

**White's Jr./Sr. High School
School Improvement Plan
Final Documentation Report
Plan Years 2017-2018
Revised 2017**



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INTRODUCTION

Description of White's Jr./Sr. High School

White's Jr./Sr. High School is the MSD of Wabash County public school designated to provide for the educational needs of the children placed at White's Residential and Family Services. White's High School has served the residential community since 1950. Students attending WHS are placed in the residential program through the Juvenile Court System, the Department of Child Services, the Department of Corrections, the Department of Education, as well as private placements, thus educating students from across the state of Indiana.

In addition to serving the students placed in the residential program, in 2015 White's Jr./Sr. High School was designated as the alternative education program for the school corporation in an effort to better meet the educational needs of at-risk students within Wabash County.

White's Jr./Sr. High School experiences a rate of mobility unlike the traditional public school. The average length of stay for students is 4-6 months. The length of stay is not built around the standard school year. Thus students are enrolled as well as released on a continual basis, often at inopportune times to the educational process.

In response to the mobility rate and need to keep students engaged and on track educationally, technology-driven classrooms were implemented during the 2011-2012 school year. Licensed, highly qualified teachers utilize web-based programs that adhere to Indiana state standards, to assist in delivering instruction. This allows students to work toward graduation requirements at independent rates based on individual student needs.

Along with technology-driven classrooms, an additional intervention to the mobility rate was to adopt a year round calendar. Students attend school Monday through Thursday beginning the first week of August through the middle of July, thus preventing extensive gaps in students' ability to access their education.

To meet the wide variety of behavioral and academic needs and provide a continuum of services to students enrolled at White's Jr./Sr. High School, multiple programs were implemented during the 2012-2013 school year. The following programs utilize a point system allowing for a diversity of positive reinforcement as well as consequential tools to encourage and reward positive behavioral outcomes:

- Block Schedule
- Girls' Alternative Classroom
- Boys' Alternative Classrooms
- Transition Classroom
- Alternative Diploma/Work Experience Classroom
- Compass Rose Alternative Classroom

While there is concern for academic achievement, the focus of the school staff is on the social and emotional needs of each student. The priority is to teach students how to be successful in school through personal accountability for academic performance as well as positive behavioral choices. By promoting behavior standards that emphasize the components of employability skills within a highly structured learning environment, students have the opportunity to experience personal success both academically and behaviorally.

In addition to the variety of on-site educational programs for students, a distance learning program was launched in 2014 in response to a growing demand from students as well as parents and probation and DCS offices expressing concerns regarding limited educational options upon students' return to home communities.

Students along with service providers were requesting alternative ways for students to continue accessing his/her education through WHS due to a variety of reasons. Most reasons were due to the success students were experiencing for the first time while enrolled at WHS. Other reasons included the desire to overcome academic failure experienced in the traditional public school setting, seeking alternatives to expulsion, as well as seeking alternatives to returning to high risk environments. The distance learning program is overseen by a licensed, highly qualified teacher who monitors student progress on a daily basis. Students participating in this program have the ability to communicate with school staff throughout the day, evening, and weekend hours, in order to receive the academic and emotional support needed to provide them with every opportunity to experience academic success.

Due to the high mobility rate and nature of our student body, it is difficult for the school and students to measure up to legislative programs that focus solely on national and state standards. However, while enrolled at White’s Jr./Sr. High School, students show visible evidence of academic growth toward those standards as demonstrated through standardized test results and successful course completion. It is the mission of each staff member to exemplify the spirit of the “Every Student Succeeds Act” (ESSA) initiative as students with a history of school failure experience academic success and begin to realize their educational potential during their enrollment at White’s Jr./Sr. High School.

Demographics

Accreditation Status:	Full Accreditation
Enrollment (2016-2017):	380
Graduation Rate (2015-2016):	70.45%
Graduates (2016-2017):	65
Schedule:	Non-Traditional
Locale:	Rural
Corporation:	MSD of Wabash County Schools, 8050
Ethnicity (2016-2017):	80% White, 4% Multiracial, 4.7% Hispanic, 10% Black, Asian 1%, American Indian 0.3%
Free Lunch (2015-2016):	76.1%

Existing School Data: Student Data

Current Student Population: 222

Current Student Body Characteristics

Gender: Male 130 Female 92

Race: White	175	Black	27
Hispanic	6	Multiracial	10
Asian	2	American Indian	2

Grade Level: 6 th Grade	2	10 th Grade	40
7 th Grade	5	11 th Grade	65
8 th Grade	5	12 th Grade	83
9 th Grade	22		

Special Education: 62 students receive special education services

Reading Level: 63% of the population reads below grade level

Description and Location of Curriculum

White's provides a standard public school curriculum based on the Indiana State Standards through on-line programs titled APEX and MobyMax. Students coming to us on track to earn an academic honors or Core 40 diploma may continue these courses. A copy of the working curriculum is located in the Principal's office.

Assessment Instruments

Standardized: ISTEP/ECA
NWEA
SRI

Locally Developed: Successful Course Completion
Behavioral Point System
Discipline Referrals
IARCCA Follow-up Survey

VISION

MSD of Wabash

Tagline: Dream Big and Work Hard

Vision: MSDWC: Innovators and thinkers that are successful in life and enrich the lives of others.
We are...

- Creative problem solvers
- Driven to take initiative and ready to roll up our sleeves and get the job done
- Resilient and unafraid to fail... Try – Fail – Learn – Try again!
- Self-reliant
- Ethical, honest, and trustworthy

Mission: Inspiring a community of learners to discover and achieve their passion and potential.

Mission of White's Jr./Sr. High School: To maximize the optimum potential of our students.

We believe...

- all students have the ability to learn.
- a safe, structured, and consistent learning environment promotes academic and behavioral success.
- positive reinforcement provides incentives for increased student performance that, over time, will assist students in becoming life-long learners.
- staff members who exhibit a strong work ethic and a caring attitude through relationship building and respect, provide a model of successful life skills for students to emulate.

SUMMARY OF DATA

UNIQUE LOCAL INSIGHTS

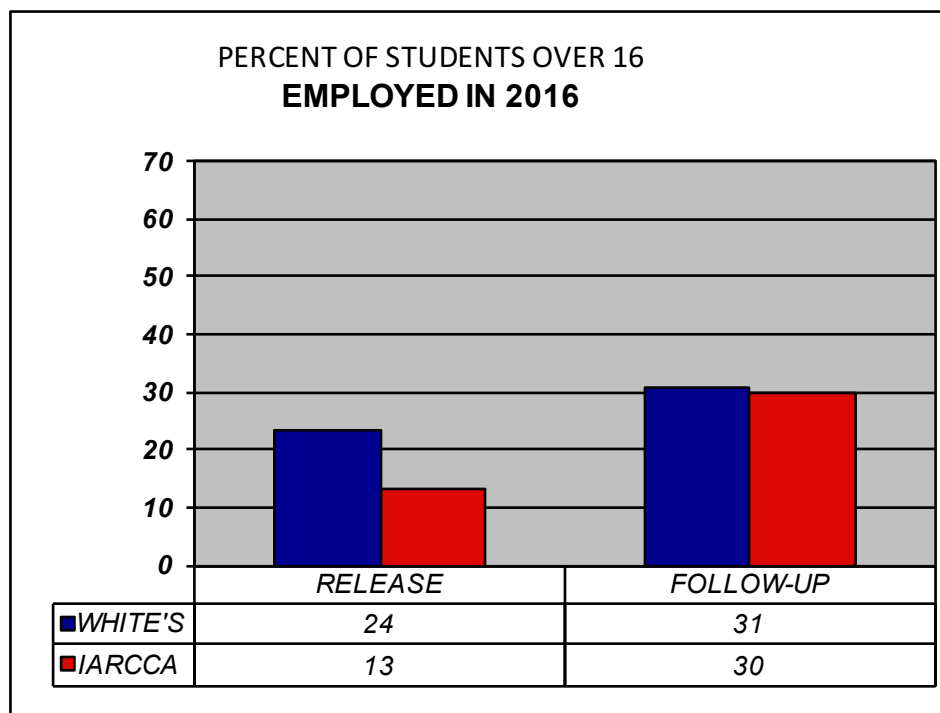
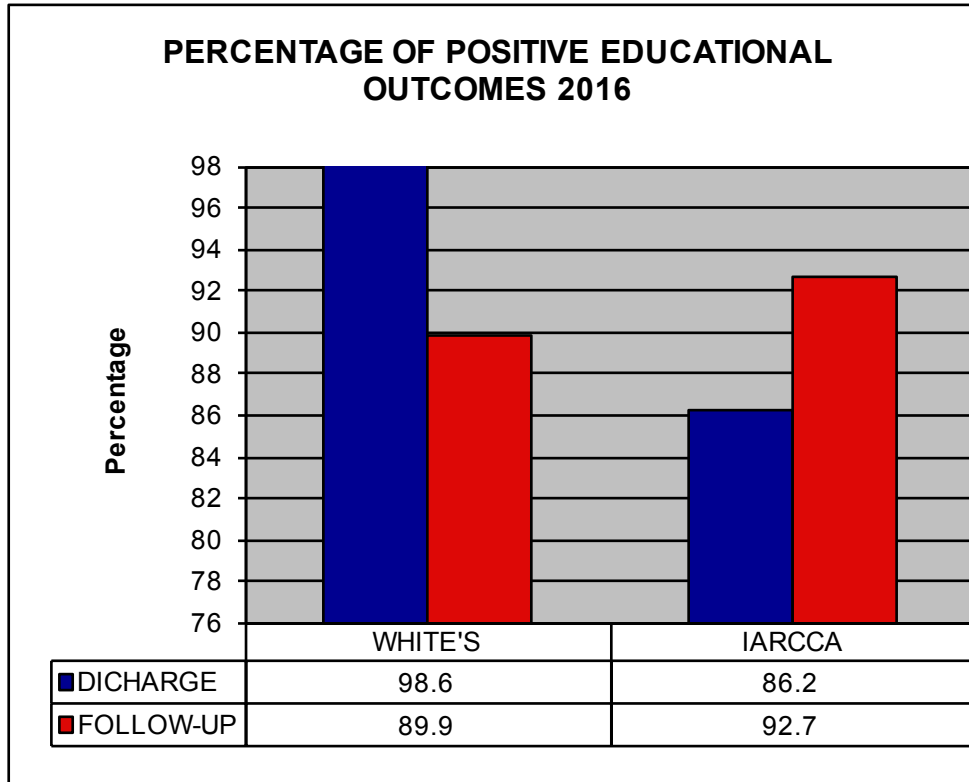
Data Collection Instruments

We selected the following instruments to collect data regarding Follow-Up of Former Students:

IARCCA Follow-Up Survey

The Indiana Association of Residential Child Care Agencies (IARCCA) has developed annual surveys to measure the overall effectiveness of residential treatment programs on student outcomes. White's Residential & Family Services utilizes the IARCCA survey, which includes data related to positive educational and

employment outcomes for students over 16 years of age. The education and employment components of this survey is used as a tool for White's Jr./Sr. High School staff to analyze as the information obtained has a direct relationship to students' educational experience while enrolled. A positive educational outcome is determined by assessing success in the areas of behavior, attendance and achievement. A flow chart is used to determine success or failure. If the student is successful in at least two of the three areas, the outcome is considered positive. Employment is assessed according to whether or not a student has a paying job. The survey is given to every student upon release from the residential program and at a six-month follow-up.



Analysis of Follow-Up Survey data:

The results of the survey indicate positive outcomes in education and employment within the structured environment of White's program. The six-month follow-up results indicate that, upon return to a less structured environment, student success rates decline.

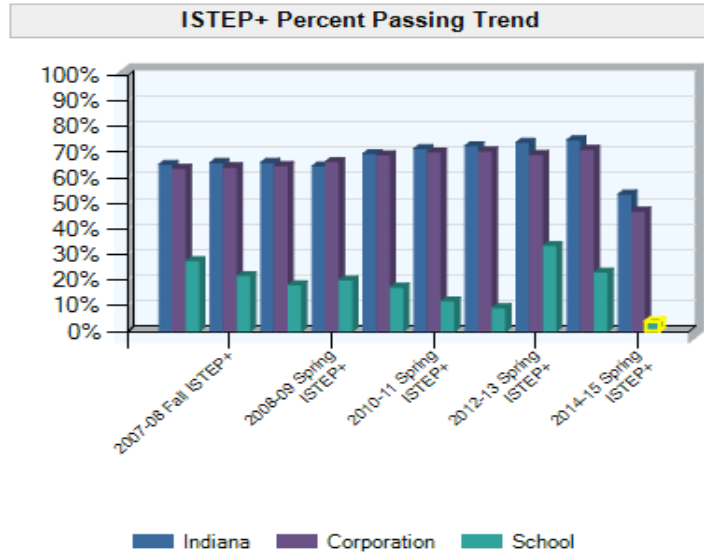
Implications for Action: Follow-Up Surveys

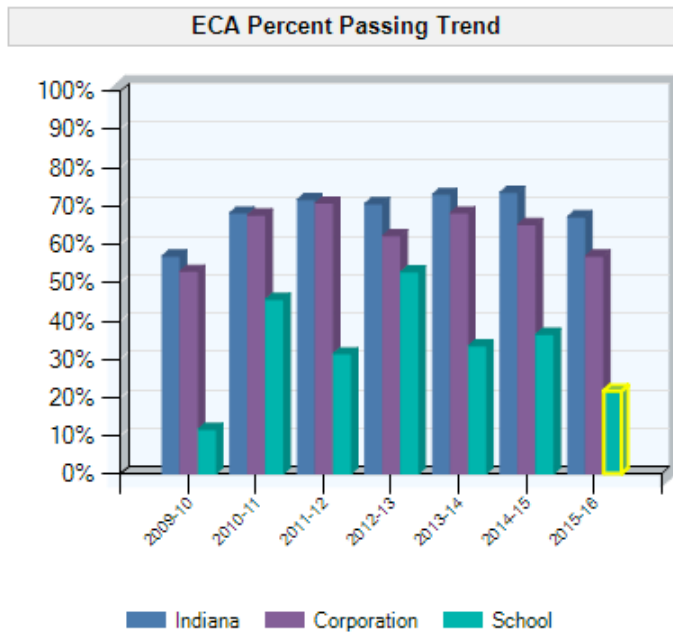
Student Performance Goals

The IARCCA Follow-Up Survey results indicate a need for a more directed approach within our behavioral program focused on skills that will help our students better internalize positive behavioral changes made while in placement. The ability to internalize and transfer positive behavioral skills will assist our students in achieving life-long success across the diverse environments in which they will live and work upon release from residential placement.

STATE TESTING

The purpose of the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) program is to measure student achievement in the subject areas of English/Language Arts, Science, and Mathematics. In particular, ISTEP+ reports student achievement levels according to the Indiana Academic Standards that were adopted in November 2000 by the Indiana State Board of Education. The ISTEP+ End-of-Course Assessments (ECAs) are criterion-referenced assessments developed specifically for students completing their instruction in Algebra I, Biology I, or English 10. Schools are accountable for those students who took the exam and were in attendance for 162 days of the school year. The data in this portion of the document is from the IDOE website.





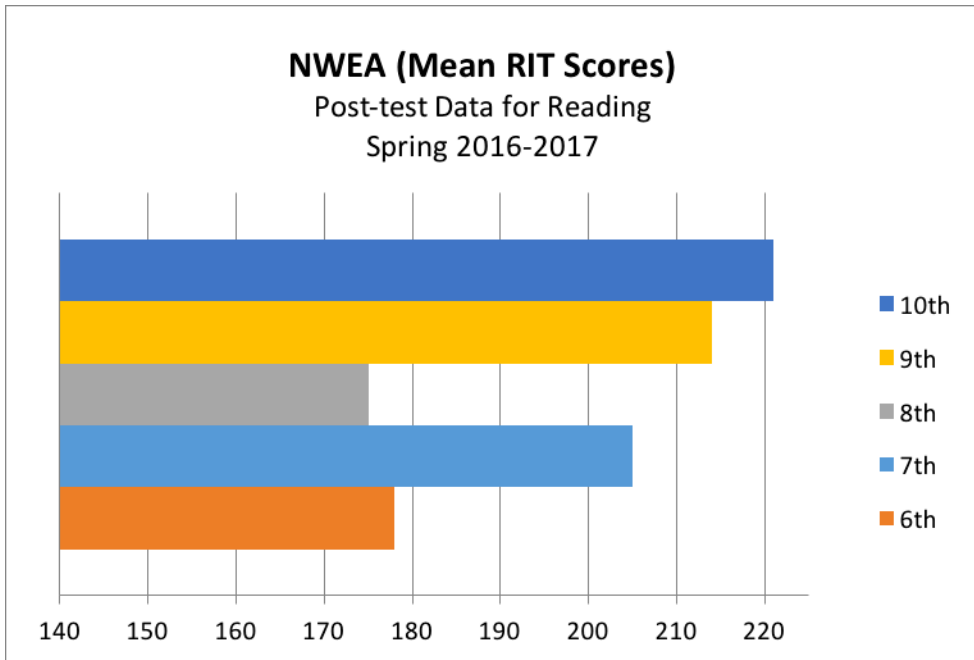
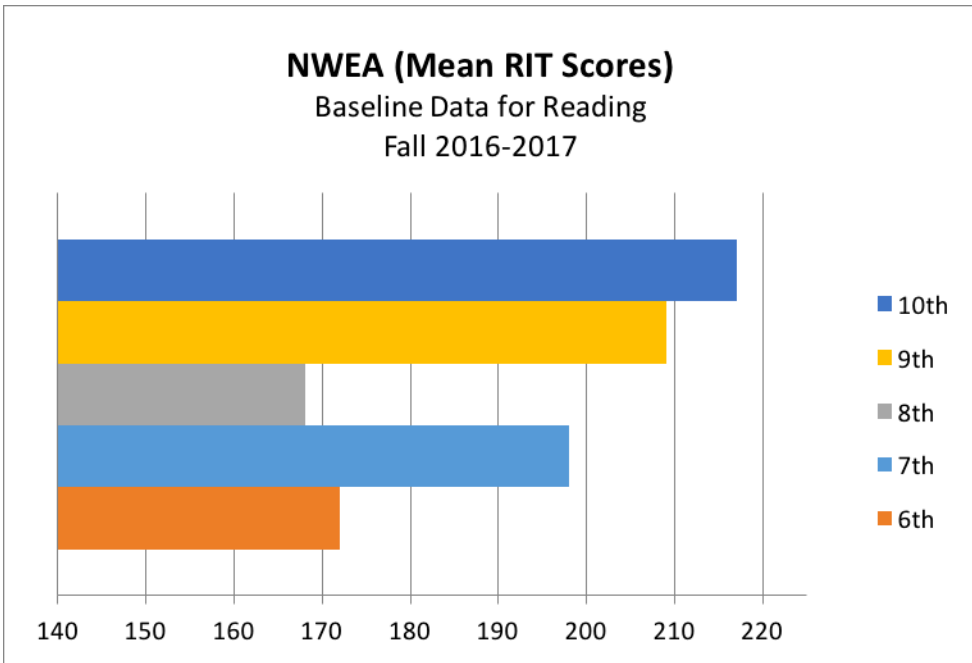
Analysis of Assessment data:

The above ISTEP data has not yet been updated and released by the DOE. Analysis of data is based on 2014-2015 (ISTEP) and 2015-16 (ECA) available information. Despite the school year reported, historical data for WHS in the area of performance on state mandated assessments reflects the same scenario. Most of our students are below the state proficiency standards. The large population of students who receive special education services along with the high mobility rate make it extremely difficult to solely utilize the school-wide percent passing of state assessment scores as an indicator for student or school success. Additionally, due to the mobility rate, the number of students for which White’s Jr/Sr High School is held accountable has been determined statistically insignificant by the IDOE. Therefore, local assessment tools provide the most valid and reliable data in relationship to student performance and progress while enrolled at WHS.

LOCAL TESTING

NWEA

Beginning in 2015-2016, MSD of Wabash County adopted the use of the NWEA Measures of Academic Progress (MAP) as the district-wide assessment tool. The MAP assessment creates a personalized assessment experience by adapting to each student’s learning level, precisely measuring student progress and growth. The RIT Scale Norms provides status and growth data not only for individual students, but also for schools in Reading, Language Usage, Mathematics, and General Science. The district has chosen to utilize the Reading, Language and Math assessment components of MAP. Beginning Fall 2015-2016, the Reading component of MAP was implemented as the measuring tool for student growth based on the instruction students receive during their brief enrollment at WHS. Below is the data gathered from the Spring testing window in the area of Reading:

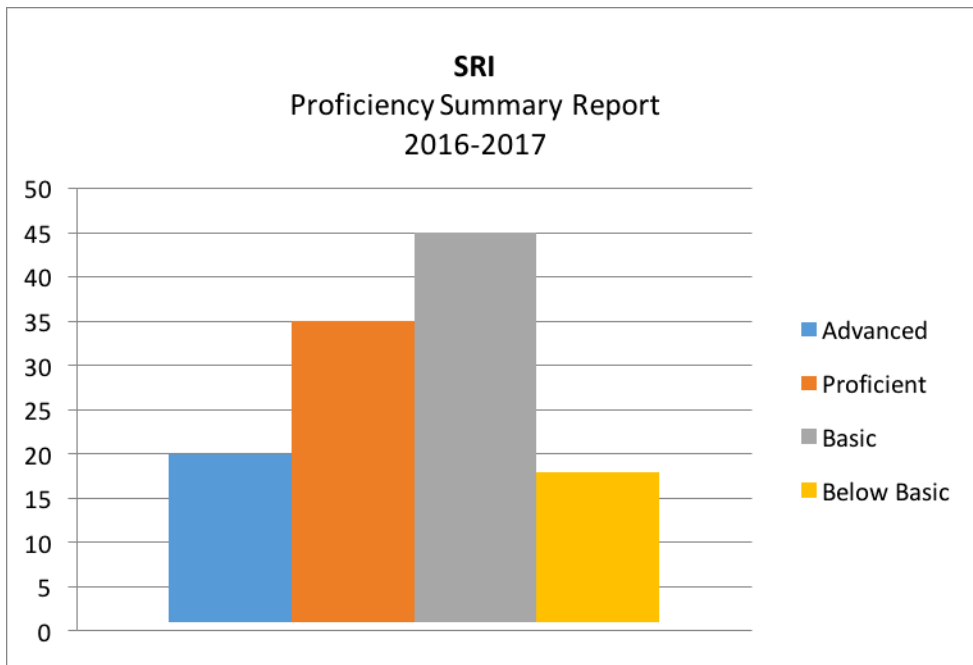


Analysis of NWEA data:

Analysis of the NWEA MAP results demonstrate growth in the area of reading comprehension across all grade levels. Due to the high mobility rate among our students, post data is reflective only of those students who were enrolled during the baseline assessment window in order to maintain validity.

SRI

The Scholastic Reading Inventory (SRI) is a computerized norm-referenced test designed to assess students reading levels and growth over time. An SRI baseline is given to all students upon admission and every 3 months throughout enrollment to assess growth in the area of reading comprehension.

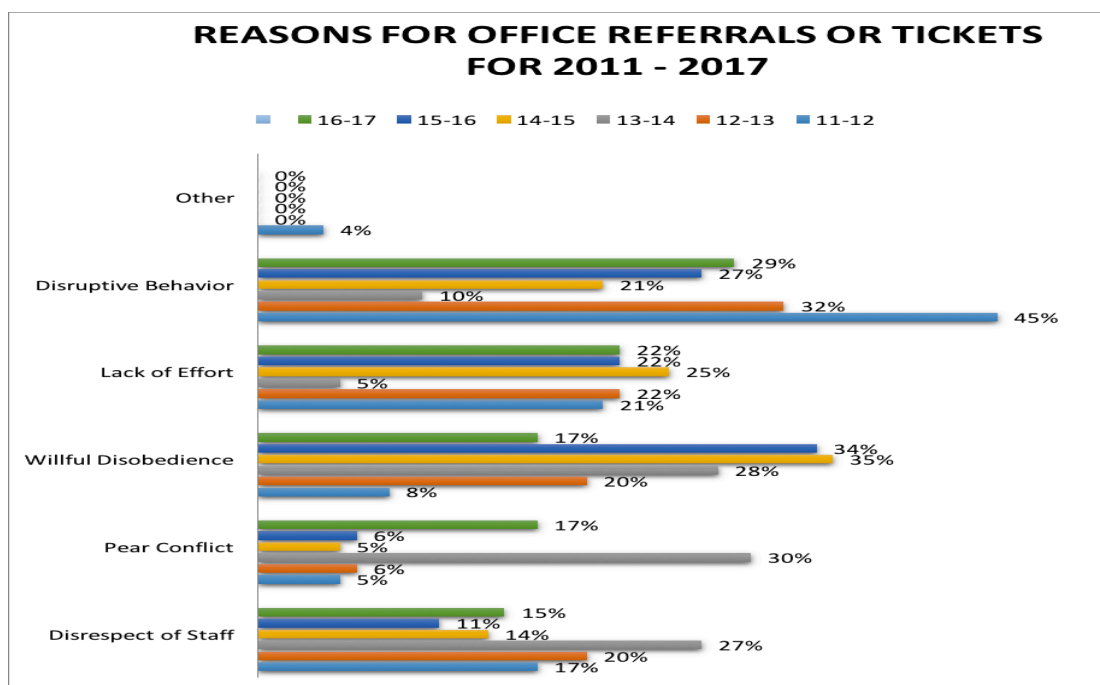


Analysis of SRI data:

As demonstrated through the results of the SRI, 63% of the student population is reading below grade level. Because reading is the cornerstone of all academic achievement, reading comprehension continues to be the greatest area of need among our student population.

DISCIPLINE REFERRALS

Office referrals represent students who have been sent to the office for disciplinary purposes. Students' inappropriate behavior is also referred to the office in the form of offense slips. Offense slips are a component of the school-wide PBIS, which determines a student's privileges.

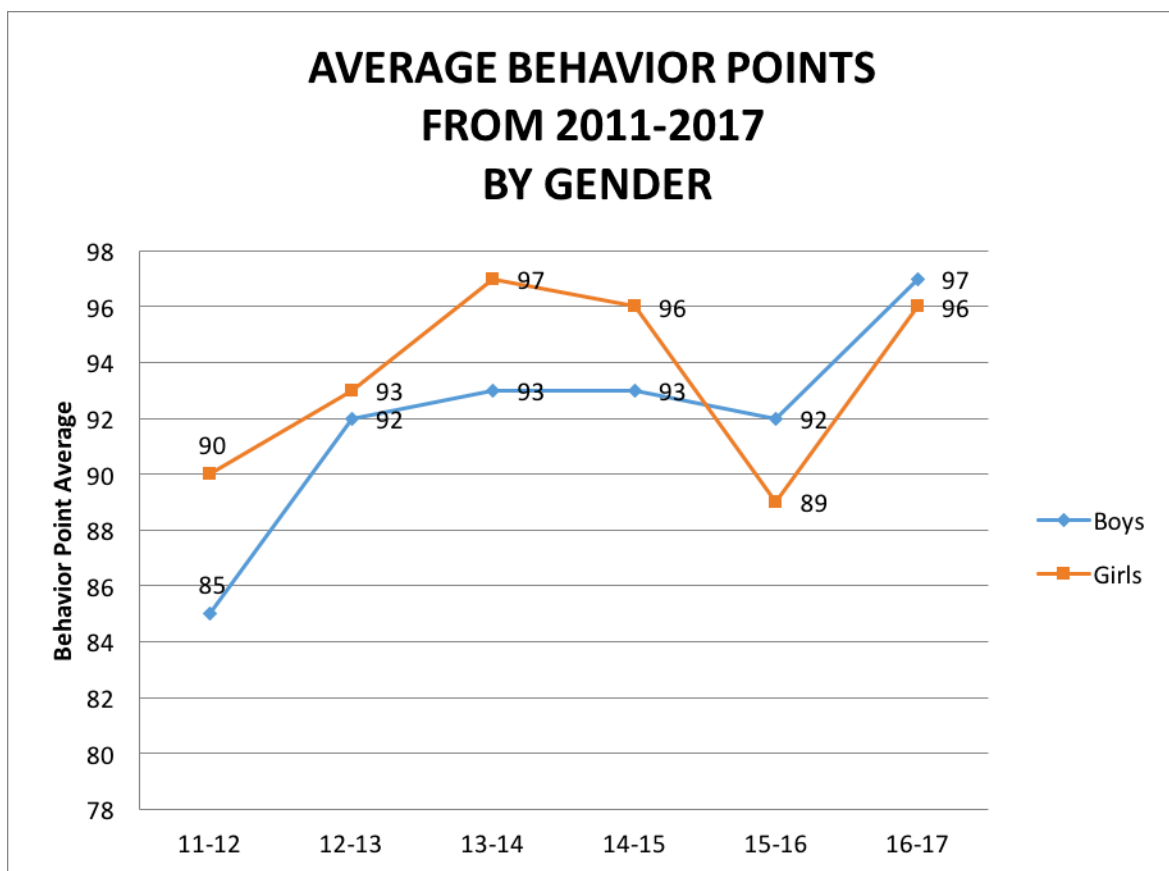


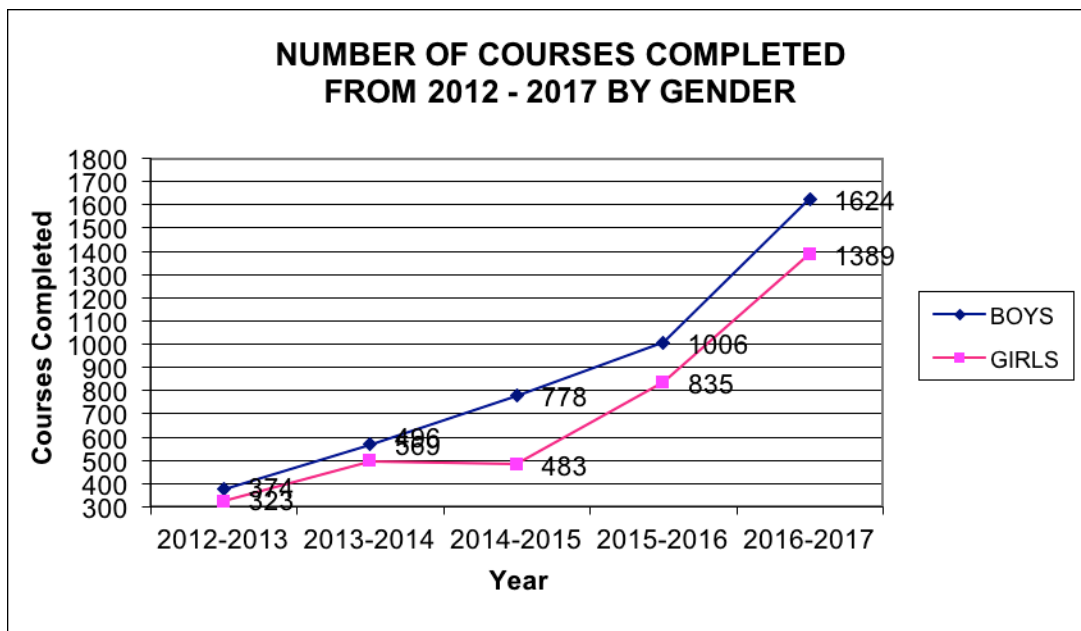
Analysis of discipline referrals:

Based on the results of the percentage of office referrals, our students had the most difficulty in the areas of disruptive behavior and disrespect of staff. Poor behaviors impede student learning and his/her overall ability to experience academic success in school. These skills are also critical life skills students must possess as adults in order to experience success in the workforce.

COURSE COMPLETION AND BEHAVIOR POINT AVERAGES

School behavior points are a component of the school-wide PBIS. Student behavior points are based on a 0 to 100 point scale with 100 being the highest points earned. The purpose of the school wide point system is to be intentionally focused on assisting students in making positive behavioral choices within the school environment that will allow them to directly transfer acquired soft skills to the competitive workforce. Students earn daily points based on the following “employability” (soft) skills: Responsible, Dependable, Sociable, Trustworthy, and Motivated. The data below shows the effectiveness of the overall point system.





Analysis of Academic Performance and Behavior Point Averages:

The overall goal and focus of the staff at White’s Jr./Sr. High School has been to assist at risk students in progressing toward the successful completion of their high school education. Therefore, it was determined the number of courses completed toward high school graduation while enrolled at WHS would serve as the data source for academic progress. The hypothesis being that student’s overall behavior will have a direct correlation with academic performance. As evidenced in the data above, students’ behavior does in fact have a direct correlation with academic performance.

CONCLUSIONS

Reading Comprehension has been and will continue to be the academic goal of our school for the remainder of the 2017-2018 school year. Over the past several years, students have demonstrated marked improvement in their reading abilities as reflected through standardized testing as well as grades. This improvement is a direct result of the staff’s concentrated effort and investment in promoting reading across the curriculum. Due to the high mobility rate, White’s Jr./Sr. High School has a new student population every school year. However, the characteristics of the overall student body remain the same: students continue to be at risk; a high percentage of those students have severe deficits in reading. By continuing to focus on reading comprehension, not only will students gain the skills necessary to continue to make progress in the classroom, ISTEP, and ECA assessments, they will also begin to acquire and hone skills critical for college and career readiness.

The direct correlation between behavior and academic performance along with the very nature of our school environment and student population continues to support the need for a behavioral component to our academic goal. In addition, the behavioral component, which directly reflects employability skills, impacts students’ readiness for success in the competitive workforce.

Technology

Students and staff utilize interactive instructional software to facilitate needs based learning. APEX and MobyMax (instructional software programs), and Vision (software management tool) are integrated to complete a challenging learning environment. Data is gathered to measure student progress by using the online testing capabilities of the Scholastic Reading Inventories test and NWEA. These technology-driven tools are key

elements to present new information, measure student understanding, and analyze prescriptive measures necessary to insure learning progress for all students.

Instructional Strategies

The following instructional strategies are utilized by the teaching staff to integrate the academic standards into daily lesson development:

- Students Utilizing Computers
- Hands-on Learning
- Class Work
- Tests
- Audio Visuals
- Problem Solving/Critical Thinking
- Cooperative Learning/Group Work
- Peer Tutoring
- Lecture
- Research
- Special Projects
- Guest Speakers
- Field Trips
- Self-directed Instruction
- Rewards for Achievement
- Reinforcing Effort and Positive Recognition
- School-wide point system to support & encourage positive classroom behavior

Parental Participation

While attending White's Jr./Sr. High School, students' biological parents or guardians have the opportunity to participate in case conferences, attend extra-curricular events, and meet with administrators or teachers at their request. For those students attending WHS who have been placed in the private residential facility the daily communication most often occurs with the residential staff (houseparents, case managers, and campus life directors). The residential staff and school staff collaborate on a regular basis to address individual student needs and treatment plans to promote the success of all students.

Safe and Disciplined Learning Environment

The very nature of White's Jr./Sr. High School program creates a safe and structured learning environment for all students. WHS utilizes a school-wide point system as the main component of PBIS to encourage positive behavioral choices.

In addition, WHS has designated a safety committee comprised of school staff trained in crisis management. The Dean of Students, a state-certified school safety specialist, chairs the committee. Telephones are accessible in every classroom and are programmed for teachers to receive immediate administrative support in a crisis situation. Through the clinical services and residential programs, students receive individual and group counseling throughout the week to assist each individual with acquiring appropriate self-management skills.

Professional Development

White's Jr./Sr. High School has many professional development opportunities for staff members. Some of the opportunities require teachers to attend conferences. Teachers receive technology training on a regular basis to determine and implement the most effective use of technology to promote student achievement. A crisis management team, consisting of administrators and teachers, receives crisis management training to effectively respond to students' behavioral needs. Reading strategies along with classroom management techniques are also activities in which teachers have the opportunity to participate during professional development. The school staff consistently works to better improve the way we teach and evaluate student performance and success.

Methods to Improve Cultural Competency

The entire student body at White's Jr./Sr. High School is an at risk population. The residential program provides students with three healthy meals a day and a safe living environment which, research has shown, enhances academic performance. Students have daily access to counselors and therapists to support emotional and mental health needs. The structured learning environment created through the school wide point system provides students with the boundaries and direction necessary for behavioral success, which has a direct effect on academic success. The students eligible for special education services have the opportunity to receive general education instruction through inclusion with the support of the special education staff. The overall White's program strives to meet each individual student's physical, mental, emotional, and spiritual needs.

AREA OF IMPROVEMENT, GOAL, & SUPPORTING DATA

The staff of White's Jr./Sr. High School chose the following as our Student Performance Goal:

All students will improve their reading comprehension skills.

This goal was chosen based on data from the following sources: ISTEP-page 8, NWEA-page 9, and SRI-page 10.

Much of the data implied that reading was a significant area of need. Informal collaboration among school staff confirmed that continuing with a reading goal would have the most positive life-long affect and target our students' most basic academic need. Improving students' reading comprehension skills will have the most significant effect on ISTEP and ECA scores. These factors, along with our high mobility rate, facilitated consensus among the school staff to continue reading as our academic goal.

In addition to the overall emphasis of White's program, the following data supported the need for a behavioral component as part of the academic goal:

Behavior and Course Completion Data-page 12
IARCCA Follow-up Survey-page 6
Discipline Referrals-page 11

The majority of students who enroll at White's Jr./Sr. High School have a history of social/emotional and/or behavioral problems. The data shows that there is a direct correlation between behavior and academic success in school. It is believed that if students are not aware of their thinking errors, which are the roots of poor decisions, they are unable to successfully change their behavior, thus hindering their future endeavors. These factors and the staffs' commitment to our mission have facilitated consensus to adopt a behavioral component as a part of our academic goal.

Attendance and Graduation Rate

Because the majority of students attending White's Jr./Sr. High School are in residential placement, the attendance rate is exceptional.

The graduation rate is an extremely complex problem to address for WHS staff. Many of our students enroll as 16, 17, and 18 year olds with minimal or no credits toward graduation because of their history of school failure and truancy. The reality is that these students will not graduate in the traditional manner. Under the current formula utilized by the state to measure graduation rate, White's Jr./Sr. High School will have a difficult time meeting the graduation standards. Our mission and intent is to find the most appropriate graduation option for

each individual student. Because of our student population, the traditional diploma is not always the best educational option.

In creating an Individual Service Plan for each student who enrolls at WHS, three options are considered. For students in the position to obtain his/her high school diploma, he/she is given every opportunity to earn credits toward a Core 40 diploma or a General Diploma.

Occasionally, a student's best academic option is to receive a Certificate of Completion due to their low functionality and lack of credits. In such cases, a student is provided opportunities to obtain life skills, independent living skills, and employability skills to prepare him/her to be successful in the real world.

Unfortunately, there have been times when students have become legitimate drop-outs. The majority of the drop-out cases have been due to court decisions to release students from the residential program prior to the completion of their education and students have failed to re-enroll in their home schools. To reduce the actual drop-out numbers, the school staff and residential staff have begun to collaborate with counties and home schools prior to a student's release to coordinate a more comprehensive transition plan and minimize the number of students "falling through the cracks".

Although the graduation rate seems a daunting obstacle to overcome, the staff will continue to focus on meeting individual students' needs. Coursework and graduation options which are realistic and in each student's best interest will be pursued. We will continue to help students strive toward obtaining their high school diploma first and foremost. When a diploma is not feasible, we will continue to assist students and their families in exploring the best educational option. Because of the nature of our student body, we take great pride in the number of students who are able to successfully complete their high school education. **For the 2016-2017 school year, we had 65 graduates.**

STATUTES & RULES TO BE WAIVED

No statutes or rules have needed to be waived.

School Improvement Action Plan

BENCHMARKS FOR PROGRESS AND INTERVENTIONS

Reading Goal-Intervention #1

Goal: All students will improve their reading comprehension skills. Benchmark: Increase Lexile scores an average of 50 points each year from pretest to post-test.											
Support Data (from the Profile): BASI scores-page 9 % of students reading below grade level-page 11 ISTEP scores-page 8	Standardized Assessments: NWEA ISTEP SRI Reading Assessment	Local Assessments: APEX/MobyMax progress reports Tests/quizzes Class participation									
Intervention # 1: Students will be provided the opportunity to increase their reading time.			Research/Best Practice Sources: Indiana Academic Standards, NWEA/SRI analysis package, Analysis of ISTEP results								
Activities to implement the intervention 1. Teachers provide 15+ minutes on a weekly basis for silent sustained reading. 2. Reading Counts incentive program.	Person's Accountable Teachers All staff	Timeline <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Beg.</th> <th style="width: 50%;">End</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Aug 2011</td> <td></td> </tr> <tr> <td style="text-align: center;">Aug 2011</td> <td></td> </tr> </tbody> </table>		Beg.	End	Aug 2011		Aug 2011		Resources Reading Counts program	Staff Development Activities Staff in-service for administering student testing.
Beg.	End										
Aug 2011											
Aug 2011											

Reading Goal-Intervention #2

Intervention #2: Students will be taught how to approach text.				Research/Best Practice Sources: Indiana State Standards, NWEA analysis package, Analysis of ISTEP results	
Activities to implement the intervention	Person's Accountable	Timeline		Resources	Staff Development Activities
		Beg.	End		
1. Multiple reading strategies, which can be used across curriculum, will be used in each classroom.	Teachers	August 2011		Best Practice Sources	In-services will be held to train teachers in multiple reading strategies. Orientation
2. Students will be introduced to the reading goal at the beginning of each year and as they enroll in school. New teachers will also be introduced to the reading goal and instructed by the librarian.	Librarian	Aug. 2011			
3. Staff will attend conferences related to best practices, data, assessment, and leadership for school improvement.	Teachers, Administration	Fall 2011			
4. SRI scores will be utilized to identify and place students in Developmental Reading Lab to receive more direct instruction.	Principal, Reading Teacher	Fall 2011			

Reading Goal-Intervention #3

Intervention #3: A school-wide PBIS utilizes merit points to provide structure and accountability for pro-social behaviors thus allowing students the opportunity to experience behavioral and academic success.			Research/Best Practice Sources: Response to Intervention (RTI), Handle with Care Training (Crisis Intervention)		
<i>Activities to implement the intervention</i>	Person's Accountable	Timeline		Resources	Staff Development Activities
		Beg.	End		
1. Students will be introduced to employability success skills.	Administration	Aug. 2011		Discipline Grid	
2. A poster displaying skills for success will be displayed in each room as a focus for teachers and students	Teachers	Aug. 2011			
3. Staff will track students' behavioral points and discipline referrals in order to assess and develop teacher interventions to positively impact student behavior.	School Staff	Aug 2011		Rudy's Certificate	
4. Successful behavior skill development will be rewarded each week with merit pay (Warrior Bucks, perfect discipline certificates, pride passes, Student of the Month, etc.).	School Staff	Aug 2011			
5. Staff will participate in ongoing training of classroom management techniques through professional development.	School Staff	Aug 2011		Handle with Care	

PROFESSIONAL DEVELOPMENT

Professional development occurs during staff meetings. Throughout the year, time was spent on collaboration within departments, creating an atmosphere of sharing and learning. Curriculum and teaching strategies were discussed and improved better classroom-learning environments. Training in classroom technology improved curriculum delivery by implementing the use APEX and MobyMax as well as other strategies.

The Professional Development Plan for 2016-2017 can be found at the following link:

[PD Link](#)

ACTION PLAN TIMELINE

Assessment Timeline					
<i>Activities to implement the intervention</i>	Person's Accountable	Timeline		Resources	Evaluation
		Beginning	End		
1. Each student will take the NWEA test when enrolled as well as prior to release.	School Staff/Teachers	Fall 2015		MAP assessment tool	Results will be compiled and reading scores evaluated.
2. Students will take the ISTEP/ECA exam according to the current state requirements.	School Staff/Teachers	Spring 2012		Test Results	Results will be compiled and evaluated.
3. Each student will take SRI reading assessment upon admission and every 3 months thereafter.	School Staff	Fall 2011		Reading Counts SRI Assessment	Results will be compiled and evaluated.

Timeline for Implementation, Review, and Revision (New ongoing three-year plan)

2011-2017

1. Collect/Evaluate data and identify student performance goals.
2. Implement newly identified interventions.
3. Implement/monitor/adjust action plan.
4. Implement/monitor use of professional development time.
5. Identify target group for additional remediation.
6. Communicate goals with all stakeholders.
7. Submit reviewed/revised plan to IDOE in September.

	LOCALLY PLANNED ACTIVITIES FOR PROFESSIONAL DEVELOPMENT	RELATED INTERVENTION		
		Increase Reading Time	Academic (i.e. Approach to Text)	Behavior
Staff Meeting	Handle with Care Refresher / Training			X
TBA	Staff reports on conferences and workshops	X	X	X
TBA	Analyze data (NWEA, SRI, ISTEP) and determine implications for instruction	X	X	X
Staff Meeting	Professional Learning Communities		X	X