

CLINTON PRAIRIE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN FOR 2014-2017

REVISED November 30, 2016

**Amanda Whitlock
Principal**

“BE GOPHER GREAT” is the pursuit of excellence in all we do. It represents a commitment to continuous improvement of oneself and the uplifting of those around us. It carries a responsibility to make a difference in the Prairie community and beyond. As we pursue excellence, we embrace the journey as being as important as, if not more important than, the destination. We support and encourage all students and staff to “BE GOPHER GREAT!”

Steering Committee Members:

Amanda Whitlock, Principal

Rhonda McLaughlin, Director of Guidance

Michelle Albitz, Family and Consumer Sciences Department

Ellen Jenkins, Math Department

Heath Johnson, Science Department

Sarah Sabens, English Department

Megan Scott, Media Specialist

School Profile

Clinton Prairie High School is located three miles southwest of Frankfort, Indiana, just twenty miles southeast of Lafayette and forty-five miles northwest of Indianapolis. School patrons work mostly in the areas of agriculture, industry, and small business and live in either rural farmland settings or in one of the three small towns of Colfax, Jefferson, or Mulberry. The school district covers 132.2 square miles and includes one elementary, one junior high, and one high school, all under the same roof. The superintendent's office is located in nearby Jefferson.

Clinton Prairie was born in 1961 as a result of the consolidation of four township schools in the western half of Clinton County. One thing was clear from the beginning: The patrons and parents of the district wanted their students to have a better educational opportunity than they had themselves. They had a vision of a school that would meet the needs of all its students by incorporating more challenging academic courses, yet also offering more classes in the arts. One cannot dismiss the fact that at that time a majority of the students came from working family farms, and agriculture courses were equally important. Beyond the classroom, parents wanted their students to have a broad experience with extracurricular opportunities that represented more than just basketball. They wanted facilities that were modern, up-to-date, and provided a safer environment than the older buildings, which had outlived their purpose.

There has been a gradual change in our district's demographics. The number of families qualifying for free and reduced lunches is currently at 39%. Our special education numbers currently stand at a level of 13.8%. Clinton Prairie's current enrollment in grades 7 through 12 is 521 students, which shows substantial growth over the enrollment of 477 students we had at the end of the 2015-16 school year. Of the 521 students, 62 are transfer students from other school districts.

Clinton Prairie has seen three major building addition and renovation projects since the original building of the 7 through 12 junior-senior high school that opened in 1961. In 1981 planning

began on a \$14 million-dollar project, which included the consolidation of the corporation's three elementary buildings into one building connected to the high school. Additionally, new rooms were constructed for band, chorus, agriculture, and industrial arts; an auditorium, kitchen, and cafeteria were also added. Rooms renovated included those in the science area, the locker rooms, and the art room. Once completed, the project resulted in a K-12 facility under one roof. In 1996 a 1.9 million-dollar project was put in place to add four classes to the elementary, additional space for the counseling and guidance office, and a new boiler. In 2006 Clinton Prairie High School underwent another major renovation and expansion. Air conditioning was installed throughout the entire complex. Other additions included a fieldhouse, weight room, wrestling room, athletic trainer room, and four new locker rooms. In addition, an environmental science lab was added to the building, and the chemistry and biology labs were renovated. Expanded cafeteria dining space and a new mechanical room and maintenance work area were also part of the building project. New student lockers were added in 2007, and a new phone system was installed during the summer of 2012. Many of the windows in the school were replaced during the 2012-2013 school year, and a new wastewater treatment facility was also completed in 2013. Construction projects currently in progress include a new concession stand for the football/track facilities and a new administration building, which will put our superintendent and his staff on the grounds directly behind the school.

In order to maintain the facility, Clinton Prairie High School employs two full-time and one seasonal maintenance worker, as well as seven full-time custodians. These staffs take pride in keeping the building clean and in managing preventive maintenance.

A corporation-wide "School Safety Plan" that includes guidelines for lockout, lockdown, shelter, and evacuate has recently been revised and is outlined in all employee handbooks. This emergency response plan includes instructions for such situations as fire, tornado, earthquake, and bomb threats. Other situational guidelines included are those dealing with student deaths, hostage situations, universal precautions, and defined duties for all staff members. All codes and plans have been coordinated with the police and fire officials, as well as with the other county school corporations, in order to provide uniform codes and language in emergency situations. School administrators have the ability to contact parents using the School-Reach automated phone system. In addition, there is an alert system in place by which Clinton County Emergency Management can warn the school in the event of threatening weather. Clinton Prairie also has two administrators trained as School Safety Specialists. All drills and practices are held as required by law in regard to fire, tornado, lockout, and lockdown. The Prairie Planner contains a code of conduct, including a description of and consequences for bullying, in order to help ensure student safety. A security camera system has been expanded over the past few years to include sixty-eight cameras, which are in place throughout the complex. In addition, a one-touch entry system has been installed at Clinton Prairie. The exterior doors are locked during the school day, and access can be gained only with office approval. As a further security measure, the front entry has recently been changed so that visitors to the school must enter through the front office before going into the hallways of the school.

Amanda Whitlock is in her first year as the interim principal of Clinton Prairie High School. In addition to her regular duties, Mrs. Whitlock also assists in the supervision of maintenance and custodial care of the facility. Brad Smith is the assistant principal/dean of students at Clinton Prairie. Mr. Smith oversees various student matters for the school, including discipline, attendance, and special education. A full-time secretary and extracurricular treasurer assist the administrators.

Clinton Prairie's school year typically begins during the first week of August, and Christmas marks the end of the first semester. The second semester ends in late May, with spring break occurring towards the end of March. Clinton Prairie's school day is divided into seven class periods of approximately fifty minutes each. Students and staff are given thirty minutes for lunch. Monday through Thursday, the school day begins with a sixteen-minute homeroom period that is devoted to sustained silent reading (SSR); on Friday, the homeroom period is twenty-four minutes in length and is used for rotating club meetings (a list of clubs is included) or for Student Leaders and Mentors (SLAM) activities. SLAM is a new organization created by the administration to provide students in grades 7 through 9 with older student mentors; the mentors, from grades 10 through 12, are chosen and trained by SLAM committee members, who are administrators and teachers at Clinton Prairie.

Report cards are distributed every nine weeks, and grade approximations are provided during the middle of each nine-week term. Parent-teacher conferences for grades 7-12 are held at the end of the first nine-weeks grading period. These conferences take place in the evening, allowing more working parents to attend. Parents are also encouraged to schedule individual conferences at any time. Open House is scheduled on an evening early in the school year. The Harmony system provides students and parents Internet access to each specific teacher's assignments; in addition, Harmony allows parents to access student grades, attendance, and discipline records. The system also sends parents an automated call to let them know when their students have been absent from school. Clinton Prairie parents are encouraged to participate in their children's class scheduling, career planning, and field trips, as well as other school groups, including the Parent Advisory Committee; ICE, FFA, and FACS advisory committees; Music Boosters; and book adoption committees. Introductory meetings to junior high and high school are held with administrators and counselors, at which time information on Core 40 and Academic Honors Diplomas are presented. A financial planning meeting is also conducted for seniors who are interested in pursuing postsecondary education. Seniors and their parents are continually updated on current scholarships and grant information through the monthly e-newsletter "For Seniors Only," as well as on the school website.

Most students at Clinton Prairie are scheduled for Core 40 or the Academic Honors Diploma unless their parents decline these options. Certificates of Completion are given to those who have completed all course requirements for graduation but have not passed the End of Course Assessments (ECA). Changes have recently been made in order to provide a wider variety of challenging classes for high ability students in grades 7-12. This includes offering Honors English for grades 7-10, Honors Science for grades 7 and 8, and Honors Biology and Chemistry

for grades 9 and 10, as well as Advanced Placement courses in calculus, chemistry, biology, English language, English literature, and U.S. history. In addition, there are dual-credit courses available in agriculture, business, family and consumer sciences, language arts, math, and science.

The Counseling and Guidance Office currently consists of one full-time counselor, who holds a masters degrees in school counseling, as well as a full-time secretary who also supervises two study halls during the school day. (A second counselor will be hired eventually, as one of the counselors recently left.) Additionally, there is a therapist available one day a week to those students who qualify for her services. The guidance office also organizes the Prairie Planner, which serves as a daily planner and handbook and which includes all school policies and student guidelines. Each student and staff member is provided with a Prairie Planner, and parents are given the opportunity to order extras for themselves. The Harmony computer program is used for all administrative needs, including scheduling, classroom grades, discipline, and communication with parents.

Clinton Prairie High School is organized into twelve departments staffed by thirty-one teachers, nineteen of whom have ten or more years of experience. Detailed course curriculum materials for each department are located in the principal's office.

The computer lab is staffed by one professional who, although not a certified teacher, has an extensive background in business and computer technology. He is assisted by one paraprofessional. There are two large computer labs in the high school, as well as several mini-labs in the various classrooms. The science department has two carts of thirty laptops each. Six Chromebook carts with thirty computers per cart were recently purchased and are used by the English, math, and social studies departments. The agriculture department has a set of 30 Chromebooks, and the special education department has a set of Chromebooks and a set of iPads. Two sets of fifteen iPads are available to the FACS and music departments, as well. In addition, a cart of thirty Chromebook computers is also available in the library for high school teachers to check out for use in their classrooms. Computers throughout the building are connected to the network server, where students and staff may save files in their own folders. The computer staff works with individual departments to implement and plan technology solutions. All teachers have laptop computers, and all classrooms have projectors for use with the teacher's computer.

Teachers are required to use Harmony software for organizing and submitting grades and are encouraged to use Harmony and/or e-mail to communicate with parents. Teachers are also trained in the use of a number of software programs and computer technologies, which they may then integrate into their classrooms. During the 2011-2012 school year, for instance, Clinton Prairie adopted the use of Google Apps for Education (GAFE). Through this service, students and staff are issued e-mail addresses and calendars, along with space to create documents, spreadsheets, presentations, and full websites. Having assignments available via the cloud allows students and staff streamlined access to documents. Furthermore, use of

e-mail has allowed students to more easily communicate questions that arise outside the classroom to their teachers; in addition, collaboration between students is an easier process. At the start of the 2015-2016 school year, Clinton Prairie introduced Canvas, a new learning management system, to staff and students. Through the use of Canvas, teachers can post class notes, share assignment details, create discussion board prompts, and make announcements to their courses. In turn, students can access the information shared by their teachers at any time, turn in assignments digitally through assignment dropboxes, and keep track of due dates with a calendar feature. Although Clinton Prairie is still in the early phases of using Canvas, teachers, students, and parents will have the opportunity to use the full interface over the next four years. Student use of Canvas and the tools available in GAFE helps them improve their twenty-first century learning skills while also allowing them to learn about digital citizenship and personal responsibility.

The Clinton Prairie High School website (hs.clintonprairie.com) includes information about the school calendar, activity schedules, lunch menus, guidance and scholarship opportunities, and individual classes. The site also contains a link to administrators so that students or parents may report any instances of bullying that may occur at the school.

The media center is centrally located in the building and is staffed by one full-time certified librarian with thirteen years of experience at Clinton Prairie, nine of which have been spent in the media center. The center houses a wide variety of reading materials, including magazines, newspapers, and both fiction and nonfiction titles. In 2008, when the center was renovated with new carpet and checkout area, thousands of dollars were spent to update the collection of reading materials in the media center as well. Students are encouraged not only to check out books and magazines for pleasure reading, but also for their free reading requirements in their English classes. Clinton Prairie subscribes to the Scholastic *Reading Counts!* program, which originated here in the 1980s, to monitor students' reading progress as they work toward their reading goals each year. The media center is also equipped with a twelve-computer lab, as well as a teacher workroom, student workroom, and makerspace area. The makerspace houses a variety of items ranging from crafting supplies to technology-based learning tools including LittleBits, MakeyMakeys, and Ozobots. Megan Scott, the librarian, is knowledgeable about learning resources and makes herself available to the staff as a valuable teaching collaborator. In addition, Mrs. Scott is in her second year of serving as the building's technology coach, which allows her to assist teachers in the integration of technology into their classrooms and students in the possibilities that technology offers to their learning.

Four special education teachers and four full-time aides provide inclusion and accommodation programs for the learning disabled and the emotionally, physically, and mildly mentally handicapped and intense needs students at Clinton Prairie. Regular classroom teachers work with the special education teachers to accommodate the special needs programs and to provide positive interaction among all students. Additionally, the Cadet Teaching class in the Family and Consumer Sciences department offers daily tutoring to learning disabled students in both the elementary and junior-senior high school. Each Cadet Teaching student is assigned to a

classroom during a particular hour for one-on-one small group instruction. After completing Child Development and Parenting, the student is then eligible to work as a teaching assistant in K-12 classrooms through the Advanced Child Development program.

In order to provide students with credit recovery and additional course opportunities, Clinton Prairie offers access to Odyssey software and other education programs. A tutor is on staff to supervise credit recovery and other academic needs.

An ENL paraprofessional is also an important element of Clinton Prairie's staff. She assists students whose native language is not English, pulling them out of class to work with them and assisting teachers in making accommodations for those students in the classroom. She is able to translate numerous school documents to Spanish and to translate for parents who only speak Spanish.

One full-time registered nurse, serving both the elementary and high school, provides educational opportunities for students and assists them in developing self-care skills relating to specific health problems. She also provides staff members with up-to-date information and training regarding healthcare issues and concerns.

Community and business members have been very supportive of school programs by providing field trip opportunities, guest speakers, job shadowing, and other informational materials for our students. Many businesses donate prizes for the Student of the Month program, which recognizes junior high students for such qualities as pride, respect, and enthusiasm. In addition, the English department hosts a literary festival that involves the entire high school student body, as well as the community. The festival is now sponsored by the Clinton Prairie School Foundation. During the festival students participate in various hands-on learning experiences that celebrate a particular author, genre, or time period. The community members have donated both time and materials to help with the festival.

Extracurricular Activities:

Clubs:

ACE Team
Battle of the Books
Bowling Club
Drama Club
FCA
Science Club
Z-Club
SLAM

High School Spell Bowl Team
Junior High Spell Bowl Team
Key Club
Junior High Student Council
National Honor Society
FFA
High School Student Council

Performance Activities:

Concert Band
Concert Choir
Jazz Band
Marching Band
Pep Band

Prairie Singers
Prairiettes
Revue
School Play

Sports:

Boys

Baseball
Basketball
Cross Country
Football
Golf
Track
Wrestling

Girls

Basketball
Cheerleading
Cross Country
Golf
Softball
Track
Volleyball

Adult Organizations:

FFA Alumni
Music Boosters
Young Farmers

Clinton Prairie Surveys 2014

Clinton Prairie Staff 2014 Survey

Clinton Prairie staff members were asked to respond to a survey distributed through Google Forms about various issues in the school, such as school safety and facilities, student learning and success, and school goals and training. Of those asked, 28 responded. Most teachers' responses reflect a positive attitude, with the main concerns centering around staffing and course offerings.

When asked about the areas of school safety and facilities, 96% feel the school is a safe and healthy environment for learning, 93% believe that provision is made for student security, and 93% are satisfied with the cleanliness and quality of our facility. Eighty-nine percent of respondents state that they feel safe as a result of our safety plans. Finally, 68% of teachers feel the school board, superintendent, and building administration work together to secure necessary resources to support the school.

In terms of student learning, 75% feel students have respect for their teachers, 82% feel the school community works to provide the highest quality education for the students, and 54% of respondents feel the working relationship between the administration and staff facilitates a school climate that supports innovation and creativity. However, only 57% feel interruptions to instructional time are kept to a minimum, and 61% believe our equipment is appropriate to the needs of the school.

In the areas of school goals and training, all respondents agree that the school's mission statement is on par with the actual goals of the school, and 64% believe that all stakeholders work together to achieve those goals. The majority of respondents are happy with the library offerings and trainings, feel school personnel are offered appropriate professional development opportunities, and believe the school uses a variety of measures to document the success of students.

Although most responses were positive, respondents saw problems in the areas of staffing and fairness in terms of school rule application. Only 25% of respondents feel that the school staff is of sufficient quality and number so that the school's goals can be achieved, while only 36% believe school rules are applied equally to all students.

Clinton Prairie Student 2014 Survey

Clinton Prairie students in grades 7-12 completed an online survey of 40 questions about topics such as school safety, technology, learning, and school environment. There were a total of 404 students who responded, and of those students, 71 percent agree that they are satisfied overall with Clinton Prairie. The most positive areas were in activities available to them, such as clubs, sports, and music, and the resources available to them, such as technology and libraries. The main areas of concern are bullying, rules not being applied equally, not feeling they can talk to staff about personal problems, their opinions not being considered important on major school decisions, and the lack of students seeing a relationship between what they are learning and everyday life.

Students rated the learning strategies at Clinton Prairie in a positive light. Seventy percent of the students agree that they are provided with opportunities to learn important knowledge and skills in each subject. Seventy-one percent agreed that teachers use a variety of teaching strategies and learning activities to help them learn. Seventy percent agreed that teachers are willing to give individual help outside of class time. Finally, 74 percent feel teachers challenge them to do their best work.

In terms of school safety, 73 percent of students said they feel Clinton Prairie provides a safe and orderly environment for learning; yet only 58 percent agreed that the security measures at Clinton Prairie make them feel safe.

The highest student approval rating of 88 percent was for the opportunity to participate in activities (clubs, sports, music) that are of interest to them; yet only 50 percent of the students are satisfied with the quality of the activities. Eighty-four percent agreed that they have access to a variety of resources, such as technologies and libraries to help them succeed in learning. Eighty percent of the students agreed that cheating is highly discouraged at Clinton Prairie.

There are several areas of concern. Sixty percent of the students feel there are problems with bullies at Clinton Prairie, and 37 percent see a problem with substance abuse. Only 50 percent of the students at Clinton Prairie feel the school rules are applied equally to all the students. Additionally, only 48 percent of the students feel they can talk with staff members (counselors, teachers) about a personal problem. Thirty percent of the students believe that student opinions are considered when important school decisions are made. Lastly, only 29 percent of the students see a relationship between what they are studying and everyday life.

Clinton Prairie Parent 2014 Survey

Clinton Prairie parents were offered an opportunity to take a Google Form survey sent to all parents via e-mail in the spring of 2014. Thirty-two parents responded. Of those responding, 87% feel that the education offered to their students is of high quality. Ninety-one percent of respondents feel that Clinton Prairie emphasizes positive character traits in students, while a smaller percentage feel that students are being prepared to deal with problems they may face in

the future and that students can see a relationship between what they're learning and their everyday lives.

Parents are positive toward the teaching staff. Seventy-four percent of respondents feel their child is treated fairly by teachers. On average, 69% of respondents feel that teachers use a variety of teaching strategies, give an appropriate amount of homework, and challenge students to do their best work. Eighty-four percent feel that our teachers hold high expectations for student learning, while 88% feel grading is fairly administered. Most parents have a clear understanding of their child's progress, and 84% of parents feel there is a clear path of communication with teachers. However, only 59% of responding parents feel Clinton Prairie offers learning opportunities that support the full range of students' abilities.

When asked about facilities, 97% of parents feel that the school and grounds are clean and well-maintained, and a slightly smaller percentage feel that Clinton Prairie provides a safe and orderly environment for learning and the school and grounds are adequate for student needs. Eighty-one percent feel the school treats everyone with respect regardless of race, religion, gender, or sexual orientation. Nearly all respondents state that students have access to a variety of resources to help them learn, while 72% state that current technology is available for student use.

Parents were also asked about communication. Eighty-four percent of respondents feel that school rules are clearly communicated to parents, while 75% feel that there are sufficient opportunities for parent involvement. However, only 19% of parents were interested in joining a PTO-type organization at the high school level. Seventy-two percent of respondents believe that the school manages its funds well, and 78% state that the quality of the school influenced their decision to live in this community.

Principles of Continuous Improvement

- PDCI (School and Classroom)
 - Plan
 - Do
 - Check
 - Improve
- Re-Teach -- Important Areas/Weak Areas
 - Ten Minutes/Day
- Pre-test when you think they know it
- Use homework as practice
- Use technology to connect with students
- Make good use of class time
- Use data to inform instruction (Domain 1)

School Improvement Goals:

Goal 1: Clinton Prairie Junior/Senior High School will utilize Indiana's College and Career Ready Standards in all content areas to improve students' reading skills to reflect achievement higher than the average score on state standardized assessments.

- Strategies
 - Continue to use the 12 Powerful Words in your questions
 - Trace
 - Analyze
 - Infer
 - Evaluate
 - Formulate
 - Describe
 - Support
 - Explain
 - Summarize
 - Compare
 - Contrast
 - Predict
 - Ask a variety of questions to evaluate different depths of knowledge in formal and informal assessments, using any of the following strategies:
 - Using context clues
 - Reading for big ideas
 - Using close reading and annotation of text
 - Using primary sources
 - Translating from graphical/symbolic data to verbal form
- Data
 - ISTEP
 - Pivot Inspect
 - Algebra I ECA
 - Biology ECA
 - English 10 ECA
 - *Reading Counts!* and *Scholastic Reading Inventory* data
 - Subject-specific assessments

Goal 2: Clinton Prairie Junior/Senior High School will implement Indiana's College and Career Ready Standards across the curriculum to advance students' subject-specific writing and research skills to reflect achievement higher than the average score on state standardized assessments.

- Strategies
 - Focusing on the Simple 6 writing rubric
 - Using primary sources, such as the historical documents, first-hand accounts of events, or photo resources documenting a time period
 - Using open-ended questions
 - Using appropriate citations in the subject-specific format
- Data
 - ISTEP
 - Pivot Inspect
 - Algebra I ECA
 - Biology ECA
 - English 10 ECA
 - Subject-specific assessments

School Climate Goal: Staff at Clinton Prairie High School will make clear connections between the content they deliver and the everyday lives of students.

- Strategies
 - Using exit slips/journaling
 - Incorporating current events into lessons
 - Making connections to other subject areas
 - Using job shadowing opportunities and career connections
 - Inviting guest speakers into the classroom
 - Planning field trips, both physical and virtual
 - Using primary sources

Clinton Prairie Jr. Sr. High School
Professional Development Schedule
2016-2017

Professional Development Goal:

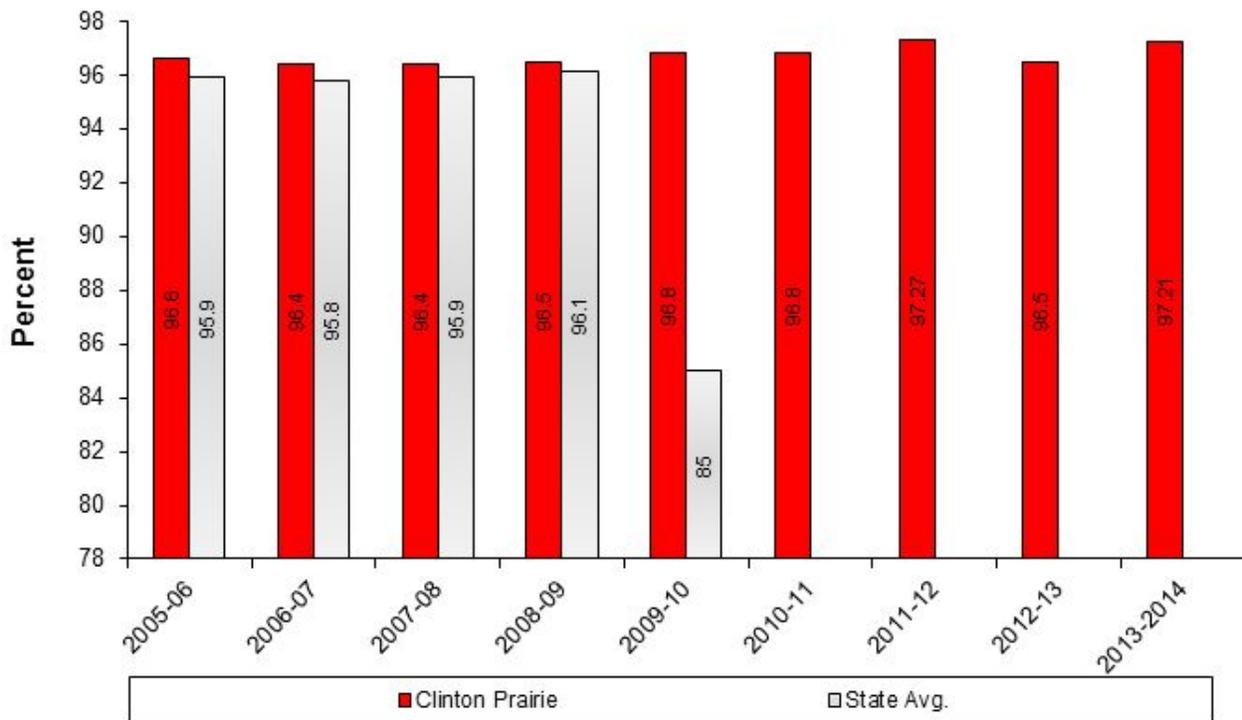
1. When technology is integrated as a communication tool to help teachers create and present content and instruction, students become more engaged and active participants. During the 2016-2017 school year, teachers and staff will participate in differentiated learning opportunities to support the integration of Canvas as our Learning Management System.

August -	Staff Retreat August 3-4th <ul style="list-style-type: none">● Canvas● Building your PLN (Professional Learning Network)● Cross Grade Level And Subject Area Work
September -	Canvas Work
October -	Canvas Work Math Project Special Ed Updates
November -	3rd / 8th - Department Level Team Meetings PLN Technology / Canvas
December -	Canvas Updates Science Textbook and Technology
January -	Canvas Second Semester Requirements Google Apps for Education Science Updates - Adoption
February -	Canvas Updates Science Updates - Adoption Google Apps for Education
March -	ISTEP+ Planning GAPE PLN (Building a Professional Development Network)

April - Canvas Updates
Science / Math Adoption
GAPE

Presentation of Student Data:

Attendance: Our attendance rate continues to be higher than the state average and target goal of 95%.



Graduation Rate: Indiana began using a new formula for calculating high school graduation rates starting with the 2005-06 school year (Class of 2006).

Percentage of students meeting academic standards under the ISTEP+ program: With the changing of the ISTEP testing period moving from the fall to the spring, we now have four years of data to compare. Over the four year period students have shown improvement in all areas.

