

**CULVER COMMUNITY MIDDLE/HIGH
SCHOOL**

SCHOOL IMPROVEMENT PLAN



2018-2019

CULVER COMMUNITY MIDDLE/HIGH SCHOOL

VISION STATEMENT

Every CCHS stakeholder is committed to:

Learning
Respect
Responsibility
Excellence

MISSION STATEMENT

The educators of Culver Community Middle/High School pledge:

To provide students with the opportunities to acquire academic knowledge, technical skills, universal awareness, and emotional growth in a safe and nurturing environment.

To prepare students to become contributing members of society and lifelong learners.

NARRATIVE DESCRIPTION OF SCHOOL, COMMUNITY, AND EDUCATIONAL PROGRAMS

Culver Community Middle/High School is located in Marshall County, Indiana. Culver is 14.25 miles south, southeast of Plymouth, which is the largest city in the county. Culver Community Middle/High School provides educational services to students in grades 6 through 12. The Culver Community School Corporation is a rural community that is gradually becoming a lake resort and retirement community due to large numbers of properties being bought by families without students.

For the township statistics, it is important to state that the only large private employer in the area is the Culver Educational Foundation (C.E.F.), a boarding school of approximately 600 students in high school. This tax-exempt foundation comprises 1500 acres, some of which is prime lake front real estate; this situation has an impact on property tax revenue. The Culver Educational Foundation also has an impact on Culver Community High School's general atmosphere. Each year, 5-10 Culver Community eighth graders transfer to C.E.F. This departure affects the social and academic climate of the school. Those students leaving Culver Community School Corporation influence the standardized test scores of the remaining students at Culver Community High School.

The Culver Community School Corporation is a rural community. The adult citizens work mostly in small business, light industry, and agri-business.

Population numbers have remained stable throughout the years. Despite a 1.875% decrease in population over the past decade, several key factors have caused the student population to lag behind the general population growth. Our largest industrial plant closed in 2000 leaving Culver without employment possibilities to attract new families. In 2006, Elkay Industries purchased the industrial plant and converted it into a cabinet manufacturing plant. There has not been any new industry in Culver in years, so the population of Culver is not expanding. Culver is gradually becoming a lake resort and retirement community due to large numbers of properties being bought by families without students. The Culver Military Academy is also purchasing several homes for its use.

The yearly enrollments for Culver Community Middle/High School have continued to drop over the past five years.

Factors mentioned earlier are contributing to this decline. The school community is becoming concerned that these numbers will continue to decrease. If this happens, funding will decline, affecting our ability to provide programming to the students.

With these factors in place, the majority of our students upon graduation will move from the community. This makes it extremely difficult to track and survey our former students.

EDUCATIONAL PROGRAMS

The high school curriculum is comprehensive, ranging in scope from fundamental to advanced courses in English, Social Studies, Science, and Mathematics. Foreign language, music, fine arts, practical arts, computer technology, and vocational education programs are also available. Culver Community High School also offers students E2020, an online educational tool designed to help students with credit recovery. Several vocational courses are offered off-campus through the North Central Vocational Cooperative.

Culver Community has ties with several local universities. There are also articulation agreements with Ancilla College, Purdue Northwest, and Ivy Tech.

Culver provides a full complement of interscholastic sports as well as many special interest clubs and organizations. Students have the opportunity to join the following clubs or activities: Student Council, National Honor Society, Archery, Art Club, Book Club, Drama Club, Fashion, FFA, Future Educators in Action, Students Against Drunk Driving, Science Club, Spanish Club, Business Professionals of America, Cavs Club, or the Academic Super Bowl team. Activities may meet weekly during resource time. Publication opportunities are also available for students through the student newspaper, literary magazine, and yearbook. Drama productions are offered each year. All of these activities provide our students with the opportunity to gain social and leadership skills while pursuing an interest or participating in a classroom- related activity. Culver also collaborates with the community to offer (B.E.A.M. Bettering every aspect of Marshall County), the Culver Youth Community Organization, and the Boys and Girls Club.

The athletic program includes the following sports: basketball, football, golf, wrestling, soccer, volleyball, track, softball, baseball, and cross-country. Over 49% of the student population participated in one or more of the 20 teams. Our athletic programs promote goal setting, discipline, sportsmanship, and competitiveness in a positive atmosphere.

Current Concurrent Classes: English, Economics, Government, AP Biology, Pre-Calculus, and Calculus

Current Vocational Classes: Automotive Services, Construction Technology, Business Technology, Early Childhood Education I & II, Computer Network Technology, Cosmetology, Graphic Imaging Technology, Health Science Education, Law Enforcement/Criminal Justice, Radio/TV Broadcasting/Telecommunications, Welding Technology, Precision Machining, and Culinary Arts.

OTHER EDUCATIONAL PROGRAMS/SERVICES

Culver Community Schools Corporation participates in the Joint Educational Services in Special Education (JESSE) program for special education students. The offices for the JESSE program are located in Plymouth, Indiana. The Special Education program includes 2 licensed teachers and two part-time aides who meet the needs of approximately 14.8 % of the student population (see below). These students receive services for the learning disabled, mildly mentally handicapped, hearing-impaired, and emotionally disturbed.

FACULTY

Culver Community Middle/High School currently employs 40 faculty members. The staff positions include the following: 29 classroom teachers, one media center aide, two special education aides, one guidance counselor, one guidance secretary, two technology specialists, one treasurer, one front office secretary, one athletic secretary, one athletic director/assistant principal, and one principal. At the beginning of the 2018-19 school years, the teaching staff averaged 15 years of experience. The ratio of students to professional staff members is 14 to 1. Fridays are professional days (1 hour) which are part of the school calendar and provide the faculty and staff with an opportunity for continued professional growth. Staff members are also encouraged to attend conferences and seminars. Much of these expenses are covered with grant funds with the corporation normally paying the remaining conference and other transportation expenses.

CURRICULUM

Culver Community Middle/High School is in the process of revising our curriculum. During the 2017-18 school year, the staff at CCMHS revised our curriculum to align with the High Reliability Schools and CCR Standards. All subjects are also developing and implementing literacy standards in their respective content area.

The 2016-17 school year was spent creating curriculum maps and outlining the timeframe for the instruction of academic standards. The school year was used to revise maps, create unit plans, and common assessments to evaluate student learning. Teachers are doing this by using our google documents as a template.

SAFE AND DISCIPLINED LEARNING ENVIRONMENT

The Crisis Intervention Team has been developed to deal with student/school crises. A plan is in place to help school personnel react in an appropriate manner in a time of crisis. A copy of the building Crisis Intervention Plan is located in the principal's office. Each staff member has information that is appropriate for his or her particular area.

The administration at Culver Community Middle/High School has taken an active role in creating a disciplined learning environment by being pro-active in dealing with student discipline issues. To assist with the disciplined learning environment, Culver Community Middle/High School has adopted a method to deal with "Bullying" within the school. In the student handbook, the school's bullying policy is "spelled out" for all students. On student orientation day, an administrator reads the bullying policy to the student body. If a student is being bullied, the policy states that he/she must report the incident to an administrator. After a report is made, the administrator will investigate the matter and then promptly find a resolution to the incident. Culver Community Middle/High School has also implemented a "Cyber-Bully Hotline." Students and/or parents can make an anonymous call into the hotline to report a bullying incident. This incident is reported to the administration through a text message and email.

INDIANA ACADEMIC HONORS DIPLOMA and CORE 40

Provisions to encourage all students to earn an Academic Honors Diploma and complete the Core 40 curriculum.

All students begin as freshmen working toward a Core 40 diploma and are encouraged to pursue an Academic Honors Diploma.

Students must receive a grade of C- or better for Academic Honors.

Students are recognized for achieving an Academic Honors Diploma at graduation.

AP and dual credit classes are weighted.

Four-year plans for students encourage students to move toward a Core 40 Diploma.

Math labs and English labs are used to assist struggling students.

Honors and Regular English are acceptable courses for achieving Academic Honors.

Dual credit is offered in English, History, Economics, Pre-Calculus, Calculus, Biology, and Government.

ALTERNATIVE EDUCATION

Culver Community Middle/High School supports an alternative credit program that assist students for credit recovery. Thirty-two courses are offered through an online program called E2020.

VOCATIONAL

CCMHS students have 16 different vocational programs at their disposal for a career path. The majority of these programs give students the opportunity to receive certification, and/or dual credit, in their field of study.

PARENTAL PARTICIPATION

Parents are given a variety of ways to participate in programs at CCMHS. Below is a list of some of those opportunities.

CCMHS holds parent/teacher conferences each fall. Parents can meet privately with each of their child's teachers to discuss academic progress. In addition, parents have the opportunity to attend two open houses to discuss the progress of their students.

Parents of special needs students are invited to participate in annual case reviews of their child's progress toward meeting goals.

Parents are involved in the textbook adoption committee.

Parents coordinate and chaperone our junior/senior after prom.

Parents serve on advisory committees for our vocational programs.

TECHNOLOGY

Every staff member is equipped with an Apple laptop and iPad Air.

Students have an iPad Air issued to them.

Each classroom is equipped with an interactive whiteboard and projector (promethean).

Each classroom is equipped with a television and DVD player.

Entire building has wireless capabilities.

Alternative education classroom is equipped with mini-macs.

Business classroom is equipped with desktop computers.

Project-Lead-The-Way classroom is equipped with desktop computers for CAD and programming.

Newspaper room has 6 computers, 3 mini-macs, a scanner, and printer.

CULVER COMMUNITY HIGH SCHOOL IMPROVEMENT PLAN AND GOAL

Goal

1. Students at Culver Community Middle/High School will achieve a 93% or higher graduation rate within three years.

Supporting Data

This goal was created because of our graduation rate five years ago was below the state average. We have focused very hard on our graduation rate over the past five years and have noticed an increase in our graduation rate. Last year's rate was at 93%. The staff at Culver Community wants to maintain this level of graduation rate as it is above the state average.

2013 – 77.0%

2014 – 87.7%

2015 – 88.7%

2016 – 88.7%

2017 – 91.0%

2018 – 93%

Strategy

ISTEP+/ECA remediation – Students that have not passed the graduation exam will be placed in a remediation class to help improve the skills needed to pass the assessment.

Blueprints of the ISTEP+/ECA will be used and the results from the student's previous ECA will be used to help determine what skills are needed to pass the assessment.

Culver's Alternative Program (E 20/20) will be utilized to recover credits for failing courses.

Career Pathway and tracking will be utilized as a student enters his/her freshman year of high school.

Goal

2. 75% of the CCMHS students in grades 6-8 will attain a level of mastery on the Geometry & Measurement standard/component on the iLearn assessment; 75% of the CCMHS students in grades 9-10 will attain a level of mastery on the Linear/Quadratic Equations standard/component on the ISTEP+/ECA.

Supporting Data

The staff at CCMHS analyzed last year's ISTEP scores to determine strengths and weaknesses. After viewing all student scores in grades 6-10, we have determined that the Geometry & Measurement standard had the lowest performance for grades 6-8. In grades 9-10, quadratic/linear equations performed the least. We want to focus on these standards to improve our overall math scores on the iLearn.

ISTEP Math Scores

Year	Grade 6	Grade 7	Grade 8	Grade 10
2014-15		60.6%	40.5%	
2015-16		31.8%	47.1%	16.3%
2016-17		35.6%	38.5%	13.6%
2017-18	46.0%	37.0%	34.0%	30.0%

Strategy

Bell ringers – Every teacher will give a 5- minute bell ringer that will focus on the skill set of Geometry & Measurement (grades 6-8) and quadratic/linear equations (grades 9-10).

SRT – During student resource time, teachers will provide working samples that drill the two standards to increase knowledge in the deficient areas.

Blueprints for the iLearn Math assessment will be utilized during math classes to help guide students to improving overall math scores.

Goal

3. 75% of the CCMHS students in grades 6-10 will attain a level of mastery on the Non Fiction standard/component of the ISTEP/iLearn assessment.

Supporting Data

The staff at CCMHS analyzed last year's ISTEP scores to determine strengths and weaknesses. After viewing all student scores in grades 6-10, we have determined that the Non Fiction comprehension standard had the lowest performance for grades 6-10. We want to focus on this standard to improve our overall English scores on the iLearn.

ISTEP English Scores

Year	Grade 6	Grade 7	Grade 8	Grade 10
2014-15		73.2%	67.6%	
2015-16		57.6%	67.1%	51.0%
2016-17		61.6%	50.0%	50.8%
2017-18	52.0%	51.0%	52.0%	52.0%

Strategy

Bell ringers – Every teacher will give a 5- minute bell ringer that will focus on the skill set of Non Fiction comprehension (grades 6-10).

SRT – During student resource time, teachers will provide working samples that drill the standard to increase knowledge in the deficient area.

Blueprints for the iLearn Math assessment will be utilized during English classes to help guide students to improving overall English scores.

Local Assessments

Depth of Knowledge assessments are administered locally. Teachers in each class will increase the DOK questions on 1 assessment per 9 weeks.

Students will be assessed in each class, once per grading period.

Teachers will develop writing prompts that are content appropriate, as well as give the ability to measure student progress on desired content.

Information on assessments and results are provided to the administration.

Read Theory was implemented in 2017-18 (all grades). This program focuses on increasing comprehension and lexile scores.

Our local goal is for students to be on grade level.

Standardized NWEA Assessment

Quarterly NWEA Assessments are administered locally (all grades). These assessments are aligned with the College and Career Readiness standards for English and Math. Results are compiled and provided to the administration, teachers, and students. When providing results, teachers are provided areas that need re-teaching and strategies for doing so.

The English department works with students during student resource time. Student results are documented and analyzed.

Summary

From the data gathered, teachers and students will work on specific areas of needed improvement. Strengths and weaknesses will be identified and will become our focus. Members of the English/Math departments will provide instruction and intervention in those identified areas throughout the year to prepare students for testing dates.

Communication

Classroom data is provided to the administration via Google drive. Results are discussed with the students. Students work on individual deficiencies in their English/Math classes.

Standardized test data is discussed with students. An administrator talks to students about their scores and discusses areas of weakness. From this data, teachers create an intervention plan for the students.

Professional Development

The faculty at CCMHS takes part in a variety of professional development activities.

In-service workshops are provided to teachers to assist them in their classroom instruction.

Friday Professional Development Training (every Friday for an hour)

1:1 computer training and strategies for using device in the classroom

Harmony training—Teachers went through training to create lesson plans electronically. Teachers create units, lessons, and assessments. This creates a curriculum map for each class.

Literacy training—for the 2013-14 school year, teachers were trained in implementing literacy standards in their content area.

NWEA Training

Read Theory Training

Implementing College & Career Readiness Standards Training

PNC training for concurrent credit

AP training

Interventions

SRT – During student resource time, teachers will provide working samples that drill the two standards to increase knowledge in the deficient areas.

Bell Ringers- Every teacher will give a 5 minute bell ringer that will focus on a specific skill set (from ISTEP and/or NWEA) deficiency for grades 6-12.

Read Theory-Students are pre-assessed on their reading level. Low students work with our reading specialist on developing their comprehension skills.

E2020- This is an alternative, computer-based, program for students that have a history of class failures.

Learning Center- At-risk students are identified and they are scheduled into an assisted study hall called a learning center. Students are guided by faculty in completing class assignments.

Team-taught classes- CCMHS has team-taught English, Math, and Science classes in grades 6-10. There is a teacher and a special needs teacher in one section at each grade level. This is designed to assist students that have difficulty with content.

Math and English Labs – Students that need improvement in basic skills are placed in labs during the school day. Also, students that have not passed the ISTEP+/ECA are placed in labs to increase skills needed for mastery.

Cultural Competency

At all times, CCMHS is trying to increase methods to improve cultural competency of teachers, administrators, staff, parents and students. Every third Friday of the month, the staff meets to discuss the student culture of the school. At this time, the staff discusses methods to improve academic and social areas for all of our students. In addition, certain Fridays are intended to address parent communication. CCMHS is focusing on improving many aspects of competency in many areas for our students to be successful.