

PERU JUNIOR HIGH SCHOOL



PL221 School Improvement Plan 2018-2021

**Peru Junior High School
30 East Daniel Street
Peru, Indiana 46970
www.peru.k12.in.us
765-473-3084**

Committee Members

Aryn Freels, Teacher
Rachel Clark, Teacher
Laura Hochstedler, Teacher
Sheri Spiker, Principal

Tricia Sederholm, Teacher
Ellen Terry, Teacher
Ann Martin, Parent
Julie King, Counselor

Table of Contents

Chapter 1	Introduction and Descriptions	Page 3
Chapter 2	Statement of Mission, Vision, and Goals	Page 6
Chapter 3	Summary of Data	Page 8
Chapter 4	Conclusions about the Current Educational Programming	Page 13
Chapter 5	Student Achievement Objectives	Page 17
Chapter 6	Specific Areas Where Improvement Is Needed Immediately	Page 21
Chapter 7	Benchmarks for Progress	Page 22
Chapter 8	Academic Honors Diploma and Core 40 (PHS only)	Page 23
Chapter 9	Proposed Interventions Based on School Improvement Goals	Page 23
Chapter 10	Professional Development	Page 23
Chapter 11	Statutes and Rules to be Waived	Page 24
Chapter 12	Three Year Time Line for Implementation, Review, and Revision	Page 24

PERU JUNIOR HIGH SCHOOL SCHOOL IMPROVEMENT PLAN

Chapter 1 Introduction and Descriptions

A. Description of School

Peru Junior High School is located in north central Indiana next to Peru High School. It was built in 1959 and is a two-story building housing grades seven and eight. The population fluctuates slightly on an irregular basis with an average population of 300 to 400 students.

All students are enrolled in language arts, science, social studies, and math, with the addition of elective courses that include any of the following: music, art, health, physical education, business education, careers and Project Lead the Way. We also have high school credit courses being offered. Band and choir are offered to all students as an elective class. Core teachers' team together to enrich student learning and promote academic growth. Our Tiger Time focuses on re-teaching, enrichment, and character building activities on a weekly basis. Other programs, which benefit students at the junior high, are honors, special education, remediation, and alternative school.

Peru Junior High School also offers the opportunity to participate in a variety of interscholastic competitions. Athletically, students may participate in football, volleyball, cross-country, tennis, basketball, track, cheerleading, wrestling, baseball, softball, and soccer. Musically, students may participate in band and choir. Academically, students may participate in Spell Bowl, Spelling Bee, Science Olympiad, Academic Super Bowl, and Geography Bee.

B. Description of Educational Program

Peru Junior High School staff is committed to continual improvement of our school as well as the development of curriculum and delivery improved instruction. Many of these improvement efforts have become part of school culture.

Improvement in instruction has been a major focus of Peru Junior High School. The formation of grade level teams and Collaboration Wednesdays has been the driving force behind school restructuring and improvement.

Ongoing areas of focused improvement are: interdisciplinary units, curriculum mapping, formative assessment, instructional strategies specific to student learning styles, differentiated instruction, and higher order thinking with an emphasis on rigor and relevance. Our approach to improvements includes, but is not limited, the implementation of a School-Wide Positive Behavior Intervention Program (SWPBIS) and a Student Academic Intervention Plan (SAIP). These two methods have evolved to entwine with our school philosophy and pedagogy.

Wednesday Collaboration concept at Peru Junior High School provides teachers a scheduled time to participate in a weekly forty-five-minute session with their colleagues. Collaboration is

an opportunity for teachers to get professional development, learn about PCS technology incentives, discuss safety and security procedures, develop plans for students, and form better working relationships with each other.

Peru Junior High School students will also have the opportunity to experience a variety of hands-on, exploratory classes that relate to real-world applications. These classes include health, physical education, art, computer basics and application, business, and a pre-engineering curriculum. These allow students to identify personal interests and possible career paths in selection of high school courses.

Peru Junior High School provides both resource and inclusive settings for students in special needs programs. As of June 2018, there are 5 student identified Mild Cognitive Disabled, 5 student identified Moderate Cognitive Disabled, 15 students identified Emotionally Disabled, 6 students identified with Autism and 20 students identified Specific Learning Disability. In addition, there are students identified with Visual and Hearing Impairments, Multiple Disabilities, Deaf or Hard of Hearing, and Other Health Impairments a total of 64 students in the special education program. All special needs students are now included in mainstream classes in each grade level. Support for these students includes a special needs teacher and/or an instructional aide in the classrooms, a resource period, and a resource pass for testing purposes and homework help as needed.

In general, there is an understanding that special needs students should be in the least restrictive environment that can be provided in the general education setting. Student socialization and acclimation to the school setting, based on data and research, allow them to achieve at higher levels than they would have demonstrated in an isolated setting. This type of inclusion is based on research completed by the Indiana Institute on Disability and Community.

In our transition classroom, we have 10 students ranging from grades 5-7. The disabilities range from cognitively mild to severe. Some of these students participate in classes offered at Peru Junior High School.

C. Description and Location of Curriculum

Peru Junior High's curriculum is based on and aligned with the standards adopted by the Indiana State Board of Education. Each educational department has created curriculum maps which align with the College and Career Readiness Standards. The curriculum map is available in the principal's office. A course selection guide is available in the guidance office. The daily standards are given to the students through Canvas or posted in the classroom. Each language arts and math teacher in the building has a copy of the College and Career Readiness Standards

and their departmental curriculum guide.

In addition, the corporation has adopted the state assessment system called NWEA which delivers precise results that identify learning levels, so we can use our data to differentiate instruction and support every student's learning journey. Following each tri-annual assessment, departments meet to analyze the results of these assessments to further guide instruction.

Peru Community School Corporation curriculum committees and task forces meet annually to review and revise curriculum and to select materials that are aligned with the standards. The Peru Community School curriculum guide is aligned with the College and Career Readiness Standards and includes performance objectives, indicators of performance and assessment techniques, and samples.

D. Titles and descriptions of assessment instruments to be used in addition to ISTEP

A variety of assessment tools are employed at Peru Junior High. These tests are used to determine student achievement, class placement and the need for remediation. NWEA scores and teacher recommendations are used to determine eighth grade assignment to the appropriate math class at the high school. All classroom teachers use various frequent assessments, end-of-unit assessments, lab results and homework scores to evaluate student achievement.

Peru Junior High School uses a variety of assessment instruments to evaluate the progress and achievement of our students. The primary indicators as specified by current legislation are the ISTEP in language arts, math and social studies. Some of the assessment instruments we use are:

- **Formative Assessments** - In areas of math, science, English, and social studies.
- **4 Summative Assessments** - In areas of math, science, English, and social studies.
- **NWEA Testing** - Tracks student progress during the fall, winter and spring; notes areas of strength as well as areas for improvement.
- **Criterion** - The Criterion® Online Writing Evaluation service from ETS is a web-based instructional writing tool that helps students plan, write and revise their essays guided by instant diagnostic feedback and a Criterion score.

Chapter 2 Statement of mission, vision, or beliefs

Mission Statement

- Peru Community Schools' Mission is:

Educating students Positively, Compassionately, and Successfully.

Vision

Peru Community Schools is the leader in educational excellence for all students; where parents want to send their children, students want to learn, teachers want to teach, and employees want to work. PCS employs a highly qualified staff, utilizing a diverse, differentiated curriculum that fosters student excellence within an inviting, clean, safe, and technologically-advanced environment. PCS' preparation of college and career-ready students is a catalyst for our economic and community growth.

Building Goals

1. Ensure educational excellence and equity for every student. (Teacher PD and best practices)
2. Provide a safe, positive and effective learning environment (s) for all students and staff. (Facility improvements)
3. Strengthen school, family and community engagement. (Student and staff participation in extra-curricular activities, use of Social Media, Canvas, more guest speakers in classrooms).
4. Maintain an effective, integrated technology infused climate for management, communication, and classroom instruction. (Continue to use technology that improves our teaching)
5. Maintain and improve upon our Response to Intervention (current SAIP) practices and expand student interventions for academic and social growth. (Re-evaluate our SAIP process for new testing)
6. Implement the new Indiana graduation pathways requirements by providing college and career readiness opportunities/pathways for all secondary students. (Continue college visits and career day)

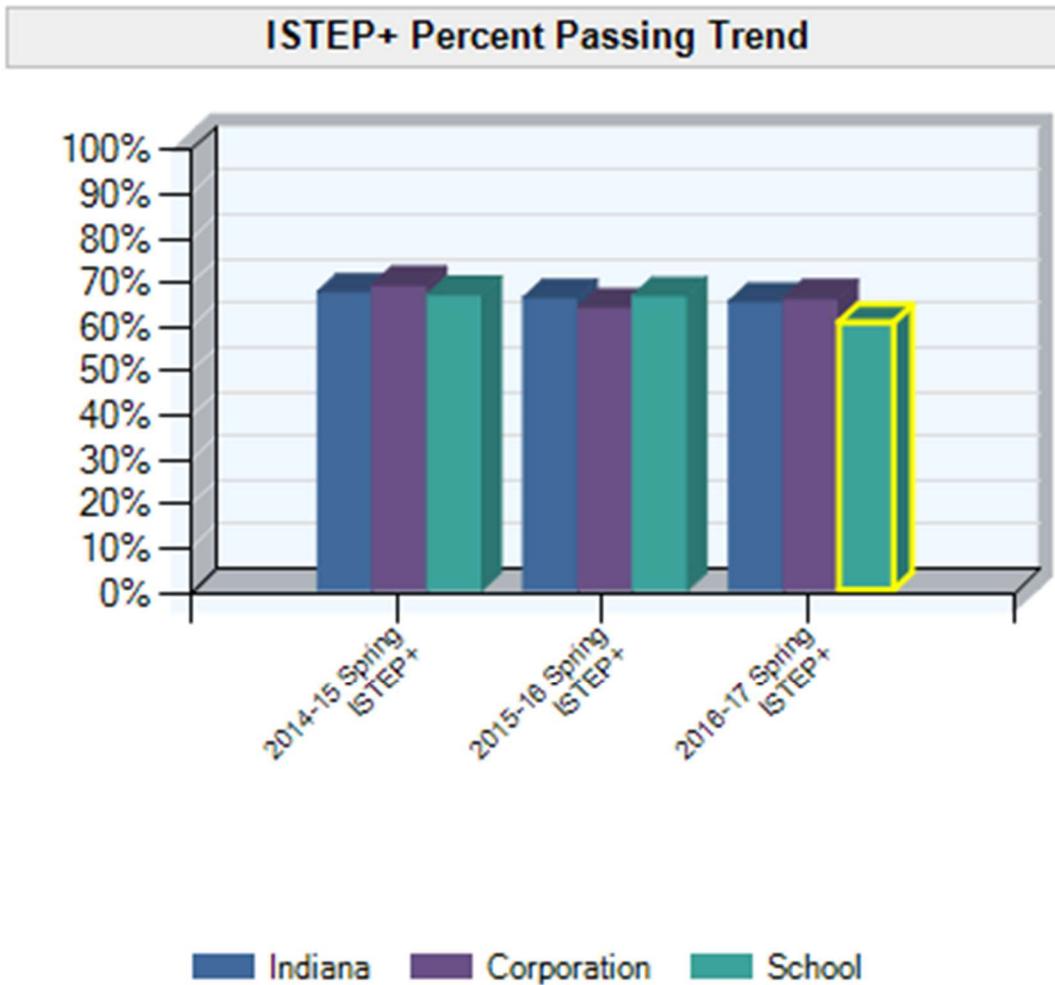
2018-2021 Peru Community Schools Strategic Plan							
Goal	Action Steps	Timeline	Current	Target Data	Data Source	Position	Actual Results
1. Peru Junior High School (PJH) will strive to become a School To Watch based on national criteria such as rigor of teaching, instructional strategies, and curriculum emphasizing essential skills.	1. Apply for Schools to Watch	1. May 2018	1. Survey results	1. Survey from STW	1. Schools to Watch	1. teachers, guidance, administrators	1.
	a. Invite evaluators to analyze and project our strengths and weaknesses						
	b. Complete application by the end of 2017-18 school year. Send Mrs. Sederholm to training, complete survey.						
	2. Contact other Schools to Watch	2. September 2018	2. New	2. Strategic committee	2. Collaboration notes	2. Committee members	2.
a. Get information and advice from Cassie at RMS							
b. Visit other STW schools							
3. Gather data from teachers to fulfill STW data requirements	3. Semester 1 2018	3. New	3. STW data	3. STW data	3. STW data	3. teachers, guidance, administrators	3.
a. Add when site visit completed.							
4. Complete the book study	4. Summer and fall 2018	4. assign books	4. Canvas lessons	4. Canvas lessons	4. Canvas lessons	4. teachers, guidance, administrators	4.
a. Individualized book studies for teachers							
b. Book discussions in collaboration to focus on positive teaching skills instead of problems in our system							
2. Peru Junior High School will maintain a positive, educational learning environment by providing an environment our students are proud to attend.	1. Changes in hallway	1. August 2018	1. New	1. Students need to see items	1. Pictures	1. Teachers	1.
	a. Remove bulletin boards; move to sides of doorways for teachers to display individual work and announcements						
	b. Talk to Applegate and Majors regarding murals in place of bulletin boards						
	c. Get art club students involved in repainting						
	2. Make improvements to building	2. August 2018	2. New	2. Yearly	2. Collaboration notes	2. Teacher, guidance, administrators	2.
	a. Move athletic equipment down to teachers' lounge						
	b. Update cafeteria tables						
	c. Better regulate heating/cooling in classrooms						
	d. Update bathrooms - stall doors, positive message boards						
	e. Girls locker room renovated						
f. Working hot water							
1. Teachers' lounge							
2. Science labs							
3. Bathrooms							
2. Peru Junior High School will continue to grow as instructional leaders and celebrate successes in our building	1. Book study	1. August 2018	1. assign books	1. Canvas	1. Canvas	1. Teachers, administrator	1.
	2. Teachers will visit others teacher's classrooms	2. August 2018	2. Currently working on	2. Minimum of 4 visits	2. Cards, bulletin board	2. teachers, guidance, administrators	2.
	3. Have a bulletin board/notecards for teacher's to celebrate each other's successes.	3. August 2018	3. New	3. Teachers to see data	3. pictures	3. teachers, guidance, administrators	3.
3. Peru Junior High School will demonstrate leadership in community engagement by providing clubs and extra-curricular activities to involve students, community members, and staff in the school environment.	1. Create opportunities for parent involvement in school community. And track	1. Ongoing	1. Current	1. Increase numbers	1. meeting notes	1. teachers, guidance, administrators	1.
	a. Canvas parent accounts						
	b. Open House attendance						
	c. Veteran's Day attendance						
d. Concerts, banquets, etc.							
2. Track student involvement in extra-curriculars Set goal for student involvement based on last year's number.	2. August 2018	2. New year	2. 10% increase	2. AD EOY report	2. AD EOY report	2. administrators	2.
3. Staff attends extra-curricular events each season (sports, band, science fair, etc.) Set goal for staff involvement.	3. August 2018	3. New year	3. 10% increase	3. AD EOY report	3. AD EOY report	3. administrators	3.
4. Peru Junior High School will continue the use of technology to facilitate student achievement and classroom management	1. Utilize Canvas for instructional and communication purposes	1. August 2018	1. Needs improvement	1. All teachers in compliance	1. PD	1. Tech report	1.
	a. Daily agendas posted on Canvas						
	b. Assignments linked or posted on Canvas						
2. Viewox - classroom management, continued implementation	2. Current	2. Needs improvement	2. PD training	2. PD	2. PD	2. Tech Dept	2.
3. Look into appropriate use of YouTube in class engagement	3. August 2018	3. Needs improvement	3. PD training	3. PD	3. PD	3. Tech Dept	3.
5. Peru Junior High School will continue to improve upon the Peru Academic Model	1. Relationships	1. August 2018	1. New	1. Monthly meeting	1. Collaboration notes	1. Guidance	1.
	a. Tiger Time teachers begin to loop with their students throughout 2 years to meet STW						
	b. Get school psych more consistent and more involved in student monitoring process						
	2. Data	2. August 2018	2. New	2. Survey teachers	2. Survey	2. PJH Tech team	2.
	a. Create shared document to track "student logs" - items beyond discipline						
	b. Make SAIP information more accessible and user friendly						
	3. Interventions	3. updating	3. Evolving	3. Survey teacher	3. Survey	3. Task force	3.
a. SAIP form updated - SAIP committee							
b. Track interventions in team meetings to build consistency							
c. Reschedule team meetings to allow teachers to attend both grade meetings							
d. Revamp supervision schedule to allow more consistent after-school interventions							
6. Peru Junior High School will provide college and career readiness opportunities for all JH students.	1. Invite guest speakers into the building to speak with students about career options	1. Semester one	1. Yearly	1. Yearly	1. Pictures	1. Teachers, guidance	1.
	2. Offer a Career Day for students to explore career options	2. November 2018	2. Yearly	2. Yearly	2. Pictures	2. Teachers	2.
	3. College visit field trips for both grades annually	3. May 2019	3. Yearly	3. Yearly	3. Pictures	3. Teachers, guidance	3.
	4. Offer virtual college visits and career options with the help of Justin and tech inclusion	4. Semester one	4. Yearly	4. Yearly	4. Pictures	4. Careers teacher	4.
	5. Offer a Careers class for high school credit	5. August 2018	5. New	5. New	5. Master schedule	5. Guidance	5.
	6. Offer Heartland Career Center field trip	6. Semester one	6. Yearly	6. Yearly	6. Pictures	6. Teachers, guidance	6.

Chapter 3 Summary of Data

A. Current Status of Educational Program

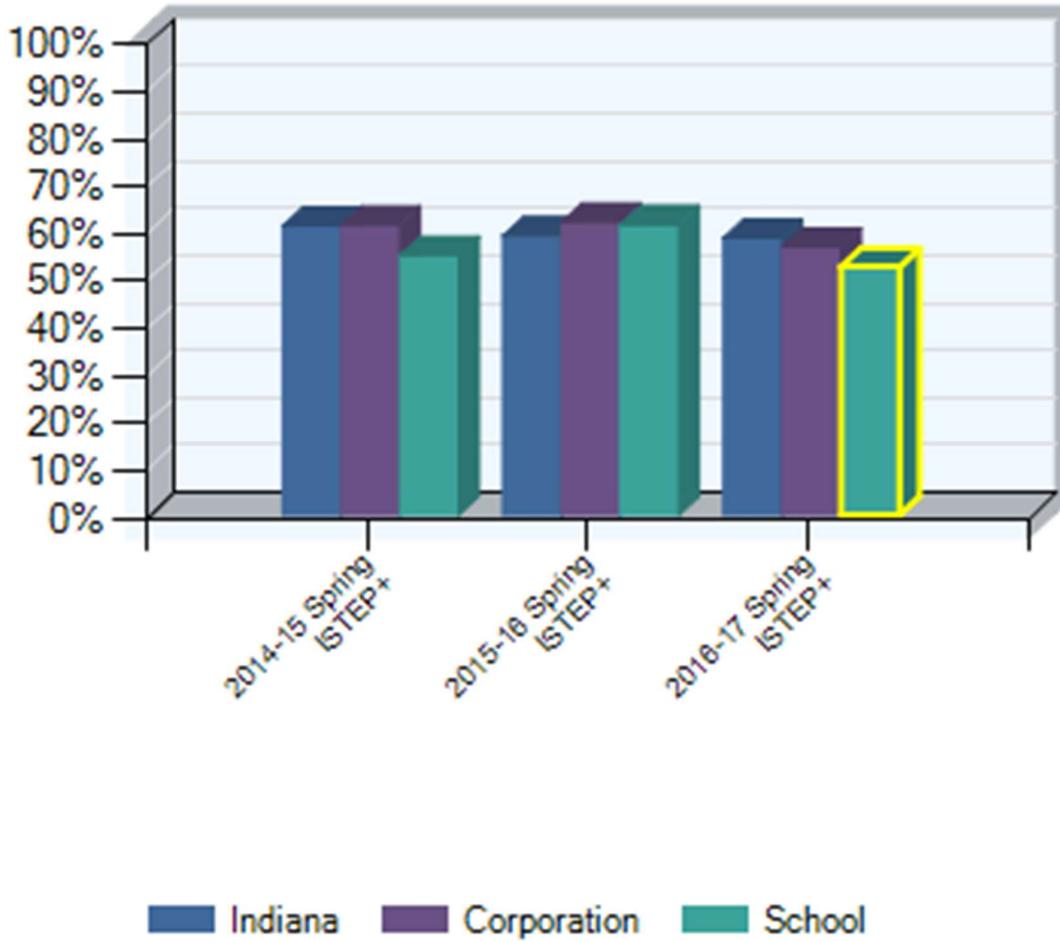
<http://compass.doe.in.gov/dashboard/educatorrating.aspx?type=school&id=6089>

ISTEP+ Percentage of Peru Junior High Students Passing English

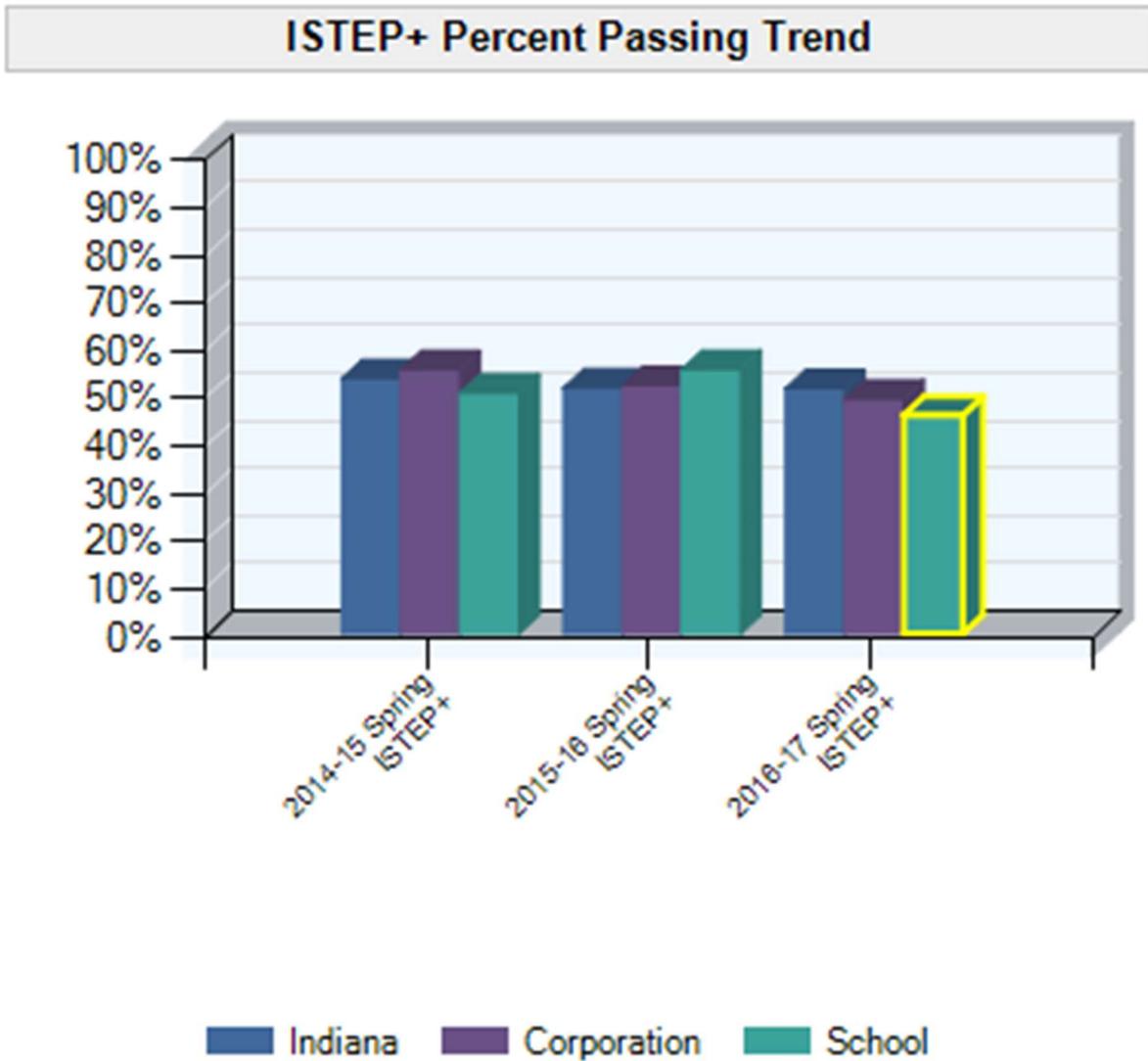


ISTEP+ Percentage of Peru Junior High Students Passing Math

ISTEP+ Percent Passing Trend



ISTEP+ Percentage of Peru Junior High Students Passing Both English and Math

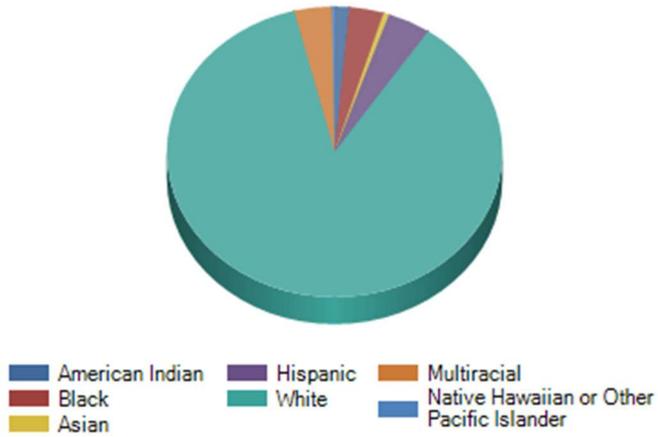


JH ISTEP Comparison

2014-2015			2015-2016				2016-2017					
Grade	English	Math	Grade	English	Difference	Math	Difference	Grade	English	Difference	Math	Difference
5 th	65.14%	66.29%	6 th	64.37%	-0.77%	62.64%	-3.65%	7 th	61.39%	-2.98%	47.47%	-15.17%
6 th	70.20%	66.23%	7 th	69.13%	-1.07%	58.67%	-7.56%	8 th	56.77%	-12.36%	55.48%	-3.19%

Other Relevant Data Trends

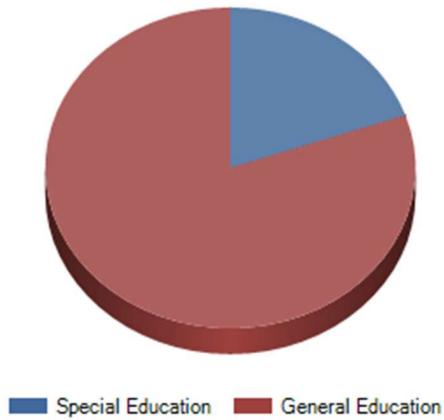
Enrollment 2017-18 by Ethnicity



Enrollment 2017-18 by Free/Reduced Price Meals



Enrollment 2017-18 by Special Education



B. Data related to other performance indicators (ones not included in annual report)

- Student growth data examination through the Student Academic Intervention Plan (SAIP) Process.
- Team Leaders evaluate 3-week assessment scores to identify student growth in certain areas, as well as areas of deficiency.
- Teachers also use data to place students in appropriate programs, differentiate class activities, and identify any curricular gaps or overlaps.
- As interventions are improved, students' deficient decreases.

C. Other information about educational programming and the learning environment:

- Each nine weeks the grade level team will recognize students for their academic and leadership abilities.
- Teachers choose students of the week.
- The secretary recognizes perfect attendance.
- Honor Roll recognition
- Positive Behavior Intervention Support (PBIS) assemblies
- Some of our programs include, but are not limited to, iLEARN, NWEA, Kahoot, teaching of vocabulary and differentiated learning activities.
- The NWEA assessment is administered 2 -3 times during the year to determine individual academic growth, growth as a school and as a predictor for potential success on the iLEARN summative assessment. The data presented in this report was derived from seventh and eighth grade NWEA assessments that provided the percentage of students anticipated to pass iLEARN. Tier III predicts students that may “Fail”, Tier II predicts students who are at risk of not “Passing” and Tier I predicts students that should “Pass” The growth column on the chart provides the increase or decrease of the percentage of students predicted to “Pass”.

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

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

Peru Junior High School supports the achievement of College and Career Readiness Standards (CCRS) by our ongoing collaboration within departments and grade level teams. These efforts include:

- Grade level teams aligning the curriculum with CCRS
- Documentation of such standards appears in curriculum maps
- Lesson plans prepared by teachers.

The staff continues to work on curriculum alignment through departmental curriculum mapping work, professional development in aligned assessments, and ongoing application of CCRS in classroom unit and lesson planning.

Teachers employ best practice strategies based on current research to support achievement of CCRS. Some examples include multiple intelligence instruction, cooperative learning, reading and writing across the curriculum, hands-on learning, and inclusion of all students with special learning needs in compliance with individual IEPs. Up-to-date educational articles are provided by administration weekly to enhance staff knowledge of best practices.

Strategies implemented during the 2008-2009 school year have resulted in increased student achievement in areas of language and math. In language, improvements in the writing process, reading comprehension, and vocabulary have begun to emerge following implementation of reading strategies and differentiation of instruction by all staff. In math, improvements in the areas of computation and algebra and functions with grade level teams implementing strategies across the curriculum.

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

Peru Junior High School has a strong foundation for instructional strategies. Alignment and re-alignment of the curriculum and the implementation of remedial programs driven from testing data have been refined. This important ground work has set the tone for Peru Junior High School to aggressively move forward with purposeful, consistent, teaching strategies by all teachers and assistants. Peru Junior High School staff development for instructional strategies and processes take place during Collaboration Wednesdays, before or after school meetings and district wide in-service days. In order to stay current with educational issues and curriculum, administration assigns articles to read in the weekly PJH Happenings newsletter. This activity gives teachers opportunity for point of views. Following are the instructional strategies that support the achievement of College and Career Readiness Standards:

1. Teaching of vocabulary with a balance of linguistic and nonlinguistic activities (Marzano).
2. Critical Thinking teaching and activities focused on Bloom's higher levels.
3. Formative and Summative assessments in all core classes.
4. Remediation activities based on assessments.
5. Celebrations for academic successes.
6. Differentiation and modification.
7. Writing across the curriculum.

C. Analysis of student achievement:

Student achievement is measured in various ways. Peru Junior High School test scores are good and have shown improvement. Students who do not pass a portion of the iLEARN are offered additional instruction in a remediation class. This remediation is ongoing and is implemented throughout the school year. The results of our remediation process have shown improvement and are valuable for the continuous improvement process for these programs.

D. Parental participation in the school.

“Parental involvement in almost any form produces measurable gains in student achievement” (Dixon, 1992, p.16). Parental involvement in a child’s education is paramount to the child’s success. Communication is a key factor in parental involvement. Unfortunately, research shows that parental involvement declines as the student gets older. Peru Junior High School feels that forming partnerships with parents and guardians is essential. An important goal of Peru Junior High School is to improve communication with our students’ parents.

Peru Junior High School promotes parent involvement with these activities:

- Open House night at the beginning of school or the week prior
- Field trips and dances with parents as chaperones
- Project Business Junior Achievement program
- Honor Society Events: induction, fish fry, trip chaperones
- Student Council Events: dances, fundraisers, pep sessions
- Attendance at athletic events, the talent show, and concerts presented by the music department.
- Communication
 - Facebook page
 - Twitter
 - Instagram
 - Good news postcards (ROARs)
 - Articles in Peru Tribune
 - Skyward app
 - Canvas
 - Email
 - Callers
- Mailing progress reports home
- Addressing students who are in need of extra academic support and meeting with parents. (SAIP process)
- Establishing discipline conferences and making additional phone calls to parents.
- Continuously updating school sign

E. Technology as a learning tool.

All Peru Junior High School teaching staff has been trained to use Skyward, OneNote and Canvas. These programs aid teachers in their communication with parents through the school corporation Internet Website and Skyward Administrative Software Package. Teachers also utilize their Canvas learning management system to update important information for students and parents. There is a computer lab that is part of a higher level math/engineering program called “Project Lead the Way”. This is an elective class that students may choose to take. Additional technology equipment includes surfaces for every student and teacher. Smart boards in every classroom creating interactive learning and more deeply engaging students.

Technology based instruction/assessment includes, but is not limited to:

- DOE ISTEP analysis and related resources
- NWEA assessment tool
- Microsoft Office
- Google Suites
- Canvas
- ALS software
- Reading Counts
- Edgenuity
- CNN News
- Web-based IEP's
- Student research projects
- Science mini labs
- Smart Boards in each classroom
- Music composition
- Textbook resources
- Parent communication
- IXL

F. Safe and disciplined learning environment.

The school operates under the safe school plan adopted by Peru Community School Corporation. Elements of this program include the following:

- The school is locked daily and visitors must buzz the office for access into the building.
- Building key access is monitored closely.
- Visitors are directed to the main office and staff is instructed to verify the status of non-students and/or adults in the building without a pass or nametag.
- All visitors to the building are issued visitor passes using the Raptor system.
- Administrators are available through email, cell phone, and radio means.
- Peer mediators and conflict managers are a vital part of our overall discipline program.
- Teachers address discipline problems using a positive discipline approach with good classroom management. A school discipline process is to be consistently followed.
- Teachers and administrators monitor the hallways and other areas of the building.
- All required drills are done in a timely fashion and are recorded in an accurate manner.
- All staff members and students must wear an identification badge.
- Every classroom is equipped with a Safety Flip Chart and Safety bag.
- New locks are being put in summer 2016. Completed.
- Security cameras are throughout the building.
- There is a fulltime School Resource Officer.
- An alternative school, KEYS Academy, is available for students with behavior, academic and social concerns.

Discipline at Peru Junior High School is a collaborative process. Students are expected to be cooperative, make good choices and to be engaged in learning at all times. Teachers, parents, probation and the local courts work together, as a team, to surround our students with consistency. A well-disciplined individual is our goal. Our discipline process is expected to be followed by all. There is a Corporation Handbook that is online and a paper copy is available upon request.

In addition, Peru Junior High School follows the guidelines of the State of Indiana in maintaining the safety of the building by having regular inspections for fire safety, equipment safety, boiler inspections, elevator inspections, and bleacher inspections. The local and state health departments conduct frequent checks of our food preparation areas. The records for these inspections are housed at the Administration Center. Required immunization reports are on file in the nurse’s office.

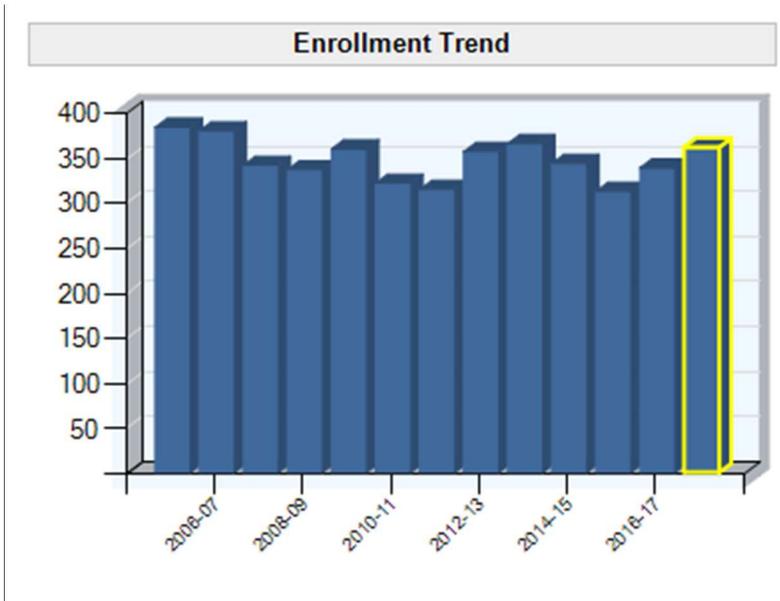
The following pages show proof of our adherence to state safety standards including:

- State Fire Inspections
- CPR Training for all staff
- Defibrillator training for all teaching staff.
- Immunizations
- Vision, Hearing, Postural Screenings
- Discipline reports

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

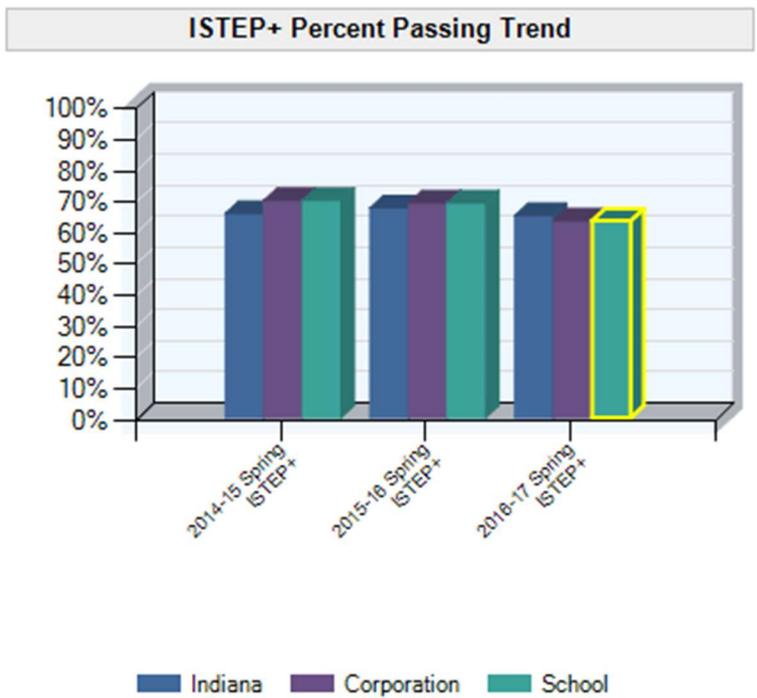
A. Attendance rate.

Enrollment By Grade					
Grade	2013 14	2014 15	2015 16	2016 17	2017 18
Grade 4		1	1	1	
Grade 5		1	3	3	6
Grade 6	2	1	1	2	3
Grade 7	171	170	148	171	176
Grade 8	191	169	158	161	176
Grade 9	1	1	1		
Total Enrollment	365	343	312	338	361

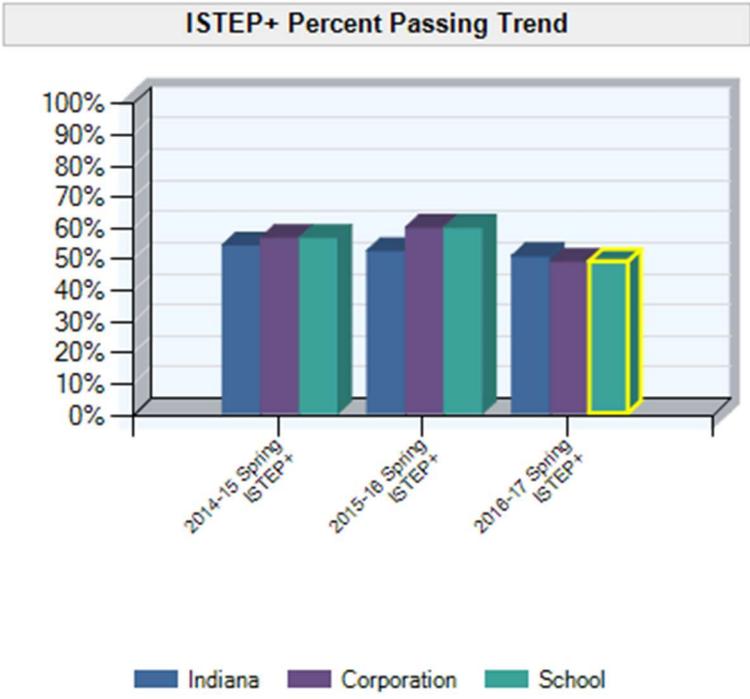


B. Percentage of students meeting academic standards under the ISTEP+ program

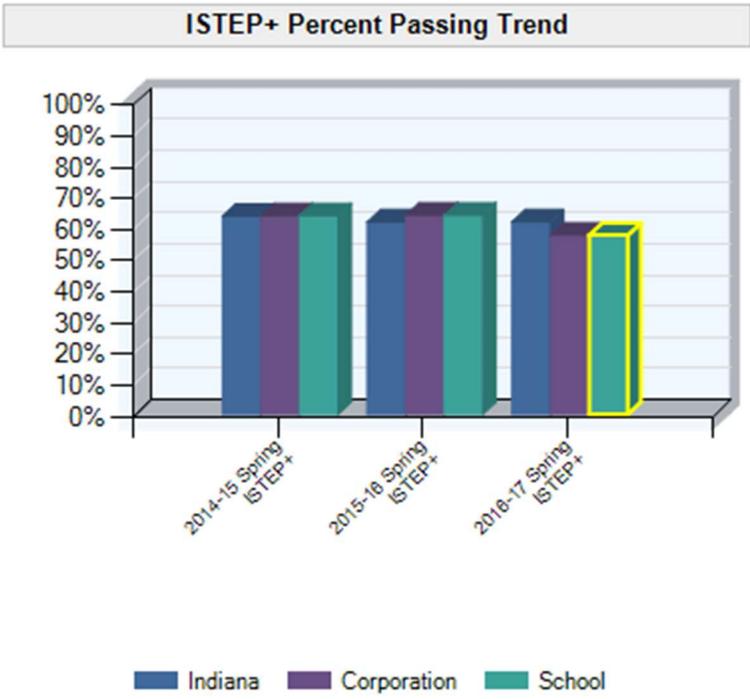
7th grade Language Arts



7th Grade math

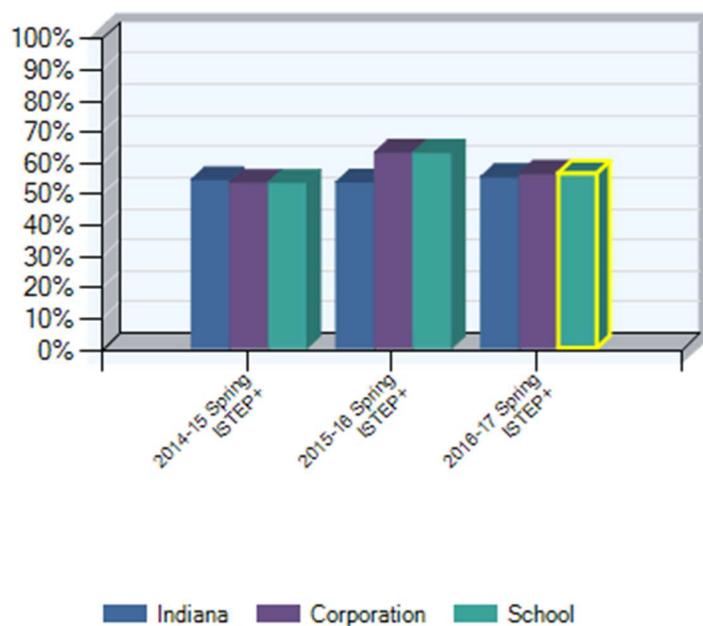


8th Grade Language Arts



8th Grade math

ISTEP+ Percent Passing Trend



C. For a secondary school, graduation rate. (PHS only)

Chapter 6 Specific areas where improvement is needed immediately.

Sustained improvement is needed in the following groups: special education and the reading program at both grade levels. These immediate needs are evidenced by our 2015-16 NWEA scores and 2015 iLEARN results. The faculty is dedicated to addressing and raising these scores through collaboration, best practices, and purposely altering their delivery system to students. Building good background vocabulary and focusing on thinking and working at higher thinking levels (Bloom’s Taxonomy) will be an integral part of our teaching strategies. (See School Improvement Plan)

Peru Junior High is committed to increasing our relevance and rigor even though there is uncertainty in what exam Indiana will be giving in the future. Currently, we have increased our rigor and made our three-week assessments more like the current ISTEP+ exams which is based on the information released by Indiana Department of Education. We also implemented a reading class starting Term 2 of 2015-16 to better aid our struggling readers.

The following areas have been identified as priority areas for Peru Junior High School improvement plan.

Primary Area	Data/ Reasons for Improvement
<p>Peru Junior High School (PJH) will strive to become a School to Watch (STW) based on national criteria such as rigor of teaching, instructional strategies, and curriculum emphasizing essential skills. In addition, PJH will continue to strive to receive an "A" grade from the Department of Education.</p>	<p>Gather data STW needs iLEARN scores Scores show we are below the top schools</p>
<p>To maintain our student attendance rate</p>	<p>The State Attendance Report, DOE-AT. State Attendance Charts show we are well below the top schools</p>

Secondary Area

Data/ Reasons for Improvement

--	--

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

High achievement will be the goal for all students in all grades. Benchmarks for progress will include three week assessments for all core classes offered. The testing will give us ongoing data to review/revise/remediate where needed. Peru Junior High School expects that the percentage of students passing and improving on the comprehensive ILEARN assessment will increase each year the students take the test.

For Peru Junior High School to show satisfactory improvement in identified areas the following should occur:

Primary Areas	Acceptable Progress Level/Assessment Tools
The percent of students meeting the Language Arts and Mathematics Standard	We expect to see a 2% increase in the percentage of students passing both the Language Arts and Mathematics Standards on iLEARN.
Student Attendance Rate	We will maintain or improve our 96% student attendance rate.

Secondary Areas**Acceptable Progress Level/Assessment Tools**

Student Behavior	We expect to see a 5% decrease in the number of students receiving any type of suspension comparing to current class to their behavior the year prior.
------------------	--

Chapter 8 Academic Honors Diploma and Core 40 (Peru High School only)**Chapter 9 Proposed interventions based on school improvement goals.(See School Improvement Plan)**

It is in the best interest of the community, students, faculty, and administration that we look to the future and prepare our students to achieve at their highest levels in accordance with College and Career Readiness Standards. The proposed strategies and intervention areas on state standards, iLEARN scores, three week assessments, classroom achievement, and teacher input are individualized to student need, subject areas, and gradelevels.

Chapter 10 Professional development (See School Improvement Plan)

The professional development program for the school is conducted within district goals and objectives and includes the following:

- Corporation-Wide In-Service on “Best Practices” every year.
- Staff development will be ongoing and updated on a yearlybasis.
- Technology training will be every four to six weeks.
- CPR training (for all new staff) and defibrillator training is up-to-date and will continue to be updated on a yearly basis.
- Vertical and Horizontal Curriculum Articulation
- Team meetings a minimum of bi-weekly
- Wednesday Collaboration Topics:
 - SAIPs/Student Data/SE
 - Peru Academic Method Initiatives- Teacher/Time/Relationships/Intervention
 - Department Meetings
 - Safety meetings/PDActivities
 - Technology Initiatives/Trainings

A professional development plan is a part of each of our goal action statements. The staff and administration believe that targeted professional development activities will be vital to tracking student achievement and focusing instruction more specifically on the needs of each student.

Chapter 11 Statutes and rules to be waived

Chapter 12 Three (3) year time line for implementation, review, and revision

A timeline has been established by the PL 221 committee based on the strategic goals and resource list. Implementation of the plan will include reviewing and revising the improvement plan each year. Data collection will be a primary component of this review process; mainly from the ILEARN results, NWEA results and three week assessments by all departments. The periodic review of test results will involve all staff members.

Changes and updates are as follows:

- New committee members
- SE data
- Strategic Plan Framework
- New courses
- New standardized test

