

Tri-Township Jr-Sr High School
School Improvement Plan
2022-2025

Submitted by:
Brian McMahan, Principal

Board Approved
September 28th, 2022

(1) Introduction:

(A) Narrative description of the school, the community, and the educational programs.

Tri-Township Jr-Sr High School is a school in southern LaPorte County, serving the three townships of Cass, Dewey, and Prairie. The school is located in a rural, agricultural area, which includes the towns of Wanatah and LaCrosse. In 2012, Dewey-Prairie Consolidated with Cass Township Schools to form the Tri-Township Consolidated School Corporation. The 2022-2023 school year will be the first year that all students in pre-kindergarten through grade twelve are all in one building. While agriculture and trucking are the major local employers, a large number of people commute to work in other communities. Economically, the area is middle to lower income. There is a significant religious influence with many churches of various denominations located within our school district. During the 2022-2023 school year, 45 percent of students received free or reduced lunches.

The school building was built in 1961 with a million-dollar renovation completed in 1982. The building houses all students in Pre-kindergarten through twelfth grade. In 1999, a 1.2 million-dollar addition/renovation was finalized. In 2001, air conditioning was added to the remaining classrooms that did not have it; two computer labs, a science lab, art and music rooms, and four new elementary classrooms were added. A new “Benchmark Boilers” system was added in the fall of 2007 and an updated playground with safety equipment was established in 2006. During the summer of 2014, two additional elementary classrooms were added. During the summer of 2015, we renovated the Administration office and added a conference room. Also, HVAC was updated in all classrooms. In 2021, construction was started on a five classroom addition plus the remodeling of three classrooms that allowed us to move our high school from the 1915 LaCrosse building to the Wanatah building.

Tri-Township CSC continually updates the technology throughout the school. Our network utilizes 20Mb access speed, classrooms are equipped with projectors, televisions, and smartboards. The school maintains a wireless network throughout the building and the computer to student ratio is 1-to-1 with every student utilizing a Chromebook. Teachers are using Chromebooks and MacBooks. The school is using Google Classroom as a learning management platform. This allows the school to communicate effectively with students who miss school due to illness. Also, teachers are using the Google Meet platform for virtual students or remote learning in the classroom.

All students are individually monitored for progress toward diploma and graduation pathway requirements. If they fall behind, interventions are put into place to accelerate their learning. Plato software is utilized for remediation and acceleration purposes.

Other improvements include:

1. Tri-Township Jr-Sr High School is working with Ivy Tech to provide dual credit courses. Also, teachers are taking additional classes to become dual credit certified. Students completed vocational pathways at A.K. Smith Career Center will have the opportunity to complete dual credit courses through Ivy Tech.
2. Communication with students and parents is enhanced due to the use of In-Touch (Messenger Service), Harmony, a student management software, the Remind App, and Google Classroom. Push notifications are encouraged for parents to receive continual updates regarding student grades, attendance and discipline.
3. The school has added the PLTW Gateway program for students in grades 7 and 8. Also, we have added an Engineering pathway for high school students. Also, students will have a new business pathway.
4. The school has completed its Computer Science pathway. We have students that are taking this class, Cybersecurity, to complete the pathway.

(B) Description and location of curriculum.

The chart in appendix A lists the course offerings, the written curriculums are on-site, and notes if the curriculum meets the state standards and if anticipated revisions are needed. A copy of each curriculum is available in the school library. In addition, students have the opportunity to enroll in virtually any Advanced Placement course they desire via distance learning.

(C) Titles and descriptions of assessment instruments to be used in addition to ILEARN and SAT

Tri-Township Jr-Sr High School utilizes the following assessment tools: PSAT scores, ACT scores, ASVAB scores, and NWEA scores.

The PSAT test gives younger students at the high school level the opportunity to “practice” taking the SAT. It also provides juniors with the opportunity to qualify for the National Merit Scholarship Program.

The ACT test is another college assessment tool that measures ability in math, reading, English, science.

The ASVAB is an assessment tool to determine qualification for enlistment in the United States Armed Forces.

The NWEA is an assessment tool to learn strengths/weaknesses of students in Reading, Writing, and Math.

(2) Statement of mission.

Mission Statement

Our mission is to provide a caring, secure educational environment which recognizes individuality and develops respectful, confident and productive citizens, possessing positive character traits and basic skills for lifelong learning. Tri-Township Jr-Sr High School provides a technology rich environment that encourages students to reach their true potential as active, responsible, independent, lifelong learners and productive citizens. The Career Success Partnership of Tri-Township CSC provides every student with age appropriate career information and experiences that enable students to make informed choices based on these opportunities.

(3) Summary of data

(A) Data, including graphs, from the annual performance report.

The data has been reviewed by the entire staff and evaluated for areas of improvement. The data indicates that the schools are performing at or above expected performance levels and above state averages in most areas and in most years.

	2019 ILEARN				2021 ILEARN				2022 ILEARN			
	ELA	STATE	MATH	STATE	ELA	STATE	MATH	STATE	ELA	STATE	MATH	STATE
7th Grade	35%	49%	35%	41%	24%	41%	0%	30%	14%	42%	14%	32%
8th Grade	75%	50%	55%	37%	44%	44%	7%	28%	33%	43%	4%	30%

SAT Data for 2021-2022 School Year	EBRW	Math
Tri-Township Jr-Sr High School	59.3%	25.9%
State Average	50.5%	31.1%

(B) Data related to performance indicators other than those included in the annual performance report.

In addition to evaluating ISTEP scores, Tri-Township Jr-Sr High School utilizes the following assessment tools: PSAT scores, ACT scores, ASVAB scores, Star Reading, and NWEA scores.

The PSAT test gives younger students at the high school level the opportunity to “practice” taking the SAT. It also provides juniors with the opportunity to qualify for the National Merit Scholarship Program.

The ACT test is another college assessment tool that measures ability in math, reading, English, science.

The ASVAB is an assessment tool to determine qualification for enlistment in the United States Armed Forces.

The STAR Reading is an assessment tool to learn the strengths and weaknesses of students in Reading Comprehension. The STAR Reading test is taken at least four times throughout the year.

The NWEA is an assessment tool to learn strengths/weaknesses of students in Reading, Writing, and Math. It will be taken three times throughout the year.

(C) Other Information and Educational Programming and Learning Environment

Tri-Township Jr-Sr High School also provides the following educational programs:

Vocational Programs – provided through a county cooperative system.

Job Shadowing – provides each high school student with the opportunity to explore various careers in the workplace.

AST – individualized tutoring for high school students in various areas.

Work/Study programs – opportunities for students to explore career choices in depth.

Cadet Teaching- opportunities for students to work in our elementary school helping students

Tri-Township Jr-Sr High School is able to offer small class sizes with an average student to teacher ratio of 12:1. This ratio allows for individual attention and a personalized education.

(4) Conclusions about the current educational programming, derived from an assessment of the current status of educational programming, including the following:

A. Information about how the school's curriculum supports the achievement of Indiana academic standards.

The current curricula of Tri-Township Jr-Sr High School has been assessed according to the following criteria:

- Curriculum on site
- State Standards available
- Curriculum meets state standards
- Anticipation of curriculum revision

The information compiled can be found in appendix A.

B. Information about how the school's instructional strategies support the achievement of Indiana academic standards.

At Tri-Township Jr-Sr High School, we strive to provide a positive educational environment that meets the needs of all students. Our small classes provide an optimal student to teacher ratio. Teachers utilize a variety of instructional strategies ranging from the Socratic method to student-oriented investigative projects. Students are offered the opportunity to indulge in culturally-enriching experiences by means of field trips, student exchange programs, and guest speakers. Students of varying abilities are provided the opportunity to meet their individual needs through the utilization of remediation, computer based instruction and tutoring. Teachers have created different ways for students to learn remotely through research of online resources.

C. Assessment of student achievement based on ILEARN and SAT and other assessment strategies.

Tri-Township Jr-Sr High School is dedicated to using assessment data in the improvement of student instruction. In addition to in Course Assessments, student achievement is assessed through the following:

- SAT
- PSAT
- ACT
- ASVAB

- NWEA
- ILEARN

The use of these programs provides an accurate measurement of student achievement to use for enrichment and remediation.

D. Parental participation in the school.

Tri-Township Jr-Sr High School offers many opportunities for parental involvement and participation in the educational process. Specific opportunities include:

- Foreign Exchange Program
- Tutoring
- Extra-Curricular Activities
- Concerts & Art Exhibits
- Parental Chaperoning
- Attendance Committee
- Textbook Adoption
- Sponsorship of Fundraising Activities
- Tiger Parent-Teacher Organization

E. Technology as a learning tool

Tri-Township Jr-Sr High School is dedicated to utilizing technology as a learning tool. The district contracts with a technology provider that provides experts in different fields to help staff and students. Every student is issued a ChromeBook for use in the classroom and to use at home. Each discipline has software available to supplement teaching/learning resources. Technology is also used as a means to communicate student achievement to parents through the use of Harmony software, which makes students' assignments, homework and grades accessible online. Teachers use other applications like SeeSaw, Remind, and Class Dojo to communicate with parents and students. Scanners, digital cameras, digital presenters and LCD projectors are also available for student/teacher use.

F. Safe and disciplined learning environment

Tri-Township Jr-Sr High School uses the following techniques to ensure a safe and disciplined learning environment:

- Access into the school is restricted to two doors during the school day. Each entrance is covered by a video camera monitored in the office and a staff member must buzz the visitor in. Visitors are required to check in at the main office.
- Monthly fire drills are conducted.
- Severe weather drills are conducted.
- A lockdown procedure is in place and drills conducted.
- A school counselor is available for peer mediation.
- Because of our optimal student to teacher ratio, student misbehavior is kept at a minimum. A tiered program is in place to deter inappropriate behavior.

G. Professional Development

- Instructional Technology Techniques
- Anti-Bullying
- Seclusion & Restraint Training
- FERPA Training
- Internal Controls Training
- RTI
- Colleague Collaboration time is built into the daily schedule
- Harmony Training
- NWEA Training
- Coaches Concussion Training
- ISTEP+ Training
- CPI Crisis Intervention Training
- Suicide Prevention Training
- CPR Certification
- Science of Reading Training
- ILEARN Data Training
- Online Curriculum Training from Publishers

(5) Student achievement objectives, derived from an assessment of the current status of educational programming, including the following:

- A. Attendance Rate – We have consistently achieved an attendance rate of 96%+ thereby remaining over the state average. We allow students seven absences during a semester and very few students approach their allowable total. When a student goes over the allotment, a committee reviews the student’s circumstances in order to reach a fair decision on the appropriateness of the absences.
- B. Graduation rate – Our goal is to have a 95% graduation rate at the high school level. Our goal is to increase the number of students receiving Core 40 by 7% and Academic Honors Diplomas by 7%.
- C. SAT- In EBRW, just over 60% of our students met the benchmark. We will be looking to increase this by 5% each year until we hit 75% of all students meeting the benchmark annually. In Math, just over 26% of our students met the benchmark. The state average was 31%. We will be looking to increase our average by 5% each school year.
- D. ILEARN- Post-pandemic we will be working diligently with our 7th and 8th grade students on accelerating their learning, while remediating the areas of learning loss from the pandemic. We would like to see an increase of 15% each year in the next three years of students being proficient in Math and ELA. We would like to see 85% of our students show one school year of growth from one year to the next.

(6) Specific areas where improvement is needed immediately.

- A. We will continually refine our curricula to ensure they correspond to the Indiana State Standards. As we add new classes, we want to ensure that we adopt the standards applicable for the courses. We will continually work on our curriculum maps and pacing guides for our core classes.
- B. We will improve the basic and applied math skills of our students. This continues to be a concern and our professional development has emphasized this area.
- C. We will challenge our students to succeed at the highest level at which they are capable. Staff will be trained on Growth Mindset and will encourage and use this approach with students.
- D. Students will explore possible career paths. We have succeeded in showing students new career paths and want to continue for students to view a larger picture of careers.
- E. Improve parent/school communication through phone calls, emails, social media, and newsletters.

- F. Create professional goals aligned with our school improvement plan in order to promote a growth mindset.
- G. Use professional development time for researching and implementing instructional strategies in order to meet the diverse needs of students.
- H. Learn new graduation pathways and develop implementation rubrics.

(7) Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the education system.

- A. Students identified with low-performing math and/or ELA scores on standardized testing will be placed in a respective math/ELA lab course. Also, students will be placed in remediation groups during Student Resource Time. We will use before and after school tutoring (study tables).
- B. Teachers will create professional goals, one of which will be focused on Growth Mindset and its implementation with all students.

(8) Academic honors diploma and Core 40, including the following:

(A) Provisions to offer courses that allow all students to become eligible to earn the academic honors diploma.

Appropriate classes are offered at Tri-Township Jr-Sr High School so that all students are offered the opportunity to complete the Academic Honors diploma, Technical Honors diploma and/or the Core 40 curriculum. Students have the opportunity to participate in dual credit courses, Advanced Placement courses and Vocational training including multiple certifications.

B) Provisions to encourage all students to earn an academic honors diploma or complete the Core 40 curriculum.

All students are informed and encouraged to participate in the academic honors and Core 40 programs. For example, during the scheduling process, the counselor reviews diploma opportunities and progress with each student. The counselor and students create a four year plan for students.

(9) Proposed interventions based on school improvement goals.

Targeted professional development for teachers will be the key to the success of planned interventions. The proposed interventions based on school improvement goals are as follows:

Algebra Lab
Reading Lab
Adult Roles Course
Standardized Tests
NWEA Testing
Remediation
After School Tutoring
RTI (Response to Intervention)
Summer School
Growth Mindset Implementation
Math Tutoring
Spanish Tutoring

(10) Professional development that is coordinated with proposed interventions and that supports sustainable school improvement efforts.

Professional Development Plan accompanies this School Improvement Plan. The areas for improvement are:

Goal 1

The school will work hand-in-hand with The Center of Workforce Innovations to develop a career education plan for our students. This plan will include but not be limited to field trips to manufacturing facilities, work/study programs, guest speakers and convocations about careers.

Goal 2

The staff will become proficient in the use of different types of instructional technology ranging from using Chromebooks and the software utilized on the laptops, to videotaping classroom lessons for use in distance learning or archiving of lessons. Google Classroom will become the platform for student/teacher communication.

Goal 3

The staff will utilize the Indiana standards established by the state. All courses will integrate the new standards into their curriculum. Staff will conduct an audit of standards taught and create a list of power standards that need to be met by students.

Goal 4

The staff will be encouraged to incorporate a toolbox of classroom management techniques in order to proactively minimize discipline issues.

Goal 5

Anti-Bullying efforts will be maintained throughout the school. An educational program against bullying and in assistance to victims will be further developed.

Goal 6

The staff will become knowledgeable of proper restraint and seclusion procedures and be able to implement a tiered approach when necessary.

Goal 7

The staff will continue to equip our students to be college and career ready.

Goal 8

The staff will continue to work on creating curriculum maps and pacing guides that lead to mastery of content for students.

(11) Statutes and rules to be waived.

None at this time.

(12) Three (3) year timeline for implementation, review, and revision.

**Tri-Township Jr-Sr High School
School Improvement Plan 2022-2025
Three Year Timeline**

Goal	Persons Responsible	2022-2023	2023-2024	2024-2025
1. Improve Parent/School Communication through phone calls, emails, social media and newsletters. School will improve the Website as a hub of information for staff, students, and community members.	Mr. McMahan Teachers	Implement Plan Review/Revise: August & April	Continue Plan Review/Revise: August & April	Continue Plan Review/Revise: August & April
2. All 7-12 teachers will continue to work on creating curriculum maps and pacing guides that teach mastery of content to our students.	Mr. McMahan Teachers	Implement Plan Review/Revise: August & April	Continue Plan Review/Revise: August & April	Continue Plan Review/Revise: August & April
3. All 7-12 teachers will create Professional Goals aligned with our School Improvement Plan in order to promote a growth mindset.	Mr. McMahan Teachers	Implement Plan Review/Revise: August & April	Continue Plan Review/Revise: August & April	Continue Plan Review/Revise: August & April
4. Teachers will use Professional Development time for researching and implementing instructional strategies in order to meet the diverse needs of students.	Mr. McMahan Teachers	Implement Plan Review/Revise: August & April	Continue Plan Review/Revise: August & April	Continue Plan Review/Revise: August & April
5. The Principal and School Counselor will continue to create new Graduation Pathways and start working towards implementation of them.	Mr. McMahan Mrs. Kramer	Implement Plan Review/Revise: August & April	Continue Plan Review/Revise: August & April	Continue Plan Review/Revise: August & April
6. The Principal and Guidance Counselor will create a new dual credit program using CLEP courses instead of FOL from Ivy Tech.	Mr. McMahan	Implement Plan Review/Revise:	Continue Plan Review/Revise:	Continue Plan Review/Revise:

	Mrs. Kramer	August & April	August & April	August & April
7. Administration & teachers will develop a high dosage tutoring program to accelerate and remediate students that were negatively affected due to Covid.	Mr. McMahan Teachers	Implement Plan Review/Revise: August & April	Continue Plan Review/Revise: August & April	Continue Plan Review/Revise: August & April
8. Administration and teachers will continue to unpack standards and use data from ILEARN and SAT to develop a plan for improving growth and achievement by students.	Mr. McMahan Teachers	Implement Plan Review/Revise: August & April	Continue Plan Review/Revise: August & April	Continue Plan Review/Revise: August & April

Documentation of Support for the Professional Development Section of the Strategic and Continuous School Improvement Plan by the Tri-Township Consolidated Schools Teachers Association

As required by 511 IAC 6.2-3-3, I, as a representative of the Tri-Township Consolidated Schools Teachers Association, have reviewed and am in support of the Professional Development Section of the Strategic and Continuous School Improvement Plan for Tri-Township Elementary School.

Signature of a representative of the Tri-Township Teachers Association

Printed name of a representative of the Tri-Township Teachers Association

Appendix A

Curriculum & Instruction

Department	English					Foreign Language			
Course	9th	10th	11th	12th	Creative Writing	Spanish I	Spanish II	Spanish III	Spanish IV
Curriculum on Site	•	•	•	•	•	•	•	•	•
Existing State Standards	√	√	√	√	√	√	√	√	√
Meet State Standards	◆	◆	◆	◆	◆	◆	◆	◆	◆
Anticipate Change									

Department	Science							
Course	Biology I	Biology II	Chemistry I	Chemistry II	Advanced Environmental Science	Anatomy & Physiology	Integrated Chemistry & Physics	Physics
Curriculum on Site	•	•	•	•	•	•	•	•

Existing State Standards	√	√	√	√	√	√	√	√
Meet State Standards	◆	◆	◆	◆	◆	◆	◆	◆
Anticipate Change								

Department	Math						Physical Education/Health		
Course	Algebra Lab	Algebra	Geometry	Algebra II	Pre-Calc/ Trig	Probability & Stats	Physical Education	Advanced Physical Education	Health & Wellness
Curriculum on Site	●	●	●	●	●	●	●	●	●
Existing State Standards	√	√	√	√	√	√	√	√	√
Meet State Standards	◆	◆	◆	◆	◆	◆	◆	◆	◆
Anticipate Change									

Department	Social Studies							
Course	Geography & History of the World	World History	U.S. History	Government	Economics	Current Issues	Indiana Studies	Ethnic Studies
Curriculum on Site	•	•	•	•	•	•	•	•
Existing State Standards	√	√	√	√	√	√	√	√
Meet State Standards	◆	◆	◆	◆	◆	◆	◆	◆
Anticipate Change								

Department	Art					Music			
Course	Intro to 2D Art	Advanced 2D Art	Intro to 3D Art	Advanced 3D Art	Art History	Beginning Band	Advanced Band	Beginning Choir	Advanced Choir
Curriculum on Site	•	•	•	•	•	•	•	•	•

Existing State Standards	√	√	√	√	√	√	√	√	√
Meet State Standards	◆	◆	◆	◆	◆	◆	◆	◆	◆
Anticipate Change									

Department	Business						
Course	Accounting Fundamentals	Principles of Business Management	College and Career Prep	Intro to Entrepreneurship	Advanced Accounting	Business Law & Ethics	Management Fundamentals
Curriculum on Site	●	●	●	●	●	●	●
Existing State Standards	√	√	√	√	√	√	√
Meet State Standards	◆	◆	◆	◆	◆	◆	◆
Anticipate Change							

Department	Computer Science/Engineering			
Course	Computer Science Essentials	Computer Science I	Computer Science: Cybersecurity	Intro to Engineering Design
Curriculum on Site	●	●	●	●
Existing State Standards	√	√	√	√
Meet State Standards	◆	◆	◆	◆
Anticipate Change				