



Triton Jr/Sr High School
Bourbon, Indiana

*Developing students who are literate, responsible,
proficient in state and national standards, and
college/career ready.*

School Improvement Plan
2014-2016

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School Improvement Committee Members

Michael Chobanov, Principal
Robert Ross, Assistant Principal
Christina Cook, Administrative Assistant
Ronald Brown, Chair/Teacher
Rodney Younis, Teacher
Carrie Orłowski, Teacher
Susan Dietzel, Teacher
Evelyn Stichter, Parent
Jennifer Mosier, Parent

Overview

The Triton Jr/Sr High School Improvement committee met on August 15, 2014, to review the goals in progress and add any updates that are necessary based on performance data collected. Overall, goals were reviewed to ensure alignment with Triton School Corporation's Strategic Plan. This plan was developed to be sure that actions taken by the school are for the betterment of all students.

A decision was made to narrow our goals to three (3) key academic fundamentals. Due to the success of our High School scores through the continued remediation labs, credit recovery opportunities, student mentoring, and Student Learning Communities, the meeting was positive and forward focused.

The continued emphasis on reading comprehension and math through the school-wide initiative of IXL has shown improvement towards our ultimate goal of a 90% pass rate among our students. The data collected through this process serves as a valuable tool and indicator for concepts that either need to be revisited or have been mastered by the student body.

School Profile

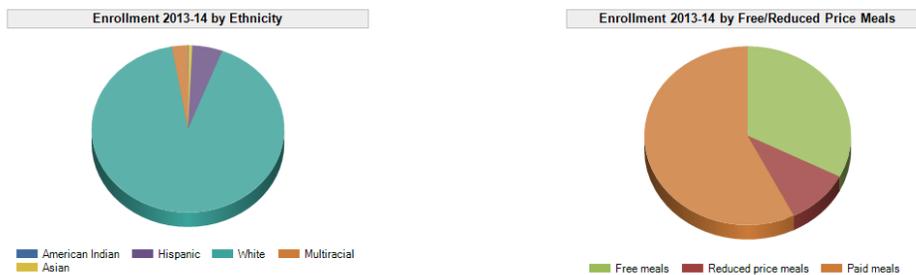
Triton Jr/Sr High School is the only Middle and High School in the Triton School Corporation in Marshall County, Indiana. Marshall County is a rural community with only five school districts. Triton schools are located in the small town of Bourbon. Triton School Corporation serves the three towns of Tippecanoe, Bourbon, Etna Green and the surrounding county.

Staff Profile

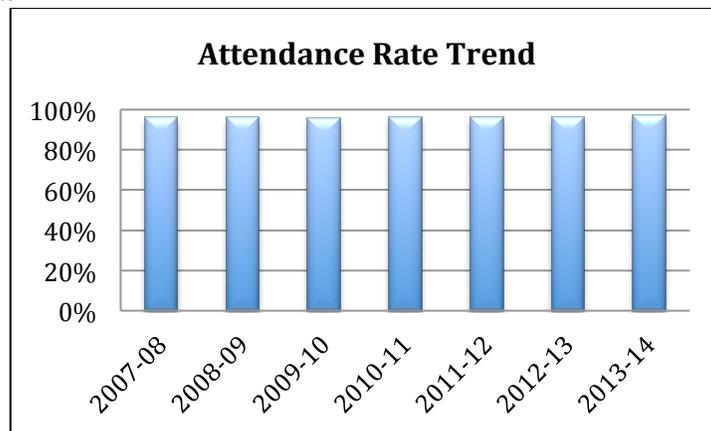
Triton Jr/Sr High School has a principal and assistant principal, as well as two school counselors who comprise the administrative team. The Jr/Sr High has 28 certified teachers, with an 18-1 student/teacher ratio. Currently, Triton Jr/Sr High School has nine teachers with 20+ years of experience and 14 teachers who hold a Master’s Degree. All certified staff members are highly qualified.

Student Profile

Triton Jr/Sr High School has 470 students, and the enrollment stayed the same from the previous 2012-2013 to the current 2013-2014 school year. Triton Jr/Sr High School’s student population is mostly white and has a very large percentage of students (61.4%) who receive free or reduced lunches. Charts below show the breakdown of both categories.



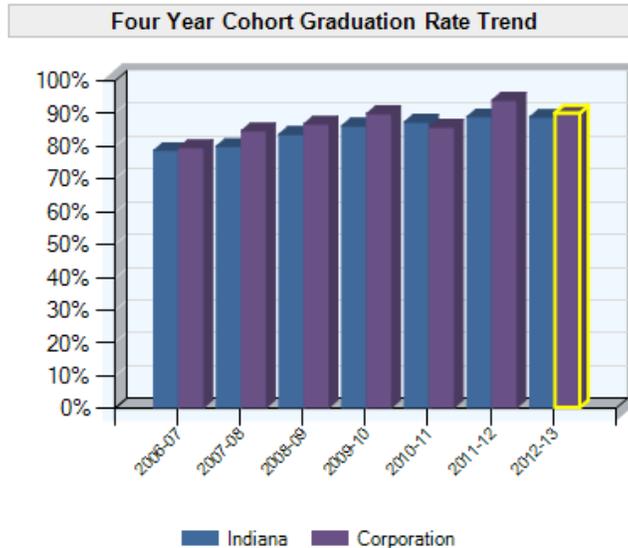
Triton Jr/Sr High School student attendance remains at a high 97.2% yearly average. Our Strategic Plan 2013-2020 states as a Pathway to Success that our goal for attendance should be between 90-95% for middle and high school. The chart below shows the seven-year trend.



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Graduation Rate

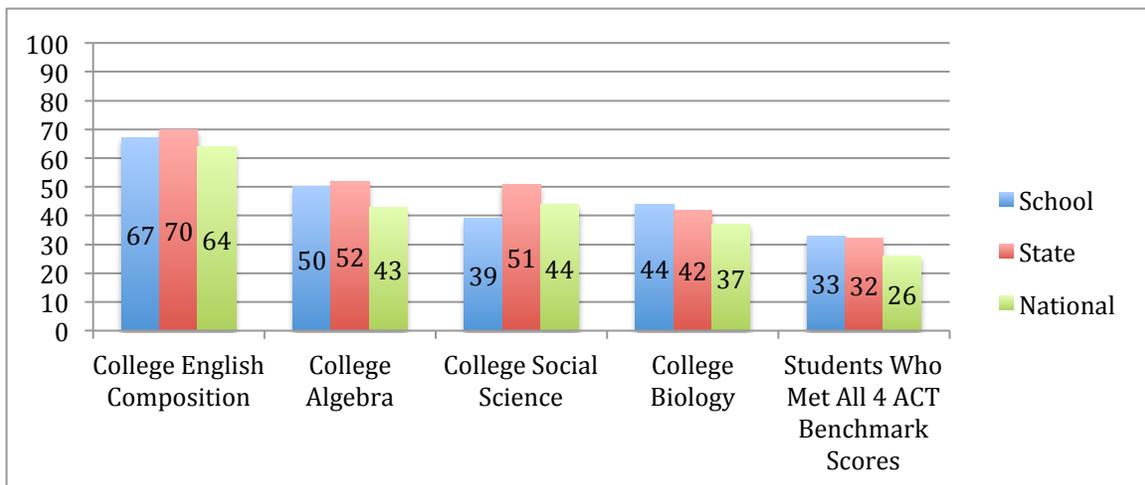
Triton Jr/Sr High School graduation rate for 2012-2013 was 89.8% with 53 students graduating, slightly higher than the Indiana average of 88.6%. The chart below shows our graduation rate trend of 80% plus throughout a six-year period.



College/Career Readiness

Triton Jr/Sr High School received a C on our College and Career Readiness portion of the Score Card in 2011-2012. We had two students pass an AP exam and 28 students receive at least three hours of college credit. The state has a goal of 25% achievement, and Triton Jr/Sr High School achieved 39.4%. We believe that this achievement trend will climb with the addition of dual credit classes and partnerships that are being developed with universities around the state. 2013-2014 final data results are not yet available.

Percent of Students Ready for College-Level Coursework: The chart below shows the results of the graduating class of 2014 who took the ACT. There were 18 students in this report. Overall, it reflects that Indiana is outpacing the national scoring, and our students, on average, are ready to enter college.



Professional Development

The staff at Triton Jr/Sr High School will be provided with professional development opportunities daily as tied to the school improvement goals and Strategic Plan. More specifically in the current school term, Triton administrators and data coaches will hold regular sessions by grade level to examine formative assessment data in all core areas and guide teachers in how to use the data from assessments to guide their instruction. Secondary teachers will continue to use/or be trained to implement **My Big Campus**, an platform for online curriculum, and Special Education teachers will be trained in strategies for aiding students with autism in regular classrooms.

All Triton Jr/Sr High staff will take part in suicide prevention training and ALICE Active Shooter Training. **Keys to Literacy Comprehension** training will be conducted for all science, social studies, and K-6 teachers and all staff will be trained in differentiating instruction to meet needs of individual learners through an online and individually-paced course. In addition, Science and Social Studies teachers will be trained in the Key Comprehension Routine to support content-area literacy. An online course on Student Motivation will be offered to all staff members. As a part of this goal, the Math Department will be learning multiple ways to utilize the IXL program to drill down data on cohorts and individual students for math assessments.

In addition, Triton School Corporation will continue to use its technology coach to assist with the education and development of staff knowledge and ability to utilize available technology in their classrooms.

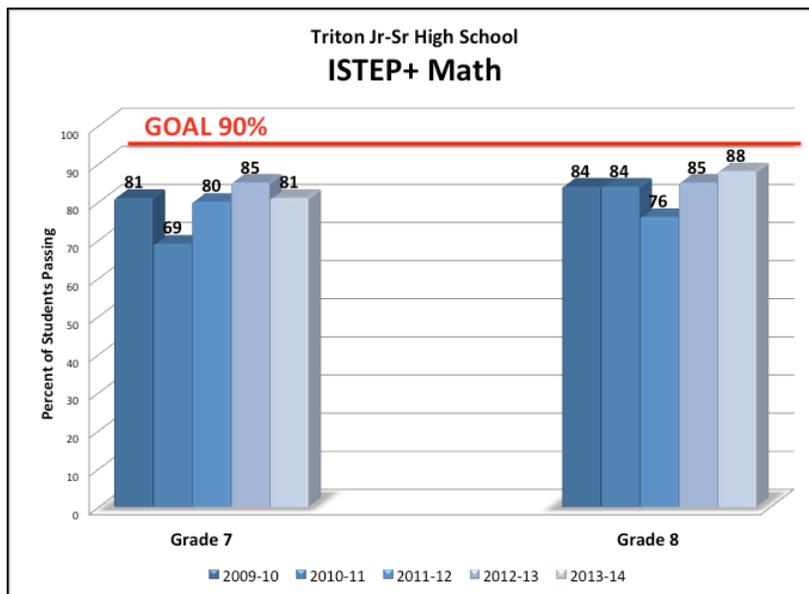
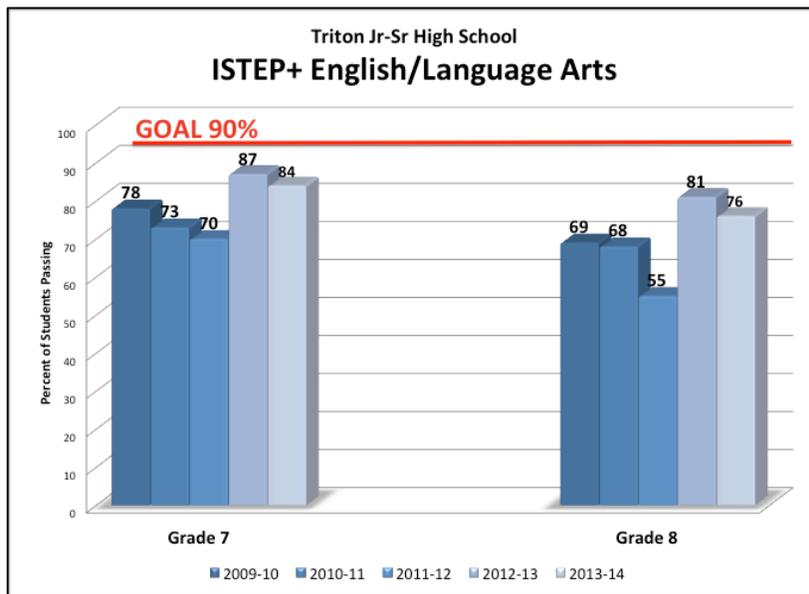
PL 221/School Report Card

Triton Jr/Sr High School received an A grade for the 2012-2013 school year, which shows a two letter-grade improvement from previous academic year scores. Letter grades for 2013-2014 are yet to be released, however we anticipate a favorable rating again.

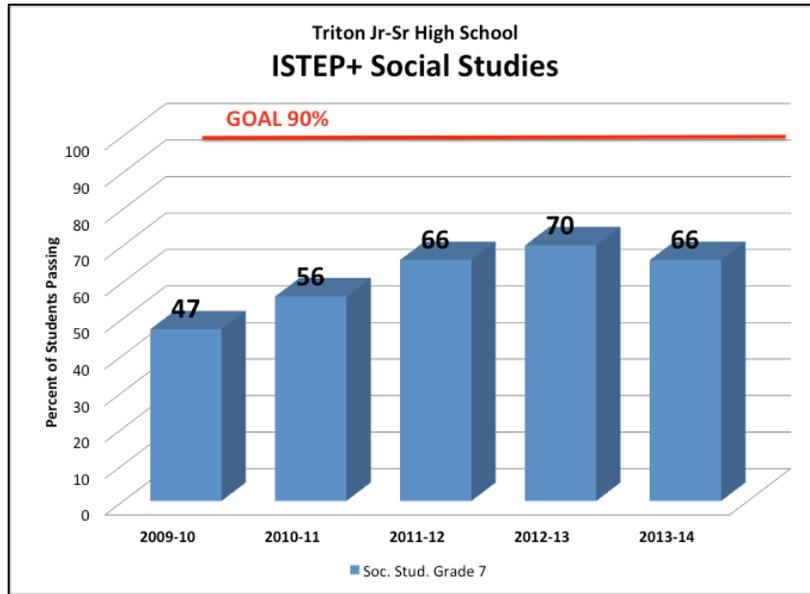
Student Achievement

Junior High:

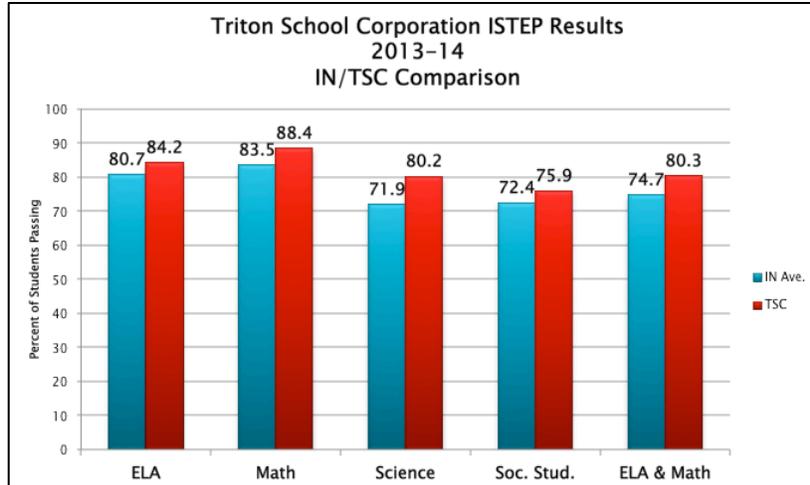
The charts below show slight drops in both Grades 7 and 8 English/Language Arts, with an overall increase in the five-year trends. Seventh grade Math also reflects a slight decrease, while the 8th Grade Math was able to make gains of approximately 3%. These results do not reflect significant increases or decreases to indicate any gaps in curriculum. There was a 4% decline in pass rate in Social Studies as well. Previous years scores prompted drill-down in these departments which has resulted in successful adjustments. Further curriculum mapping is underway to utilize data that will close achievement gaps and check for alignment with state standards.



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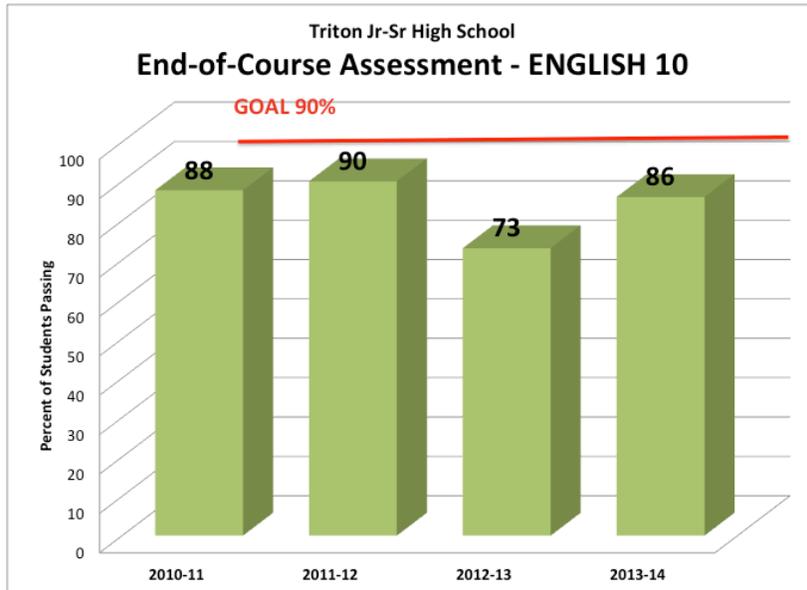


Corporation Results: The chart below shows a larger snapshot of overall student results for the ISTEP+ in comparison with results from across Indiana. Our corporation outperforms the state average in all areas of the curriculum. This is a strong indication that faculty are diligent and purposeful in planning lessons that yield results in line with the corporation’s high expectations for our schools and students.

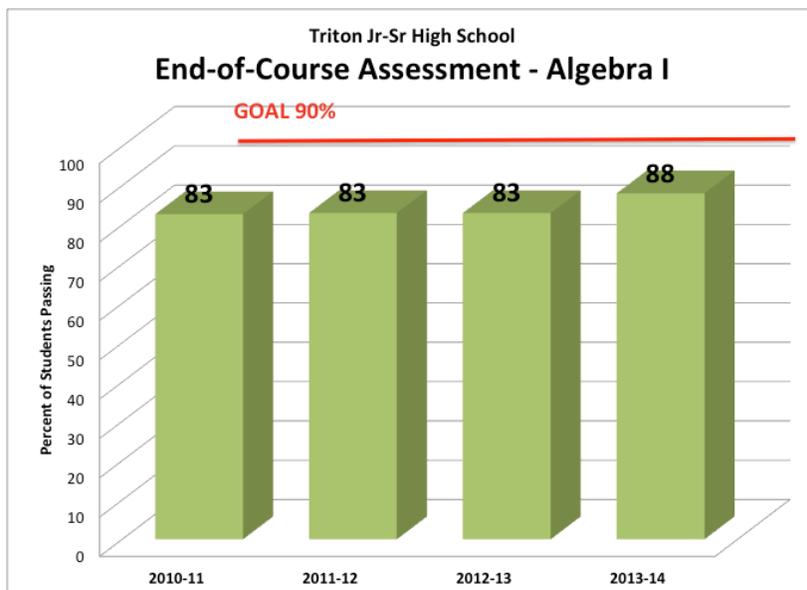


High School:

English 10: While the ECA English 10 graph below shows a significant decrease in scores from 2011-2012, the scores rebounded in 2013-2014 to a pass rate of 86%. The state average was 76%, which shows that our students are 10% above the average. This is likely due to an increase in rigor in the curriculum and the addition of Criterion software into mainstream student body use.

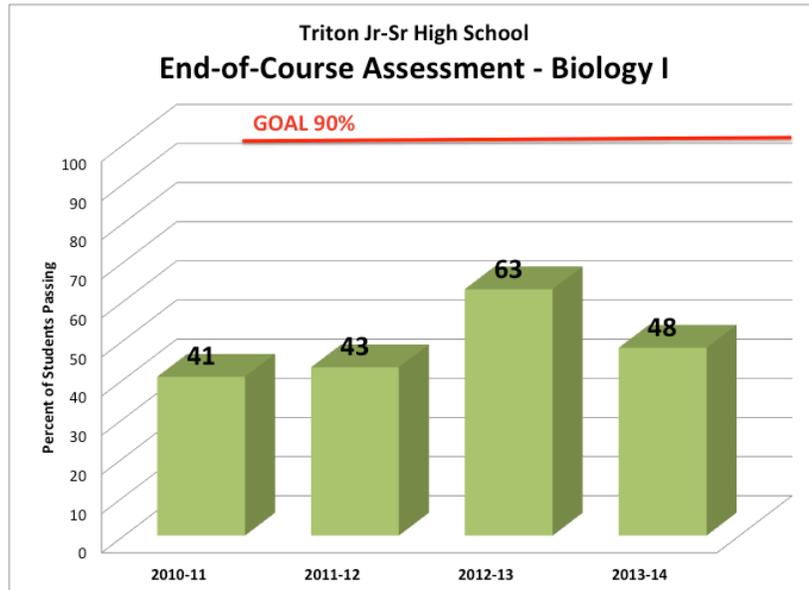


Algebra I: The ECA Algebra I chart represents an increase after a three-year plateau of achievement. Our corporation achieved a proficiency rating of 88% in comparison to the State average of a 71% pass rate.



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Biology I: According to the graph below, there was a 15% drop in the pass rate from 2012-2013 year to this current year. It should be noted that the previous year's cohort had a history of high performance in this academic area, and, according to the Biology department, did not have snow days that interrupted their learning as the present student body did. Although the corporation goal was not met, students are on target with the State average of 48%.



Goals

Goal #1: Improve English/Language Arts ECA and ISTEP+ three-year trend of students meeting standards to at least 90%.	
Interventions	
<ul style="list-style-type: none"> • Plato/Resource lab for assisting students who fall below state standards in E/LA and do not meet standards on English 10 ECA • AIM reading • Criterion-referenced writing program for grades 7-12 • Differentiated instruction to meet the learning needs of our students • Teachers will use data analysis to identify group ISTEP weaknesses and share with staff for school-wide interventions and plan future instruction of student cohorts • 7th and 8th grade LA teachers will intentionally calendar their curriculum and teach concepts in order to prepare students for ISTEP+ • Triton will use vocabulary throughout all courses to strengthen student comprehension 	<ul style="list-style-type: none"> • Classroom Assessments - regularly • Unit Tests - as scheduled • Lexile scores aligned with Corporation goal • Acuity Readiness Testing to prepare for ISTEP+ which will measure Indiana's CCR ELA and Math Standards • Become familiar with Depths of Knowledge required to show mastery on the upcoming college-and-career-ready summative assessments.

Goal #2: Implement 'Positive Behavioral Intervention Supports' (PBIS).
In the 2014-2015 School Year, our main focus will be on tardies. We feel that focusing on tardies will affect the largest amount of students and will help reduce the number of students who will flow into the Secondary and Tertiary levels of the PBIS continuum. The framework for the game plan is shown below:

A Responsibility Campaign to '*Chill*' Lateness The Trojan Way to Positively Prevent Tardies

1) Connection to the THS Code of Ethics

2) Student responsibilities to be taught, encouraged, and reinforced:

Hallway	<ul style="list-style-type: none"> • Walk and Talk • Be moving towards next class
Driving to school	<ul style="list-style-type: none"> • Allow extra time in bad weather • Allow extra time for railroad crossings
Breakfast/Cafeteria	<ul style="list-style-type: none"> • Leave cafeteria by 8:00A
Locker rooms	<ul style="list-style-type: none"> • Get ready as you talk

3) Adult responsibilities

a) Hallways/Common Areas

- i) Increase level of supervision to encourage the expectations listed above
- ii) Encourage students to move and be prompt to class

b) Classrooms

- i) Demonstrate responsibility by starting class on time.
- ii) Notice when students are on time.
- iii) Record all tardies in Harmony.
- iv) Inform parents/students of student tardiness, current policy in place (phone or email).
- v) Teach classroom expectations/procedures. Teach what ‘on-time’ looks like in your classroom.
 - (1) Teachers are to develop and teach a late sign-in procedure.

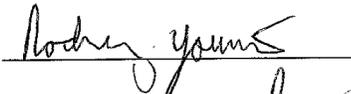
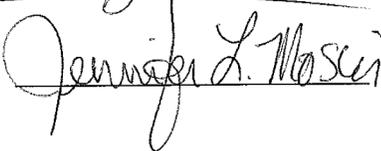
4) School-Wide Acknowledgement - *Tropical Heatwave*

- a) Classrooms
 - i) Listen for *Heatwave* announcement.
 - ii) Close classroom doors when bell rings.
 - iii) Distribute a ticket to each student who arrives to class on time. Have students write their names on ticket and drop in to appropriate lunch container in their classroom.

5) Consequences for Tardies

Current violations/infraction system remains.

Goal #3: Implement Early College: A Pathway to Success	
Triton Early College students will be using the new Naviance software program, which offers a wide range of college search tools and career assessments. The program also compiles different types of college admissions data. This will be Triton High School’s first year utilizing the program to help assist students in their college search and career process. Other support includes a resume builder, career exploration activities, links to summer enrichment programs and email notifications of upcoming college representative visits.	
In addition to Naviance, students will have an Early College study hall . It is our hope that these supports are going to help students enter a college setting prepared and ready to be successful. Their weekly schedule will be as follows:	
Monday	IVYT 120 New Student Seminar is a one credit hour course that goes over topics such as becoming an active learner, self-assessment on strengths and weaknesses, increasing productivity, and self-management. The skills learned in this mini-course will help students be successful in the dual-credit classes they will likely take during their high school careers.
Tuesday	My Foundations Lab/Study Hall is a tool the students will use to help them be successful on the Accuplacer test, which all dual-credit students take to determine eligibility
Wednesday	IVYT 120-New Student Seminar
Thursday	My Foundations Lab/Study Hall
Friday	Study Hall

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