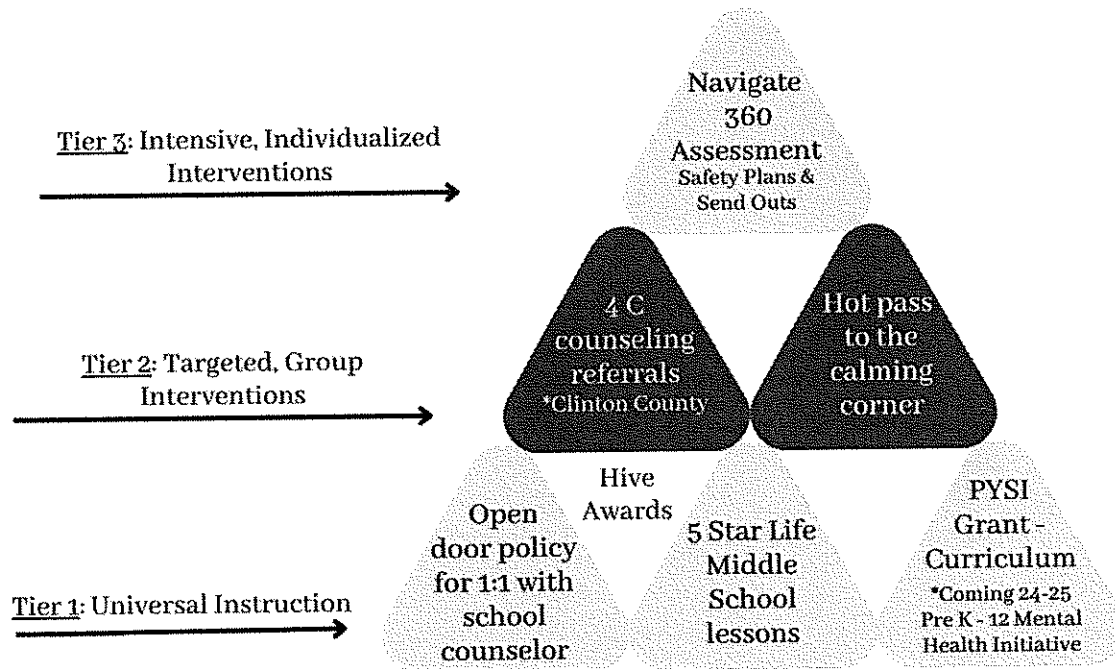
Student Rules:

Rossville Middle/High School rules can be found in the Student-Parent Handbook and a copy can be found at <https://www.rcsd.k12.in.us/families/handbooks-and-policies> Each spring the RCSD Board of Education is given a copy and affirms.

RMHS

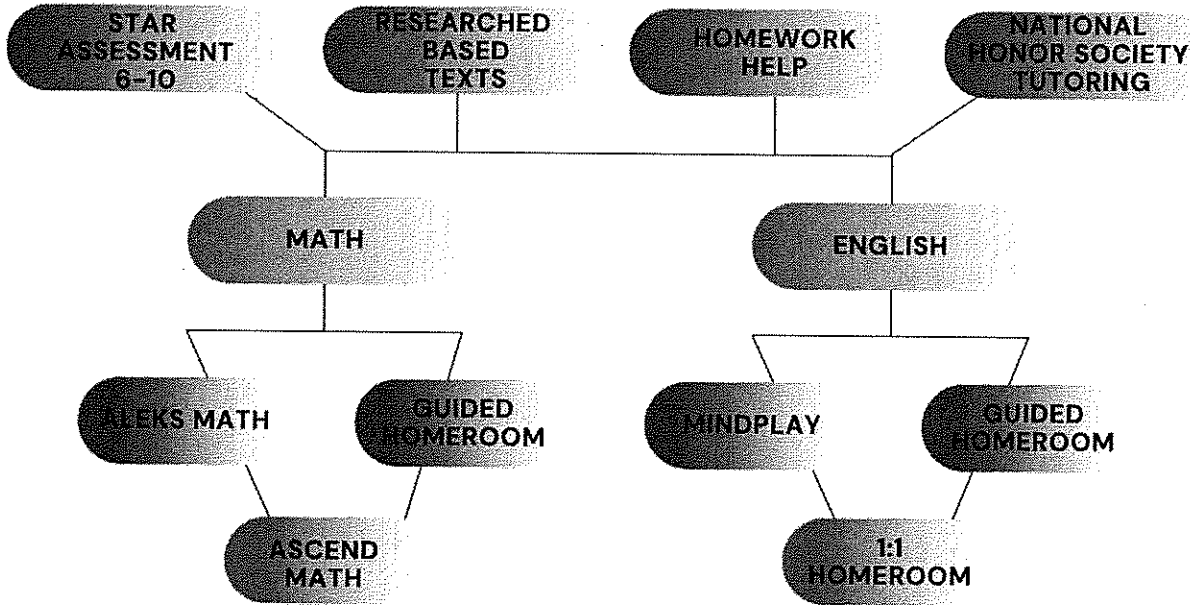
**Multi-Tiered
System of Support**

SEL



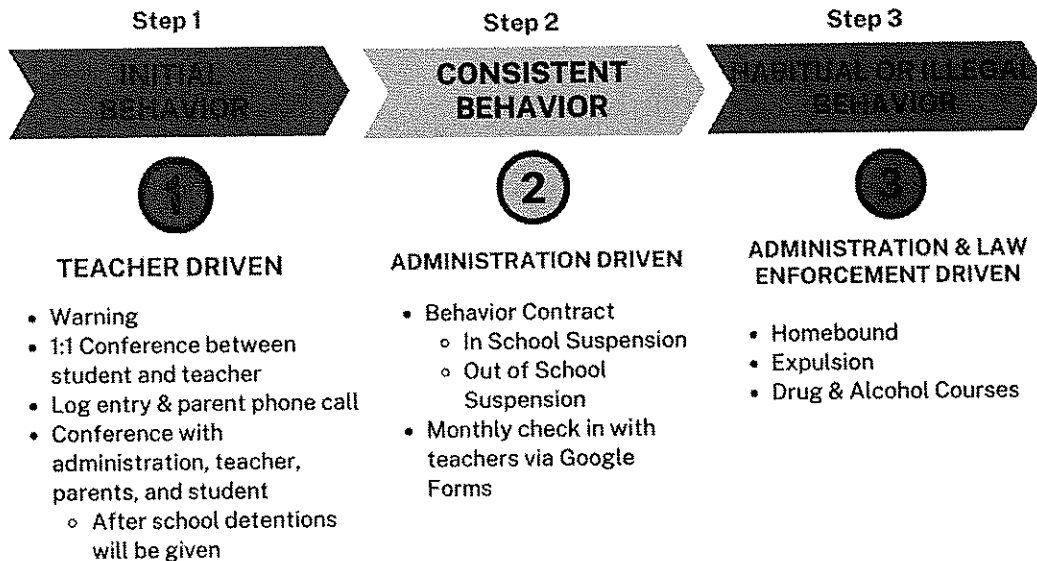
RMHS

ACADEMIC MULTI-TIERED SYSTEM OF SUPPORT



RMHS

BEHAVIORAL Multi-Tiered System of Support



Acceptable Use of Technology

Please refer to the 1 to 1 Digital Learning Device Handbook and RCSD's Board Policy Chapter 6, Code 621 Student Acceptable Use Policy and Code 622 Cyber Safety Policy, for complete details on student expectations for their school issued devices.

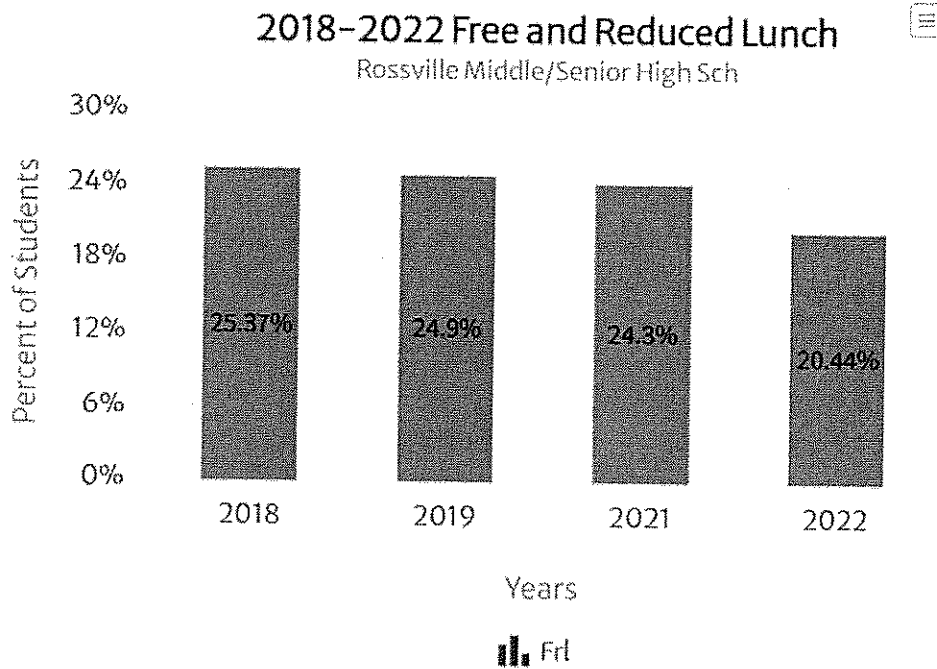
English Language Learners - WIDA Results

Grade	Scores
1	4.1
2	5.7
2	5
4	2.3
5	3.8
3	4
7	4.7

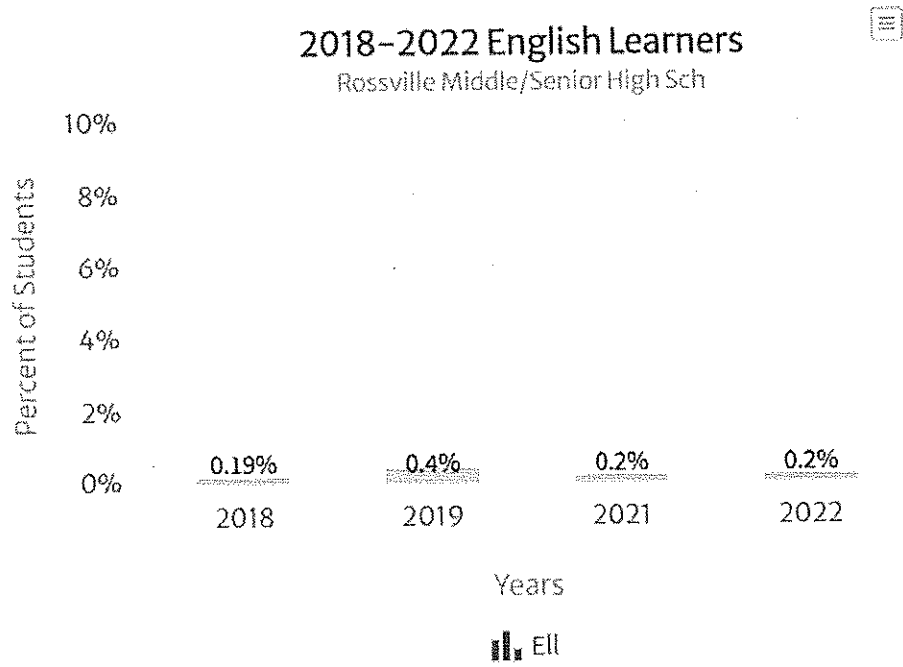
Rossville Middle/High School diversity:

- 92.4% White
- 4.2% Hispanic
- 2% Multiracial
- 0.6% Black/African-American
- 0.2% Native American
- 0.6%.Asian

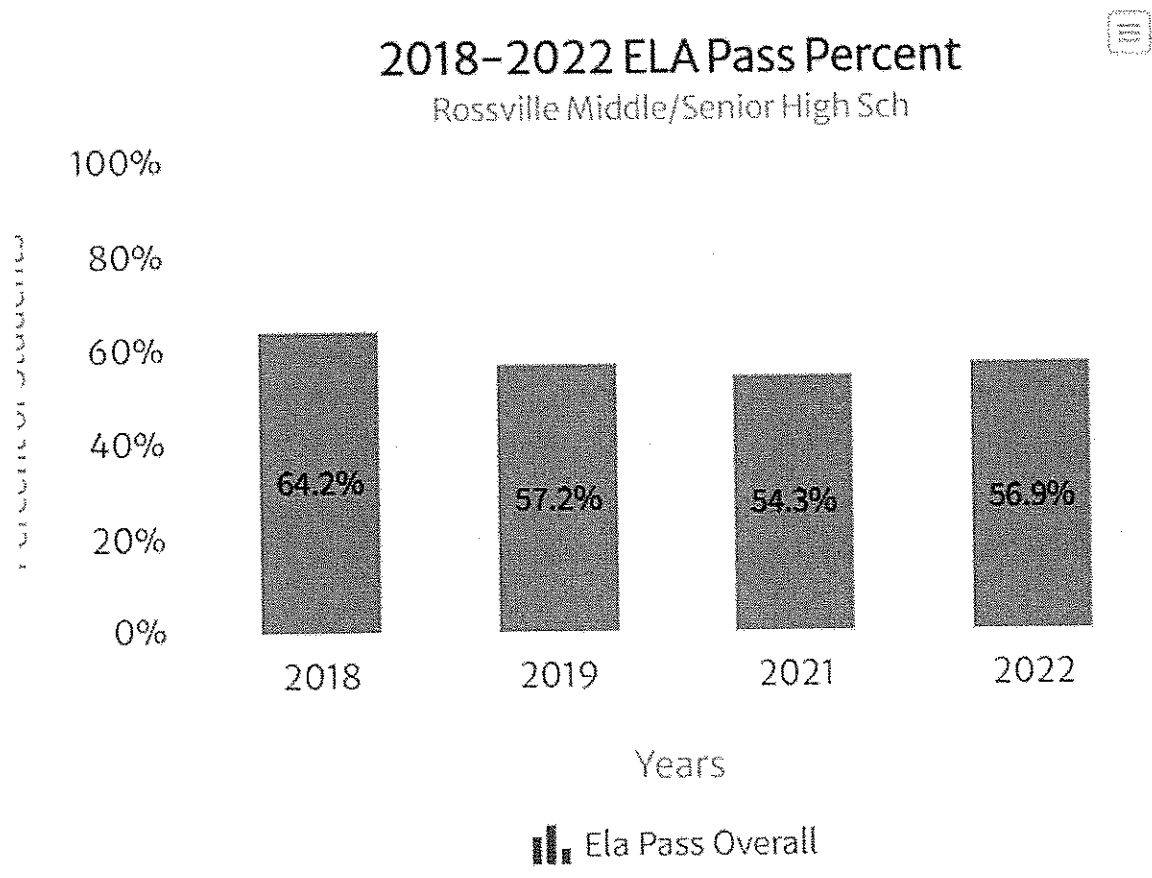
We have observed a slow and steady decline in the percentage of free and reduced lunch at our school.



Our English Language Learner population statistics:

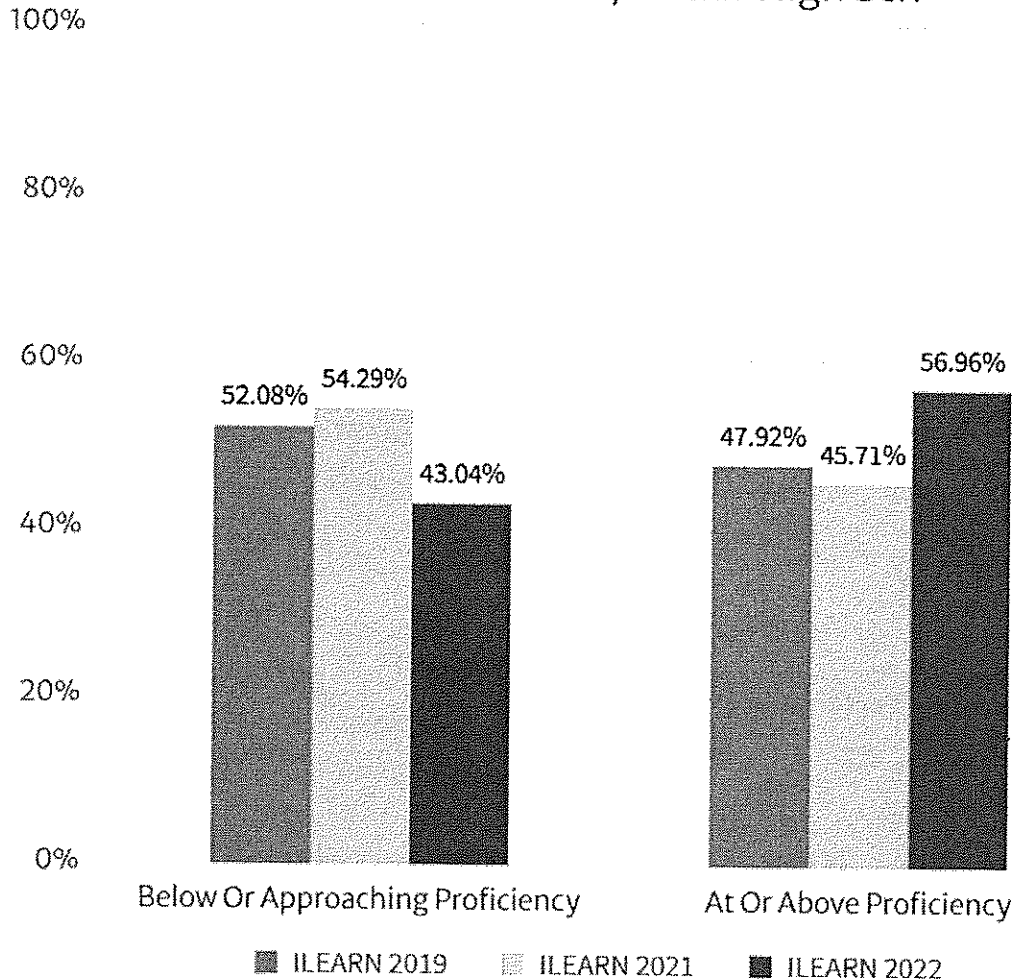


Student ELA Academic Performance



ELA Proficient Vs Not Proficient

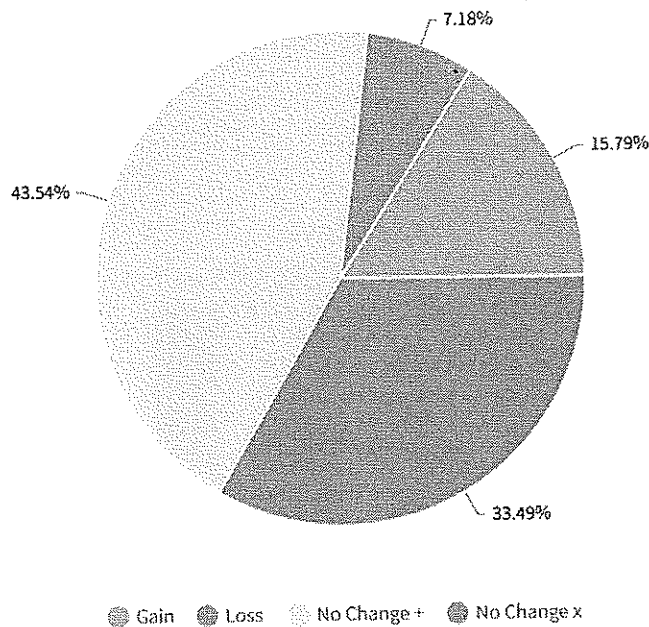
Rossville Middle/Senior High Sch



Of the 230 students who took ILEARN in 2022, 56.96% scored at or above proficiency while 43.04% scored below or approaching proficiency. This compares to 210 students who took ILEARN in 2021 where 45.71% scored at or above proficiency and 54.29% scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of 11.24% of students scoring at or above proficiency from the 2021 ILEARN assessment to the 2022 ILEARN assessment.

ELA Net Proficiency Rossville Middle/Senior High Sch



ILEARN Net Proficiency:

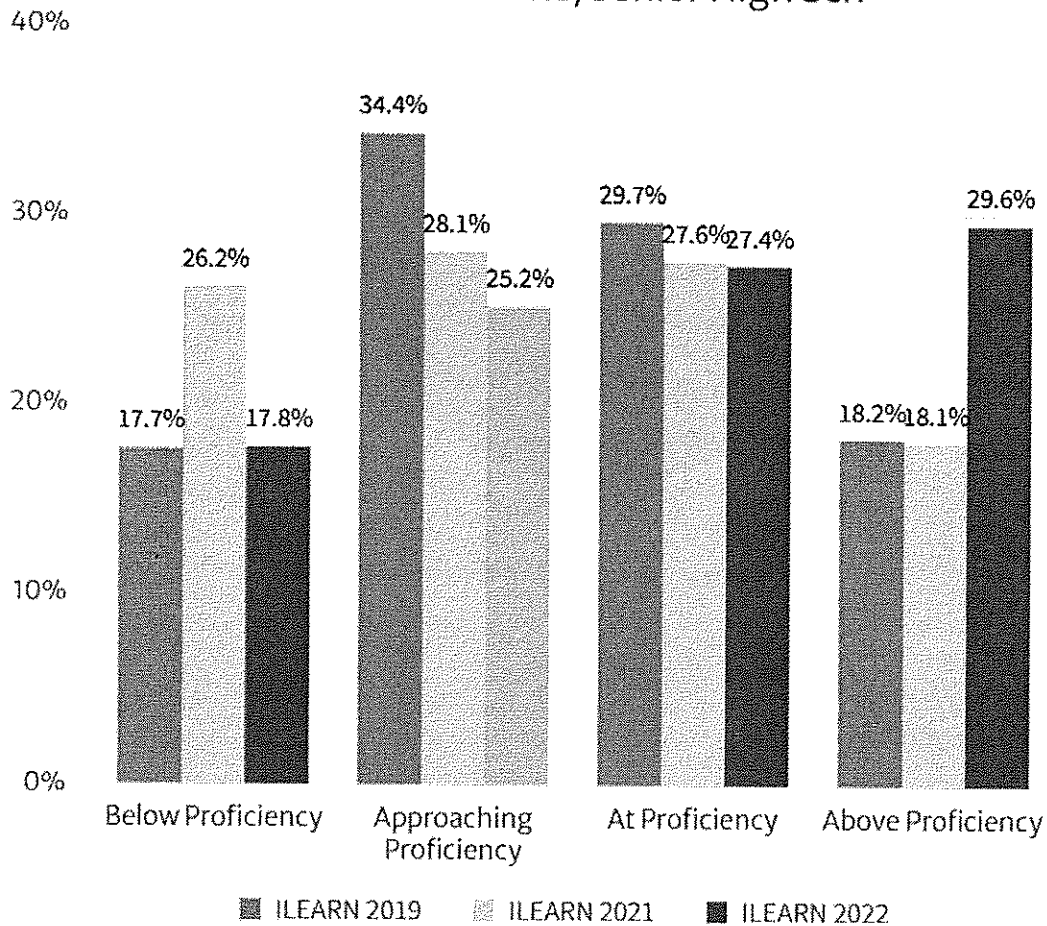
Growth of 8.61%

Of the 209 students who took both the ILEARN 2021 and ILEARN 2022 assessment, 15.79% demonstrated positive movement from not passing in 2021 to passing in 2022; while 7.18% demonstrated negative movement from passing in 2021 to not passing in 2022. This showed a net (decrease/increase) of 8.61% from 2021 to 2022 administration of ILEARN.

The 33.49% of students who did not pass ILEARN in both 2021 and 2022 as well as those 43.54% of students who passed ILEARN in both 2021 and 2022 are not factored into the Net Proficiency calculation as each category demonstrated no movement between the two assessments.

ELA Proficiency Category Comparisons

Rossville Middle/Senior High Sch



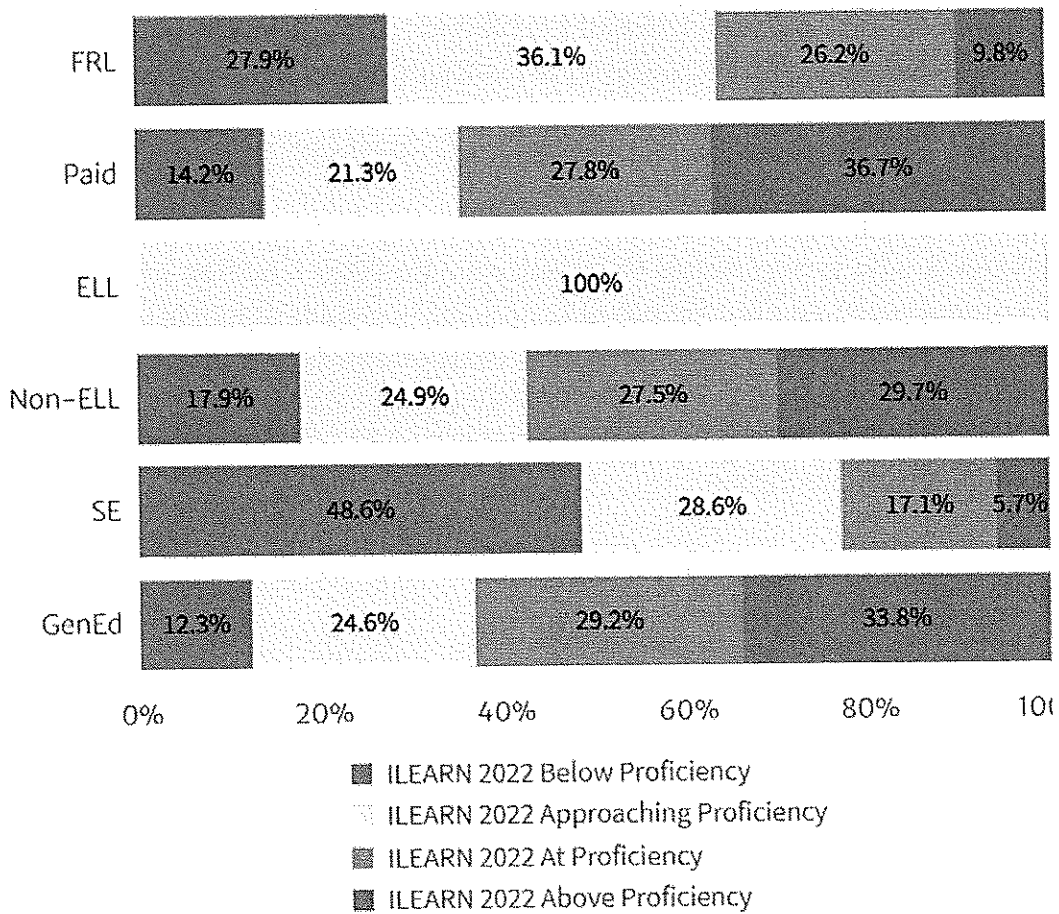
Of the 230 students who took ILEARN in 2022, 29.57% scored above proficiency while 18.10% scored above proficiency on the 2021 ILEARN. This showed a net (decrease/increase) of 11.47% from 2021 to 2022.

Of the 230 students who took ILEARN in 2022, 27.39% scored at proficiency while 27.62% scored at proficiency on the 2021 ILEARN. This showed a net (decrease/increase) of -0.23% from 2021 to 2022.

Of the 230 students who took ILEARN in 2022, 25.22% scored approaching proficiency while 28.10% scored approaching proficiency on the 2021 ILEARN. This showed a net (decrease/increase) of 0 from 2021 to 2022.

Of the 230 students who took ILEARN in 2022, 17.83% scored below proficiency while 26.19% scored below proficiency on the 2021 ILEARN. This showed a net (decrease/increase) of -8.36% from 2021 to 2022.

ELA Proficiency By Group Rossville Middle/Senior High Sch



Of the 68 students who scored Above Proficiency on the 2022 ILEARN: 8.82% students are categorized as Free/Reduced Lunch and ; 91.18% students are categorized as Paid Lunch; 0.00% students are categorized as English Language Learners and ; 100.00% students are categorized as Non-English Language Learners; 2.94% students are categorized as Special Education and ; 97.06% students are categorized as General Education.

Of the 63 students who scored At Proficiency on the 2022 ILEARN: 25.40% students are categorized as Free/Reduced Lunch and ; 74.60% students are categorized as Paid Lunch; 0.00% students are categorized as English Language Learners and ; 100.00% students are categorized as Non-English Language Learners; 9.52% students are categorized as Special Education and ; 90.48% students are categorized as General Education.

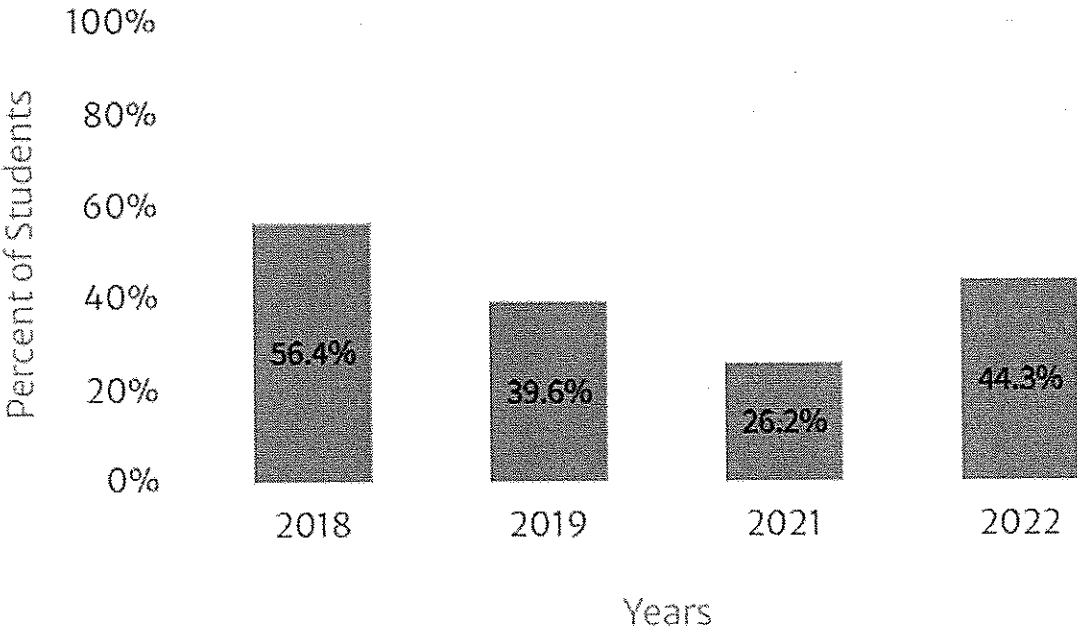
Of the 58 students who scored Approaching Proficiency on the 2022 ILEARN: 37.93% students are categorized as Free/Reduced Lunch and ; 62.07% students are categorized as Paid Lunch; 1.72% students are categorized as English Language Learners and ; 98.28% students are categorized as Non-English Language Learners; 17.24% students are categorized as Special Education and ; 82.76% students are categorized as General Education.

Of the 41 students who scored Below Proficiency on the 2022 ILEARN: 41.46% students are categorized as Free/Reduced Lunch and ; 58.54% students are categorized as Paid Lunch; 0.00% students are categorized as English Language Learners and ; 100.00% students are categorized as Non-English Language Learners; 41.46% students are categorized as Special Education and ; 58.54% students are categorized as General Education.

2018-2022 Math Pass Percent



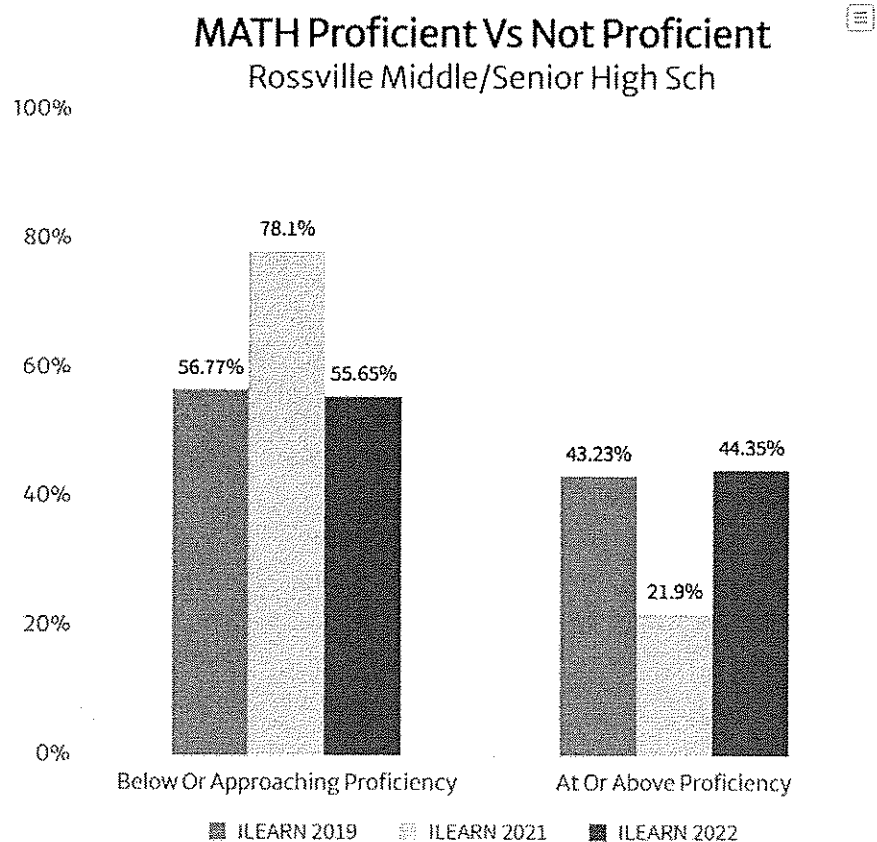
Rossville Middle/Senior High Sch



Math Pass Overall

Student Math Academic Performance

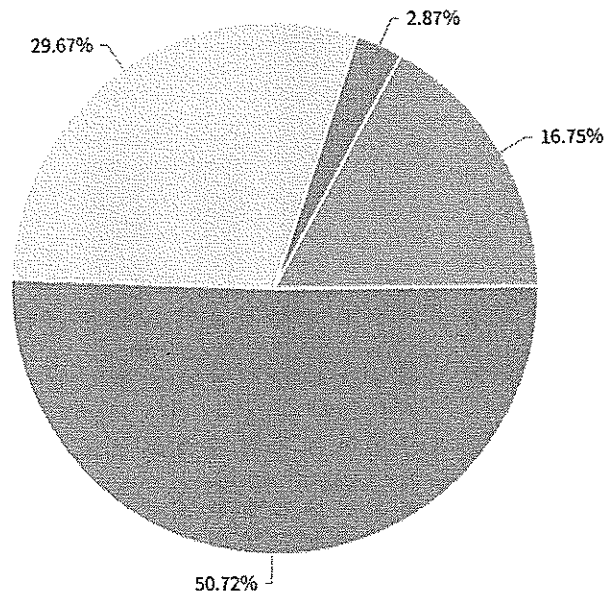
Of the 230 students who took ILEARN in 2022, 44.35% scored at or above proficiency while 55.65% scored below or approaching proficiency. This compares to 210 students who took ILEARN in 2021 where 21.90% scored at or above proficiency and 78.10%



scored below or approaching proficiency.

This demonstrates a net (decrease/increase) of 22.44% of students scoring at or above proficiency from the 2021 ILEARN assessment to the 2022 ILEARN assessment.

MATH Net Proficiency Rossville Middle/Senior High Sch



ILEARN Net
Growth of

● Gain ● Loss ● No Change+ ● No Change x

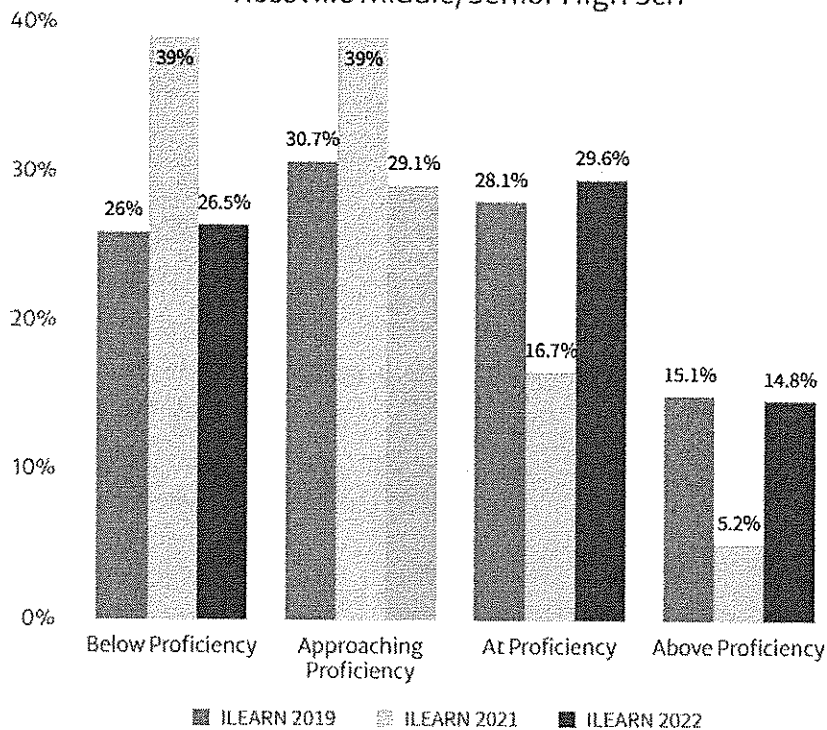
Proficiency:
13.88%

Of the 209 students who took both the ILEARN 2021 and ILEARN 2022 assessment, 16.75% demonstrated positive movement from not passing in 2021 to passing in 2022; while 2.87% demonstrated negative movement from passing in 2021 to not passing in 2022. This showed a net (decrease/increase) of 13.88% from 2021 to 2022 administration of ILEARN.

The 50.72% of students who did not pass ILEARN in both 2021 and 2022 as well as those 29.67% of students who passed ILEARN in both 2021 and 2022 are not factored into the Net Proficiency calculation as each category demonstrated no movement between the two assessments.

MATH Proficiency Category Comparisons

Rosville Middle/Senior High Sch



Of the 230 students who took ILEARN in 2022, 14.78% scored above

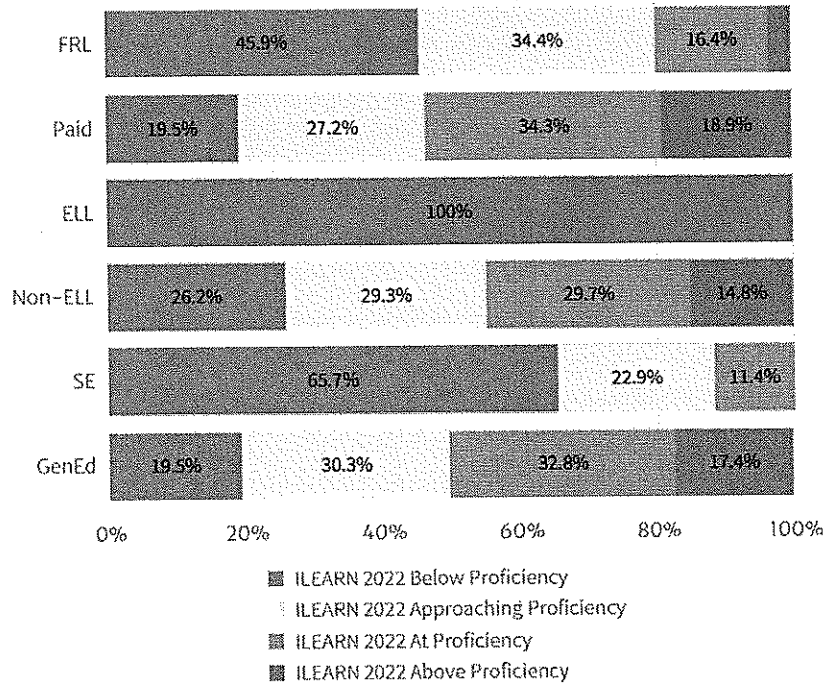
proficiency while 5.24% scored above proficiency on the 2021 ILEARN. This showed a net (decrease/increase) of 9.54% from 2021 to 2022.

Of the 230 students who took ILEARN in 2022, 29.57% scored at proficiency while 16.67% scored at proficiency on the 2021 ILEARN. This showed a net (decrease/increase) of 12.90% from 2021 to 2022.

Of the 230 students who took ILEARN in 2022, 29.13% scored approaching proficiency while 39.05% scored approaching proficiency on the 2021 ILEARN. This showed a net (decrease/increase) of 0 from 2021 to 2022.

Of the 230 students who took ILEARN in 2022, 26.52% scored below proficiency while 39.05% scored below proficiency on the 2021 ILEARN. This showed a net (decrease/increase) of -12.53% from 2021 to 2022.

MATH Proficiency By Group Rossville Middle/Senior High Sch



Of the 34 students who scored Above Proficiency on the 2022 ILEARN: 5.88% students are categorized as Free/Reduced Lunch and ; 94.12% students are categorized as Paid Lunch; 0.00% students are categorized as English Language Learners and ; 100.00% students are categorized as Non-English Language Learners; 0.00% students are categorized as Special Education and ; 100.00% students are categorized as General Education.

Of the 68 students who scored At Proficiency on the 2022 ILEARN: 14.71% students are categorized as Free/Reduced Lunch and ; 85.29% students are categorized as Paid Lunch; 0.00% students are categorized as English Language Learners and ; 100.00% students are categorized as Non-English Language Learners; 5.88% students are categorized as Special Education and ; 94.12% students are categorized as General Education.

Of the 67 students who scored Approaching Proficiency on the 2022 ILEARN: 31.34% students are categorized as Free/Reduced Lunch and ; 68.66% students are categorized as Paid Lunch; 0.00% students are categorized as English Language Learners and ; 100.00% students are categorized as Non-English Language Learners; 11.94% students are categorized as Special Education and ; 88.06% students are categorized as General Education.

Of the 61 students who scored Below Proficiency on the 2022 ILEARN: 45.90% students are categorized as Free/Reduced Lunch and ; 54.10% students are categorized as Paid Lunch; 1.64% students are categorized as English Language Learners and ; 98.36% students are categorized as Non-English Language Learners; 37.70% students are categorized as Special Education and ; 62.30% students are categorized as General Education.

Student Academic Performance Goals

Goal English Language Arts:

60% of 6th & 7th grade students will score at or above proficiency on the English Language Arts ILEARN test by May 2024.

65% of 8th grade students will score at or above proficiency on the English Language Arts ILEARN test by May 2024

Measurable Benchmark for Spring 2023 and 2024:

2024:

- 55% of 6th grade students will score at or above proficiency on the English Language Arts ILEARN Test by May 2024
- 55% of 7th grade students will score at or above proficiency on the English Language Arts ILEARN Test by May 2024
- 65% of 8th grade students will score at or above proficiency on the English Language Arts ILEARN Test by May 2024
- 66% of 6th grade students will score at or above reading proficiency during the winter STAR testing.
- 69% of 7th grade students will score at or above reading proficiency during the winter STAR testing.
- 48% of 8th grade students will score at or above reading proficiency during the winter STAR testing.

2025:

- 60% of 6th grade students will score at or above proficiency on the English Language Arts ILEARN Test by May 2024
- 60% of 7th grade students will score at or above proficiency on the English Language Arts ILEARN Test by May 2024
- 66% of 8th grade students will score at or above proficiency on the English Language Arts ILEARN Test by May 2024
- 71% of 6th grade students will score at or above reading proficiency during the winter STAR testing.
- 74% of 7th grade students will score at or above reading proficiency during the winter STAR testing.

- 53% of 8th grade students will score at or above reading proficiency during the winter STAR testing.

Goal Mathematics:

55% of 6th-8th grade students will score at or above proficiency on the Math ILEARN test by May 2025.

Measurable Benchmark for Spring 2023 and 2024:

2024:

- 60% of 6th grade students will score at or above proficiency on the Math ILEARN Test by May 2024
- 50% of 7th grade students will score at or above proficiency on the Math ILEARN Test by May 2024
- 50% of 8th grade students will score at or above proficiency on the Math ILEARN Test by May 2024
- 47% of 6th grade students will score at or above Math proficiency during the winter STAR testing.
- 45% of 7th grade students will score at or above Math proficiency during the winter STAR testing.
- 36% of 8th grade students will score at or above Math proficiency during the winter STAR testing.

2025:

- 65% of 6th grade students will score at or above proficiency on the Math ILEARN Test by May 2025
- 55% of 7th grade students will score at or above proficiency on the Math ILEARN Test by May 2025
- 55% of 8th grade students will score at or above proficiency on the Math ILEARN Test by May 2025
- 52% of 6th grade students will score at or above Math proficiency during the winter STAR testing.
- 50% of 7th grade students will score at or above Math proficiency during the winter STAR testing.
- 41% of 8th grade students will score at or above Math proficiency during the winter STAR testing.

Professional Development:

2023-2024

- 6th-8th grade staff and Biology grade 9 continued with Dr. Michelle Grewe focusing on these pillars:
 - Know the data
 - Choose Priority/Focus standards
 - Align resources
 - Best practices
 - Create lessons/assessments

- School improvement team will investigate best writing practices for RES

2024-2025

- 6th-8th grade staff continued with Dr. Michelle Grewe focusing on these pillars:
 - Know the data
 - Choose Priority/Focus standards
 - Align resources
 - Best practices
 - Create lessons/assessments

- 9th-12th grade staff will continue work with the following focus areas
 - Know the data
 - Choose Priority/Focus standards
 - Align resources
 - Best practices
 - Create lessons/assessments
 - Continually updated curriculum maps

- School improvement team will adopt a writing process to be implemented by all K-5 teachers
- Teachers will receive training on writing process

2024-2025

- Continue with same curriculum/assessment protocols

- Teachers will implement writing process

Action Plan to Achieve Goals

1. Improve Attendance
 - a. Check attendance rates of transfer students before accepting them.
 - b. Parent contact with information about absenteeism affects education.
 - c. Encourage student improvement through the MTSS program.

2. Raise ILEARN Scores
 - a. Read across the curriculum. Staff should be modeling and promoting reading.
 - b. Vertically align content from elementary up.
 - c. STAR Testing data should result in focused attention during homeroom.
 - d. Continue professional development on ILEARN.

3. Improve Graduation Rates
 - a. Offer Lab courses for struggling students in core areas.
 - b. More selective of transfer students.

4. Raise AP Scores
 - a. Additional professional development for AP Teachers.
 - b. AP Practice Exam days during the Spring Semester.
 - c. Notre Dame AP TIP IN Program

5. Common Differentiation Strategies
 - a. Allow extra time or give shortened assignments.
 - b. Scaffolding of lessons and activities - relate to personal interests of students.
 - c. Use IXL, Mindplay, ALEKS, and other programs that adjust to individual needs.

6. K-12 Curriculum Oversight
 - a. Use of the Multi-Tiered Level of Support structure to help struggling students who are falling behind on the curriculum expectations.
 - b. Stronger communication among staff concerning students who are struggling.
 - c. Monthly meetings to evaluate curriculum.

7. Other areas for improvement
 - a. Teach Middle School students computer, email, and Canvas functions during the first 2 weeks of school.
 - b. Vertical alignment discussions from elementary to middle school.
 - c. Homework help tutors will focus on students who need help on homework.

Anna Fink

Anna Fink

Anne Beard

Anne Beard

Chad Geheb

Chad Geheb

Paul Haynes

Paul Haynes

Royce Huffer

Royce Huffer

Brenda Loveless

Brenda Loveless

Vince McClure

Vince McClure

Cheryl McElrath

Cheryl McElrath

Faith Miller

Faith Miller

Mason Morrison

Mason Morrison

Brittany Need

Brittany Need

Jason Newhouser

Jason Newhouser

Beverly Plouge

Beverly Plouge

Randi Swan

Randi Swan

Natalie Thomas

Natalie Thomas

Signatures

Kristin Arnone

Kristin K. Arnone

Stephen Back

Stephen T Back

Megan Britt

Megan Britt

Aubree Buck

Aubree Buck

Jordan Buck

Jordan Buck

Nathan Burkle

Nathan Burkle

Spencer Conner

Spencer Conner

Jesse Davis

Jesse Davis

Erin Dillingham

Erin Dillingham

Cory Dunn

Cory Dunn

Shann Dunn

Shann Dunn

Audrey Ellis

Audrey Ellis

Kyle Etherington

Kyle Etherington

Jennifer Fatool

Jennifer Fatool

Terry Thompson



Brent Tonsoni



Emily Vanderwall



Katherine Washburn



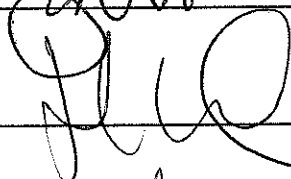
Brian Wenzel



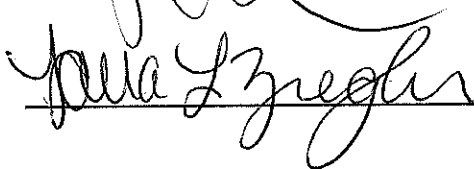
Jon Vernon



Joel Wilson



Tarra Ziegler



Addendum

The following teacher was added during the 2022-2023 School Year.

Nicole Merino *Nicole Merino*

