

**OREGON-DAVIS JUNIOR-SENIOR HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
SY 2020-2021**

The following comprehensive needs assessment and school improvement plan was prepared in partnership with *Equitable Education Solutions*. This comprehensive process intends to encompass all Every Student Succeeds Act (ESSA), Indiana Code, and Title I Schoolwide school improvement planning requirements for school year 2020-2021.

Section One: SIP with TSI Designation

The School Improvement Plan must be informed by a Comprehensive Needs Assessment. (*References: Every Student Succeeds Act, Title I Schoolwide Program*)
Ensure the School Improvement Plan and annual review are completed with input from a committee of persons interested in the school, including administrators, teachers, parents, and community leaders. (*References: Indiana Code 20-31-5-1, Every Student Succeeds Act, Title I Schoolwide Program*)

Comprehensive Needs Assessment – School Improvement Plan Committee		
Name	Team Member Role	Stakeholder Representation
Mr. William Bennett	Leadership Team Member	Superintendent/Parent
Mrs. Bettie J. Awald	Leadership Team Member	Principal/Parent
Ms. Sonia Hensley	Leadership Team Member	School Counselor
Mr. Jerry Miller	Leadership Team Member	School Administrator/Teacher

Comprehensive Needs Assessment – School Improvement Plan Academic Subgroup Committee		
Name	Team Member Role	Stakeholder Representation
Mr. William Bennett	Leadership Team Member	Superintendent/Parent
Mrs. Bettie J. Awald	Leadership Team Member	Principal/Parent
Ms. Sonia Hensley	Leadership Team Member	School Counselor
Mr. Jerry Miller	Leadership Team Member	School Administrator/Teacher
Mr. Casey Bodak	Planning Team Member	Teacher
Mrs. Kerry Bradway	Planning Team Member	Teacher
Miss Alivia Jensen	Planning Team Member	Teacher
Mr. Vincenzo Carrasco	Planning Team Member	Teacher
Mr. David Pinkham	Planning Team Member	Teacher
Mr Nathan Werner	Planning Team Member	Teacher
Mrs. Rhonda Cavinder	Planning Team Member	Teacher
Mr. Thomas Glennon	Planning Team Member	Teacher
Ms. Linda Bajgrowicz	Planning Team Member	Teacher
Mrs Ashley Rice	Planning Team Member	Teacher
Mr. Jim Ash	Planning Team Member	Teacher/Parent
Mr. Anthony Hutchinson	Planning Team Member	Teacher
Mrs. Sara Wells	Planning Team Member	Teacher
Miss Kristin Kubacki	Planning Team Member	Teacher
Mx. LaTausha Cotner	Planning Team Member	Teacher
Mrs. Kathy Roberts	Planning Team Member	Teacher/Exclusive Representative
Mr. Christopher Donovan	Planning Team Member	Teacher
Mrs. Kendra Ohime	Planning Team Member	Teacher/Parent

Describe how the needs of high-risk students will be addressed through: mental health programs, instructional support and mentoring, and non-academic skill improvement strategies. Describe how Title I funds will be coordinated with other local, state, and federal funding and programs. Describe how the goals and priorities set forth in the school improvement plan will coordinate programs, services, and resources (e.g., violence prevention, nutrition, housing, Head Start, Adult Education, and Career and Technical Education). (*Title I Schoolwide Plan*)

Comprehensive Needs Assessment – School Improvement Plan Social-Emotional Subgroup Committee		
Name	Team Member Role	Group Representation
Mrs. Bettie J. Awald	Leadership Team Member	Principal/Parent
Ms. Sonia Hensley	Leadership Team Member	School Counselor

Describe the process for involving stakeholders and how their input was used to develop the (School Improvement) Plan. (Reference: Title I Schoolwide Program)

Describe the key findings from examination of student, teacher, school, and community strengths and needs. (References: Every Student Succeeds Act, Title I Schoolwide Program)

Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs. (References: Every Student Succeeds Act, Title I Schoolwide Program)

Engage a broad range of stakeholders in the Comprehensive Needs Assessment process, such as family members, educators, community partners, and students. (References: Every Student Succeeds Act, Title I Schoolwide Program)

Note specific areas where improvement is immediately needed. (Reference: Indiana Code 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

Teacher Stakeholder Group	Number of Participants: 13
Key Factors from the 2019-2020 Teacher Inquiry Form	
Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> Most teachers (10/13) reported agreed or strongly agreed that school safety procedures are implemented consistently and communicated clearly to students, parents and staff Most teachers (10/13) reported that technology enhances the learning environment Most teachers (7/13) reported that school improvement initiatives are clearly articulated to staff and consistently supported by the leadership team Most teachers (8/13) reported that differentiation is a regular classroom practice Most teachers (8/13) reported knowing about the families of their students All teachers (13/13) reported that poverty had an impact on their students and most (11/13) identified challenges in the classroom as a result of poverty 	<ul style="list-style-type: none"> Teachers were divided on whether or not there was clear alignment between curriculum mapping, instruction, and assessments focused on student progression through the academic standards (6 – agree; 4 – neither agree or disagree; 3 – disagree/13 total) Most teachers did not report that students are actively engaged in their learning and able to communicate learning objectives (6 – neither agree or disagree; 4 disagree/13 total) Most teachers reported not having scheduled collaboration time to analyze data (4 – neither agree or disagree; 5 – disagree; 1 – strongly disagree) Teachers were split on whether or not professional development opportunities are beneficial and based on the needs of our staff and students (6 – agree or strongly agree; 6 – neither agree or disagree; 1 disagree) Teachers were split on whether or not students had a positive relationship with at least one adult in the building (5 – agree; 5 neither agree or disagree; 3 disagree or strongly disagree) Teachers were split on whether or not staff were aware of the behavioral impacts of poverty and are mindful when discipline issues arise (5 – agree or strongly agree; 5 - neither agree or disagree; 3 – disagree) Most teachers (7/13) reported not having access to accurate student data to help drive instruction or compare student groups

Student Focus Group	Number of Participants: 10 (grades 7 – 12)
Key Factors from the 2019-2020 Student Focus Group	
Strengths	Opportunities for Improvement
<p>Middle school (5)</p> <ul style="list-style-type: none"> ● Middle school students liked switching classes and liked their teachers ● Middle school students liked having more freedom than elementary ● Student reported getting to do [projects] in classes – ● Middle school students liked to switch classes and be with different groups throughout the day ● Soccer is available for middle school ● High school students liked smaller school and ability to get to know each other ● Classmates live near each other and many are related ● Students liked the size of the school, cafeteria food was ok, there are no stairs and the building is easy to navigate ● High school students liked their teachers ● Students described the school as small, like a family, and good 	<ul style="list-style-type: none"> ● Middle school students would like to change the lunch food to include more variety ● Middle school students would like a greater variety of sports ● High school students noted a high rate of teacher turnover (due to retirements, or moving to other schools) ● High school students noted that first time teachers in their first year of practice are noticeably less confident ● Students would like a later start time, to keep (favorite) teachers; go back to laptops instead of iPads that are less user-friendly (“wish we had keyboards”)
Educator Focus Group	Number of Participants: 5
Key Factors from the 2019-2020 Educator Focus Group	
Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> ● Really like the autonomy as a teacher (as long standards are being taught, there are no administrators micromanaging daily lessons) ● Oregon-Davis has a small community feel and students have lots of relationships with each other (many students are related to each other) ● Students mix well at lunch (grades 7-12; ● Safety is school priority - Keep students safe and do your best to keep them informed of policies and procedures ● There have been no issues with safety to date, but has been a focus of training ● We feel like this year we are on the right track, for example, evaluations are happening (long and short before Xmas) 	<ul style="list-style-type: none"> ● Would like to have one consistent message, one consistent principal; ● There is little or no engagement from students and parents; parents of students who are involved in band, choir, or sports will be involved; community will show up for basketball; community has attended drama club activities ● Same handful of parents attend conferences to hear good or bad (don’t want to hear the messy middle) ● Open house night – mostly junior high students attend and parents who seem in support of school ● Curriculum maps and pacing guide from textbook; maps are not daily; just unit standards curriculum maps don’t

<p>[there was a high turnover of administrators in the last school year]</p> <ul style="list-style-type: none"> ● A professional collaboration last year included looking at power standards; it was well-received by staff and very beneficial ● Proud of the fact [most] teachers have good connections with students due to small enrollment; there is a good ratio of teachers to students ● Proud of being a graduate of Oregon-Davis and coming back to teach ● Proud of students who are self-motivated and take pride in accomplishments; ● There have been positive changes in students from the start of last year; students have a lot on their minds (outside of school); home lives can be challenging; there are somewhat limited resources for students and families outside of school ● Have sensed an increase in the community's awareness of the school (beyond sports); perhaps due to the increase of teachers who are living within the community 	<p>translate for new people; training needed (e.g. assessments, daily lesson)</p> <ul style="list-style-type: none"> ● We are a small rural community – poverty is a challenge for most students and families ● We are not getting parent involvement because parents are working (industrial and factory work) and don't prioritize school over surviving ● We are reactive, not proactive; some teachers behaviors might need to be addressed ● Not sure of office procedures; two teachers had two days of orientation plus two days with all staff; plus unofficial mentors; would be good to have two hours of how to be a teacher e.g., how to use a phone, where are the refrigerators, etc. ● We are not building culture and many new teachers lack of confidence ● No current quarterly assessment data now; use PIVOT at other times Lexile scores for reading ● How can teachers make math real-world applications? ● There does not appear to be consistent discipline among administrators ● There is some concern about part-time administrators and the ability to support teachers or discipline consistently ● There are too many new initiatives/additional work for teachers ● Would like staff meetings to focus on discussion, needs of staff ● Would like to see differentiated PD, e.g. levels of curriculum mapping help for teachers at beginning, middle, and finishing stages ● Technology – not sure there are clear or consistent expectations for technology use in classrooms; (teachers observed different uses in classes) ● Mentoring occurs, kind of on an ad hoc basis; not sure all teachers have clear,
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	<p>common expectations or have common knowledge of the Oregon-Davis community</p> <ul style="list-style-type: none"> • Teachers reported maintenance issues • There are missing relationships that tie the school community together; we would like to create a community within the school (e.g., “We are Bobcats”) for students to feel secure • There is a lot of transiency among our students, but not sure how to deal with it
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Date(s) of Instructional Examination	# of classrooms observed	Analysis of Classroom Examination
August 21, 2019	12	Classroom Examination Analysis is located in Appendix C of the CNA-SIP.

Section Two: SIP with TSI Designation

<p>Vision of Excellence</p> <p>The Vision of Excellence (VOE) aims to capture the desired state of the school building as it relates to the purpose of the school, aspirations and expectations for students, responsibilities of adults who work in the school, partnerships and collaborations to support the school’s continuous improvement, intents and purposes of school-wide programs and initiatives, and aspirational measures of success.</p>
<p><i>We are B.O.B.C.A.T.S.</i></p> <p>Bringing Our Best Character, Attitude, Teamwork, and Scholarship. We reinforce self-motivation and positive work ethic. We empower students to become reflective critical thinkers and problem solvers. We encourage students to engage in the world around them. We develop college and career ready skills in every student. We graduate students who are lifelong learners.</p>

Examine relevant data to understand the most pressing needs of students, educators, and the overall school as well as the potential root causes of these needs. (References: Every Student Succeeds Act, Title I Schoolwide Program)

<p>Current School Profile</p> <p>The current school profile identifies each building’s current educational state.</p>
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Vision

Through academic readiness and career development, we strive to teach next generation skills that benefit students and the community

Mission

Our mission is to develop students with strong character and a positive attitude who exhibit personal growth, citizenship, and academic mastery through collaborative, academic, and social opportunities.

Core Curriculum

Curriculum documents are available on a shared Google drive. Updated maps and proficiency scales are available for all courses.

Summative, Interim, and Formative Assessments

Each course includes its own formative and summative assessments. Teachers are creating assessments in Schoology, the learning management system (LMS), to check on mastery of standards (the standards are aligned to the state standards). In addition, i-Ready is used in 7th and 8th grade for the formative assessment in the areas of English/Language Arts and Mathematics.

Targeted Academic Programs

Bobcat time is used to intervene or enrich students, based in part on performance on interim benchmark assessments. Grade checks are completed every Wednesday during the Bobcat time for grades 7-12.

Schoolwide Academic Programs

The Oregon-Davis Jr.-Sr. High School provides unique opportunities for our students from a swimming curriculum, an FFA program, agriculture courses, a band program, Advanced Placement (AP) and dual credit courses, a certified lifeguarding course, athletics, and a drama club. Our students also have access to one-to-one devices.

Teacher
Recruitment,
Selection,
Induction, and
Retention

Employment opportunities are posted on the Oregon-Davis School Corporation's website. Candidates can submit an application online. Applications are retained for one year. A designated corporation or building administrator will contact candidates for an interview.

Teacher attrition is a concern at the Jr-Sr High School. Current staff and students addressed the issue of teacher turnover during focus group interviews.

Teacher and Staff
Professional
Learning

Professional learning is a goal of the school corporation, a desire to pursue STEAM/ STEM certification from the state, and a need to improve overall proficiency and growth in both Mathematics and English/Language Arts. Staff meet monthly to discuss topics related to school improvement (e.g., improvement planning, STEAM, and data). Both the elementary and junior-senior high schools meet together monthly, as well.

Teacher and Staff
Coaching and
Evaluation Model

Oregon-Davis School Corporation uses a locally-developed, RISE-like model for teacher evaluations. Administrators received training at the start of the 2019-2020 school year. Information is shared with teachers between formal evaluation activities through non-evaluative walkthrough feedback.



Parents are encouraged to discuss and/or help students, but shall not actually do the work for them. Involvement of parents, in supervision of and aiding in assignments, can bring about an understanding by the parents of classroom activities.

If a student is struggling in a class, the teacher will give notification to the parent via e-mail, phone call, or progress report. If there is a parental concern about their child's grade in a class, parents should feel free to contact that teacher to discuss the matter. Parents can also check student grades on PowerSchool to monitor student progress.

Partnerships with our community are vital to our success. We will maintain and/or develop partnerships that promote career and graduation pathways, provide our students with direct experiences with STEM/STEAM professionals, support extracurricular activities such as robotics and engineering clubs, provide internships or apprenticeships, and inspire/inform under-represented students in STEM/STEAM fields.



Current School Improvement Strategies/School Overview

Oregon-Davis Jr.-Sr. High School is part of the Oregon-Davis School Corporation located in Hamlet, Indiana (Starke County). The school is a consolidation of Oregon Township and Davis Township. The first graduating class was the class of 1964. After the consolidation, grades 9-12 were held in the Grovertown High School Building and grades 7-8 were held at the former Hamlet High School. The elementary school was built in the early 1980s.

The junior-senior high building opened in the spring of 1971 with its first graduating class that May. The building has been renovated twice with the first renovation beginning in 1999. At this time, additional classrooms were added to the back of both the circles. The second renovation began in the spring of 2010 and was a smaller project enlarging existing classrooms. This was when Oregon-Davis became a New Tech High School (project based learning). The architectural design of the high school is two round domes. The folklore in the community is that the school was designed to look similar to the University of Notre Dame's Athletic & Convocation Center.

The community is rural with a strong economy in agriculture. There is only one factory in the community. As such, many of our students are from farm families, are active in organizations like 4-H, and we are starting to see an influx of migrant workers attending our school.

ODJSHS is a technology rich environment which utilizes one-to-one technology. Students in 7th through 12th grade are assigned an iPad. Teachers are also assigned Macbook Airs and teaching classrooms are outfitted with projectors. We also utilize Schoology as a learning management system, wherein teachers catalogue/inventory lessons, activities, and assessments. As a school corporation, we utilize i-Ready as our formative assessment system to track student data and growth for 7th and 8th grade in the content areas of English/Language Arts and Mathematics.

Parents have access to a wealth of knowledge about our school via our website. Here they can find school menus, register for school, and access counseling information. Over the last year and a half, ODJSHS has increased its social media presence via Facebook, which has become a primary source for disseminating information to our parents and the community.

The building consists of grades 7-12. There are 235 students, 113 boys and 122 girls. There are 62.1% of the students who participate in the free and reduced lunch program.

Demographically, the student population is: 91.1 % White (Non-Hispanic); 5.1% Hispanic; 3.0% Multiracial; 0.4% American Indian/Alaskan Native; and 0.4% Black.

For the 2020-2021 school year, there are 35 staff members. The total number of certified teaching staff members is 18 (one new teacher to the building), one 7th grade math teacher/athletic director, one school counselor, and one principal. There are six instructional aides, two administrative assistants, one food service director, three kitchen staff, and two custodial staff. Oregon-Davis School Corporation also has one school resource officer, one school nurse, one maintenance director, one technology director, and one technology

technician that are shared between the two school buildings (the elementary school and the junior-senior high school).

Examine relevant data to understand the most pressing needs of students, educators, and the overall school as well as the potential root causes of these needs. *(References: Every Student Succeeds Act, Title I Schoolwide Program)*
 Identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population. *(Reference: Indiana Code 20-31-6)*

A data dashboard which includes student demographics, staff demographics, and student behavior outcomes is located in **Appendix A** of this comprehensive needs assessment – school improvement plan.

A thorough data analysis of student academic outcomes disaggregated by subgroups is located in **Appendix B** of this comprehensive needs assessment – school improvement plan.

Section Three: SIP with TSI Designation

Examine relevant data to understand the most pressing needs of students, educators, and the overall school as well as the potential root causes of these needs. *(References: Every Student Succeeds Act, Title I Schoolwide Program)*
 Describe the key findings and outcomes of the Comprehensive Needs Assessment, including but not limited to: the data sources used in the CNA process, a detailed analysis of data from all student subgroups, a summary of priorities that will be addressed in the school improvement plan including priorities that address (1) student achievement in relation to rigorous state academic standards and (2) the needs of those children who are failing or are at-risk of failing to meet the rigorous state academic standards. *(References: Every Student Succeeds Act, Title I Schoolwide Program)*

<p>Focus Area Description #1 (Mathematics)</p>	<p>In Spring 2019, 38% of 7th grade and 37% of 8th grade students were proficient in the English/Language Arts portion of ILEARN. Whereas, only 35% of 7th grade and 5% of 8th grade students were proficient in the Mathematics portion of ILEARN.</p> <p>In Spring 2019, 56.1% of 10th grade students passed the English/Language Arts portion of ISTEP+. Whereas, only 24.4% of the students passed the Mathematics portion of ISTEP+. In Spring 2019, 48.1% of 10th grade students passed the English/Language Arts portion of ISTEP+. Whereas, <u>no students</u> passed the Mathematics portion of ISTEP+.</p> <p>In Spring 2020, 11% of 11th grade and 12th grade students (19 students) needing to retest the English/Language Arts portion of ISTEP+ passed this assessment requirement. Whereas, in Spring 2020, 0% of 11th grade and 12th grade students (44 students) needing to retest the Mathematics portion of ISTEP+ passed this assessment requirement.</p> <p>Mathematics proficiency is the <u>primary area of need</u> as fewer students are consistently approaching the proficiency level. However, English/Language Arts proficiency is a concern, too, as fewer than half (50%) approached the proficiency level in 2019.</p>
<p>Focus Area Description #2</p>	<p>Based on the cumulative growth data for grades 7 and 8 altogether, the students are demonstrating low growth (67% of students showed low growth in English/Language Arts based on Spring 2019 ILEARN).</p>

	<p>Based on the cumulative growth data for grades 7 and 8 altogether, the students are demonstrating low growth (90% of students showed low growth in Mathematics based on Spring 2019 ILEARN).</p>
<p>Focus Area Description #3 (Graduation Rate)</p>	<p>The graduation rate will improve and maintain at least a 90% rate. In Spring 2019, 77% (37/48) of students graduated with either a Core 40 or Academic Honors diploma. This is a decrease from the Spring 2018 graduation rate by 3%.</p> <p>The 4-year Graduation Rate for the past four school years has been as followed: 2019-2020: 93.9% (33 Ss) 2018-2019: 77.1% (48 Ss) 2017-2018: 80.0% (45 Ss) 2016-2017: 85.4% (35 Ss)</p> <p>One of the reasons the graduation rate had a significant increase from the 2018-2019 school year to the 2019-2020 school year was because of the flexibility from the Indiana Graduation Requirements in Response to COVID-19.</p> <p>There has been an improvement in the dropout rate from the previous years to the 2019-2020 school year (approximately 4.5% decrease in the dropout rate from 2017-2018 school year to the 2019-2020 school year).</p>
<p>Focus Area of Identified Subgroup #4 (Free/Reduced Lunch)</p>	<p>In Spring 2019, 43% of 7th grade and 39% of 8th grade students identified for Free/Reduced Lunch status were proficient in the English/Language Arts portion of ILEARN. Whereas, only 26% of 7th grade and 0% of 8th grade students identified for Free/Reduced Lunch status were proficient in the Mathematics portion of ILEARN.</p> <p>Based on the proficiency data for students in grade 7 on the Spring 2019 English/Language Arts ILEARN (43%) and the Mathematics ILEARN (26%), there is a significant difference of 17% between the two content areas for this subgroup. Based on the proficiency data for the students in grade 8 on the Spring 2019 English/Language Arts ILEARN (39%) and the Mathematics ILEARN (0%), there is a significant difference of 39% between the two content areas for this subgroup.</p> <p>10th grade students who were identified for Free/Reduced Lunch, 42.6% passed the English Language Arts portion of the ISTEP+ in Spring 2018. Whereas, only 8% of 10th grade students who were identified for Free/Reduced Lunch passed the Mathematics portion of ISTEP+ in Spring 2018..</p> <p>Mathematics proficiency is the <u>primary area of need</u> for all students including those identified for Free/Reduced Lunch status. English/Language Arts proficiency is a concern, too.</p>

Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs. (References: Every Student Succeeds Act, Title I Schoolwide Program)

Note specific areas where improvement is immediately needed. (References: Indiana Code 20-31-5-4, 511 Indiana Administrative Code 6.2-3, Every Student Succeeds Act)

511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program, Indiana Code 20-31-6

Core Competency Area Descriptions and Gap Analysis

Describe how the school will maintain a safe and disciplined learning environment for students and teachers. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

Safe Learning Environment

Prior to the 2016-2017 school year, our school began implementing a school-wide behavior plan. In this plan, we put an emphasis on developing positive relationships with our students. We have a system in place for teachers to nominate students of the month and make positive student referrals. We also provided staff with professional development in student behavior interventions and behavior modification techniques. This training occurred in conjunction with our special education co-op. We saw a reduction in the number of inappropriate behavior referrals during the first year of implementation.

As of the 2019-2020 school year, Oregon-Davis Jr/Sr High School needs to work on creating an inclusive environment, where students are known by their first names by staff and just not as a general student. The school needs to create opportunities where students can have a mentor if there is a need so there is someone in the school for a student to connect to during the school day (whether the mentor would be a staff member or an older student).

As of 2019-2020 school year, Oregon-Davis Jr/Sr High School will work towards a multi-tiered behavior support system by beginning the steps of a Staffing System (where staff meet in regards to a behavior concern with a student, so as to design strategies to support the student in the school environment, in and out of the classroom). This system can lead to the staff in developing a tiered behavior support system (Tier 1 = whole classroom behavior support; Tier 2 = small group behavior support; Tier 3 = intensive one-on-one behavior support).

Safety procedures and policies regarding emergencies, severe weather, seclusion and restraint, harassment/bullying, etc., are available in our [school's student handbook](#)

	Benefits of the Current Plan for a Safe Learning Environment	Identified Gaps in the Current Plan for a Safe Learning Environment
Improving ELA and Math proficiency	Staff recognize the need for a positive behavior plan that is consistently implemented.	A consistent plan does not yet exist.
Improve ELA and Math growth	Teachers understand the importance of building relationships with students and leveraging relationships to	

Increase and maintain graduation rate	improve student academic outcomes.	
Improve proficiency for students identified for Free/Reduced Lunch	Safety plans are in place in the case of a crisis situation.	

Describe objectives for the school to achieve that are consistent with state academic standards and include improvement in at least the following areas: Attendance rate; The percentage of students meeting academic standards under the Indiana statewide testing program; and Graduation rate, for a secondary school. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

System for Attendance Practices		
<p>Student attendance has been under 95% for the past four years:</p> <p>2019-2020: 94.9%</p> <p>2018-2019: 92.4%</p> <p>2017-2018: 92.9%</p> <p>2016-2017: 92.7%</p> <p>We participate in a countywide initiative to curb truancy called Project Attend. With Project Attend, there are step-by-step instructions on what to do when students have missed a set number of days. This program is in partnership with DCS, local law enforcement, and the county district attorney. We have monthly Project Attend meetings as a team to go through any truancy data for identified students. We also utilize our school resource officer to make home visits and check in on students and families. The plan to implement these strategies is to improve and maintain an attendance rate of at least a 96% rate.</p> <ol style="list-style-type: none"> 1. We get a daily attendance from the secretary as to who is or isn't here. It is marked according to codes (UX - unexcused). 2. Teachers may know of attendance issues through Project Attend. 3. We use Bobcats (resource time) to give them any additional support that may be required. <p>Current attendance information is available in our school's student handbook.</p>		
	Benefits of the Current System for Attendance Practices	Identified Gaps in the Current System for Attendance Practices
Improving ELA and Math proficiency	There are some data resources and policies in place to address chronic absences.	While information may be available, teacher knowledge is inconsistent and may not be known.
Improve ELA and Math growth		
Increase and maintain graduation rate		

Improve proficiency for students identified for Free/Reduced Lunch		We need to look more closely at students in this subgroup to identify particular challenges and address more specifically.
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Describe the school's curriculum. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

Curriculum		
<p>Oregon-Davis has worked with Equitable Education Solutions (EES) during the 2019-2020 school year to develop a curriculum that is both rigorous and aligned with state academic standards and assessment. Curriculum maps are available to all staff. Teachers revise priority standards and maps and create/update proficiency scales and tiered assessments.</p> <p>Intervention is available for our students when needed. The first step an employee takes in academic intervention is to consult a fellow teacher to gain insight into the student. Following this step, the teacher will have a discussion with the student to set improvement goals for the class term.</p> <p>Course Offerings include (descriptions may be found in our Course Description Guide):</p> <ul style="list-style-type: none"> ● Vocational programs ● Graduation Pathway courses ● CTE certifications for various courses along with CTE Precision Exams, 21st Century Skills assessments, and certification exams ● AP & Dual Credit courses 		
	Benefits of the Current Plan for Curriculum	Identified Gaps in the Current Plan for Curriculum
Improving ELA and Math proficiency	Teachers recognize the importance and need for a strong, viable and guaranteed curriculum that focuses on a set of priority standards that can be progress monitored throughout the school year.	Refinement of curriculum, proficiency scales, and tiered assessment will lead to a stronger system of support for students, providing either intervention or enrichment. Tier I classroom instruction will be enhanced and opportunities to address student needs will be embedded into the core class.
Improve ELA and Math growth		
Increase and maintain graduation rate		

Improve proficiency for students identified for Free/Reduced lunch		Data on students in our identified subgroup will identify specific needs for our students.
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Describe the assessments that will be used in the school in addition to the statewide testing system. Provide a summary of how student learning data will be analyzed. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

System for Assessment aligned to Data Analysis

As current trends suggest, **there is a need to address our free and reduced lunch and special education population**, as they both severely underperform on ISTEP+ (ILEARN) assessments in Mathematics and English/Language Arts. This stands true at all grade levels, 7-12. Overall, however, we have a need to improve our overall ISTEP+ (ILEARN) performance in all grade levels in Mathematics and English/Language Arts.

7th Grade Mathematics, ILEARN, Spring 2019
35% Overall Proficient
0% Special Education Proficient
26% Free/Reduced Lunch Proficient

7th Grade English/Lang. Arts ILEARN, Spring 2019
38% Overall Proficient
0% Special Education Proficient
43% Free/Reduced Lunch Proficient

8th Grade Mathematics, ILEARN, Spring 2019
5% Overall Proficient
0% Special Education Proficient
0% Free/Reduced Lunch Proficient

8th Grade English/Lang. Arts ILEARN, Spring 2019
37% Overall Proficient
0% Special Education Proficient
39% Free/Reduced Lunch Proficient

	Benefits of the Current Plan for Assessment	Identified Gaps in the Current Plan for Assessment
Improving ELA and Math proficiency	Staff understand that interim assessments are meant to monitor students' progress over the course of a school year using i-Ready (grades 7-8; assessments in Schoology for other grade levels/content areas), give them a chance to experience standardized examples, and help predict scores on state tests. We will be provided this development during monthly PDs and monthly teacher meetings.	The school expects teachers to use formative assessments to inform their teaching. Beyond this, no guidelines or specifics exist. We will be provided with this development during monthly PDs and monthly teacher meetings. Data discussions need to examine student groups such as Free/Reduced Lunch to identify specific areas of need.
Improve ELA and Math growth		

Increase and maintain graduation rate		
Improve proficiency for students identified for Free/Reduced Lunch		

Describe how the school will use instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Describe how the school will address the needs of all children, especially the needs of those at risk of not meeting the challenging state academic standards. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

Instruction		
<p>During the 2016-2017 school year, we implemented close reading strategies across the curriculum. English/Language Arts teachers are committed to completing at least one close read each week, and other content areas at least twice a month. The objective is to have students engage in a regular and consistent activity to develop critical reading skills. We implement BOBCATS time for our junior high students at the end of the day. This time gives us the flexibility to address the needs of our students, focusing on everything from character education activities to enrichment and tutoring activities.</p> <ol style="list-style-type: none"> 1. Student-centered learning 2. “Staffing” Meetings 3. Informal assessments (exit tickets, etc.) 4. STEM activities 		
	Benefits of the Current Plan for Instruction	Identified Gaps in the Current Plan for Instruction
Improving ELA and Math proficiency	<p>The culture of the building is positive and student-centered. A cohesive curriculum and engaging, effective instructional strategies has been the focus for over a year.</p>	<p>Staff needs time and support to delve into best instructional practices, particularly those that are engaging for students and address the needs of all learners.</p> <p>The school will embed STEAM activities into current curriculum maps.</p>
Improve ELA and Math growth		
Increase and maintain graduation rate		
Improve proficiency for students identified for Free/Reduced Lunch		

When developing the SIP, consider methods to improve the cultural competency of the school's teachers, administrators, staff, parents, and students. Incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan. Define areas in which additional professional development is necessary to increase cultural competency in the school's educational environment. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

Cultural Competency		
<p>Teachers build relationships with students and learn about their lives and interests. Relationships are built through parent contact, not only through reporting of negative consequences, but also successes, informing parents about the achievements their children are accomplishing in the classroom.</p> <p>Staff support students emotionally by having genuine conversations and learning about their lives outside of school (i.e., building relationships). Often, students are provided options to complete and submit work in alternative formats (i.e. oral reports, creating mp3 or videos, Google Slides, or some other format) in order to increase interest and buy-in.</p>		
	Benefits of the Current Plan for Cultural Competency	Identified Gaps in the Current Plan for Cultural Competency
Improving ELA and Math proficiency	Teachers genuinely care about students.	Delving into data for all students and students in subgroups will help uncover specific needs.
Improve ELA and Math growth		
Increase and maintain graduation rate	Students have alternate opportunities to earn credits toward graduation.	
Improve proficiency for students identified for Free/Reduced Lunch		

Describe how the school will work to maximize the engagement of family members in the school through a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. Describe the strategies that the school will use to increase family and community engagement, including family literacy programs. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

Family and Community Engagement
<p>Parents have access to a wealth of knowledge about our school via our website. Here they can find school menus, register for school, and access counseling information. Over the last year and a half, our school increased its social media presence via Facebook, which has become a primary source for disseminating information to our parents and the community. We have over 1,443 followers; it is used as a communication tool with parents. We send a weekly email called Bobcat Blast to parents and community members.</p>

Parent attendance and participation is generally low for both Jr and Sr high school. Parent teacher conferences reach 40-50% attendance. Jr-Sr high school offers two FAFSA meetings during the first semester of the school year, but attendance is low (5 parents attended between the two meetings last school year, October and November of the 2019-2020 school year). The 9th grade orientation that is offered during the second semester (typically in March of the current school year) is pretty well attended (the exact number is unavailable).

	Benefits of the Current Plan for Family Engagement	Identified Gaps in the Current Plan for Family Engagement
Improving ELA and Math proficiency	We are constantly looking for ways to improve communication and involvement with our parents.	Staff need to continually engage parents and community members to enhance our STEAM programming and graduation pathways.
Improve ELA and Math growth		
Increase and maintain graduation rate		
Improve proficiency for students identified for Free/Reduced Lunch		We could investigate community resources that can be offered beyond the scope of services from our school staff.

Describe how the school will coordinate technology initiatives. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

Technology
<p>Oregon-Davis Jr-Sr High School is a technology rich environment that utilizes one-to-one technology. All students are assigned an iPad. Teachers have Macbook Airs and teaching classrooms are outfitted with projectors. We also utilize Schoology as a learning management system, wherein teachers catalogue/inventory lessons, activities, and assessments. As a school corporation, we utilize i-Ready as the formative assessment system to track student data in grades 7 and 8 for the English/Language Arts and Mathematics content areas.</p> <p>We have a one-one initiative within our school corporation and technology integration is a critical part of creating a STEM framework. There are 2 technology specialists in the school corporation, a Technology Director and a Computer Technician. In the spring of 2017, we upgraded our Internet capacity from 150mbps to 300mbps and added another fiber connection from Mediacom to provide additional speed. This extra connection will also act as a backup if our CenturyLink fiber should go down.</p> <p>Smart boards and projectors are available in all classrooms. Student devices include iPads this school year (HS students transitioned to the iPads during the 2018-2019 school year). We purchased Apple TVs to pilot in certain classrooms. Teachers have reported better connections with iPads and better alignment with the Apple Classroom Manager.</p>

Everyone uses the Google Suite of tools, PowerSchool, and Schoology (learning management system like Blackboard or Moodle) to support initiative towards being paperless.

	Benefits of the Current Plan for Technology	Identified Gaps in the Current Plan for Technology
Improving ELA and Math proficiency	There are many opportunities for students to use technology to enhance learning activities.	Not all Smartboards are functional. Some projectors are damaged (or bulbs are damaged) or unable to play video in certain formats.
Improve ELA and Math growth		
Increase and maintain graduation rate		
Improve proficiency for students identified for Free/Reduced Lunch		

Describe how the school will help preschool children transition to elementary school. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

Describe the courses that will allow all students to become eligible to receive an academic honors diploma. Describe how the school will promote opportunities for secondary education and workforce to students. Describe how all students will be encouraged to earn an academic honors diploma or complete the Core 40 curriculum. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

High School Diploma/Transitional Supports

The State of Indiana recognizes 13 College & Career Pathway Clusters. Within each cluster are College & Career Academic Pathways. Each student is administered a career interest inventory which is used to determine which College & Career Academic Pathway best fits the student's interest. This information is used to develop a four year plan. Information on career clusters can be found at: <http://www.doe.in.gov/cte>.

In order to graduate from Oregon-Davis Jr./Sr. High School, a student must have completed a minimum of forty (40) credits for a General Diploma or a Core 40 Diploma, and forty-seven (47) credits for a Core 40 with Academic Honors, or a Core 40 with Technical Honors Diploma. (Two years of a World Language and/or a Career Academic Sequence, six credits in one subject area, are highly recommended for the Core 40 Diploma.) The coursework will cover a variety of subjects as determined by the State of Indiana and the Oregon-Davis Board of Trustees. In order for a student to be eligible for graduation, he/ she must have met all of the requirements outlined [here](#) by the date of graduation. Students who do not complete all requirements by graduation day will not be allowed to walk at graduation. If students are in the 2023 Cohort and beyond they need to meet the [graduation pathways](#) by the date of graduation.

7th grade students feed from the elementary school building into our junior-senior high school building. There are additional opportunities for 7th and 9th graders through orientation events.

	Benefits of the Current Plan for Transitional Supports	Identified Gaps in the Current Plan for Transitional Supports
Improving ELA and Math proficiency		Development of a guaranteed and viable curriculum, integrating STEAM activities, and developing a school-wide system for data will ensure that each student's progress is monitored and appropriate intervention or enrichment is provided when needed.
Improve ELA and Math growth		
Increase and maintain graduation rate	Each student will participate in a graduation pathway. Staff will monitor progress.	
Improve proficiency for students identified for Free/Reduced Lunch		

Describe the evidence-based interventions that will be used to improve the overall educational program, with a focus on improving the achievement of the school's lowest-achieving students.

Demonstrate how these evidence-based interventions are linked to the priorities identified through the CNA. (*References: Every Student Succeeds Act, Title I Schoolwide Program*)

Describe the strategies, programs, and services that will be utilized as well as an overview of the activities that will be utilized to implement these strategies, programs, and services.

Describe how the impact of professional development will be evaluated.

Describe how professional development opportunities will be provided to staff to improve instruction using student assessment data.

(*Reference: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program*)

Describe objectives for a three-year period of time.

Established objectives of continuous improvement in, at minimum, the areas of attendance rate, ISTEP+ proficiency rates, and graduation rates for the school to achieve over a three (3) year period and how the school expects to meet these objectives, with annual review and revision if necessary, to accomplish objectives. (*IC 20-31-5, IC 20-31-6, IAC 511 6.2-3-3*)

Describe objectives for the school to achieve that are consistent with state academic standards and include improvement in at least the following areas: Attendance rate; The percentage of students meeting academic standards under the Indiana statewide testing program; and Graduation rate, for a secondary school.

Specify how and to what extent the school expects to make continuous improvement in all areas of the education system where results are measured by setting benchmarks for progress on an individual school basis.

Describe how the SIP will be reviewed annually using data from the Indiana statewide testing program, other student performance data, and stakeholder perception data, and revised to accomplish the student achievement objectives of the school. (*References: Indiana Code 20-31-5-4, 511 Indiana Administrative Code 6.2-3, Every Student Succeeds Act, Title I Schoolwide Program*)

Describe how and when these evidence-based interventions will be implemented. (*References: Every Student Succeeds Act, Title I Schoolwide Program*)

Describe how the school, including in terms of programs and services, will provide opportunities for all children, including each of the subgroups of students, to meet the challenging state academic standards. (*References: Indiana Code 20-31-5-4, Title I Schoolwide Program*)

Specify how and to what extent the school expects to make continuous improvement in all areas of the education system where results are measured by setting benchmarks for progress on an individual school basis.

Describe how the impact of professional development will be evaluated.

(*Reference: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program*)

The professional development plan and implementation roadmap is located in **Appendix E** of the comprehensive needs assessment- school improvement plan.